CIVILIAN PERSONNEL

SUPERVISORS' GUIDE

TO DESCRIBING JOBS IN

FACTOR EVALUATION SYSTEM (FES) FORMAT

cpo

USAARMC PAMPHLET 690-7
FORT KNOX, KENTUCKY

DEPARTMENT OF THE ARMY
HEADQUARTERS US ARMY ARMOR CENTER AND FORT KNOX
Fort Knox, Kentucky 40121

Pamphlet
No. 690-7

27 July 1984

Civilian Personnel
SUPERVISORS GUIDE TO DESCRIBING JOBS IN FACTOR EVALUATION SYSTEM (FES) FORMAT

The word "he" when used in this pamphlet represents both masculine and feminine genders, unless only the feminine gender applies.

INTRODUCTION

Since passage of the Classification Act of 1949, numerous complaints concerning the difficulty of understanding, explaining, and applying classification standards developed under the Act were received by the House, Post Office, and Civil Service Committee. During an executive session of the Committee in September 1967, it was decided that a comprehensive study must be made of the entire classification process in the Federal service. The study, made under Representative James M. Hanley, Chairman of the Subcommittee on Position Classification, was published in December 1968.

In July 1969, Chairman Hanley introduced a bill that became PL 91-216, The Job Evaluation Policy Act of 1970. Under this law, the Job Evaluation and Pay Review Task Force (sometimes called the Oliver Task Force) was to prepare a comprehensive plan for a coordinated system of job evaluation and ranking for civilian positions in the executive branch.

After two years of study, the Job Evaluation and Pay Review Task Force, in 1972, submitted a number of recommendations designed to improve and consolidate federal job evaluation and pay plans.

The Commission endorsed the major Task Force recommendations with respect to job evaluation methods and techniques, i.e., the Factor-Ranking/Benchmark approach to the Evaluation of General Schedule Positions.

The Office of Personnel Management (formerly the Civil Service Commission) decided to implement the new Factor Evaluation System in December 1975. Standards developed under the new system by the Office of Personnel Management will be released to the agencies for review and comment. When finalized, the standards will be issued for mandatory use, replacing the traditional standard.

The Position Management and Classification Division of the Civilian Personnel Office is available to assist in interpreting this pamphlet and preparing job descriptions in the FES format.

R. E. DIEHL
Civilian Personnel Officer

TABLE OF CONTENTS

	PAGE
Introduction	
1. What is FES?	1
2. The Beginning	1
3. How to Write FES Duties Statements	2
4. How to Describe the FES Factors	2
Factor 1, Knowledge Required by the Position	3
Factor 2, Supervisory Controls	6
Factor 3, Guidelines	7
Factor 4, Complexity	9
Factor 5, Scope and Effect	11
Factor 6, Personal Contacts	12
Factor 7, Purpose of Contacts	13
Factor 8, Physical Demands	13
Factor 9, Work Environment	14
5. Dealing With "Mixed Jobs"	14
Appendixes	
A. OUTLINE-FES FACTOR FORMAT FOR JOB DESCRIPTION	
B. SAMPLE FES JOB DESCRIPTION FOR MAIL CLERK	

1. WHAT IS THE FACTOR EVALUATION SYSTEM (FES)? The Factor Evaluation System (FES) is a method for assigning grades to positions on the basis of their duties, responsibilities, and qualifications required. Under FES, positions are classified using nine factors, as follows:

a. Knowledge required by position.

b. Supervisory controls.

c. Guidelines (for the work).

d. Complexity (of the work).

e. Scope and effect (of the work).

f. Personal contacts.

g. Purpose of contacts.

h. Physical demands.

i. Work environment.

2. THE BEGINNING - A STEP-BY-STEP APPROACH. a. Before starting to write a job description in FES, review this guide and the applicable position classification standard. In this way, you will have a better idea of the kinds of information and the factors used in classifying the job and how the factors are described in terms of the occupation or the kinds of work in the position.

b. Once you know what kind of information is needed, begin assembling the facts about the official duties and responsibilities of the position. Depending on whether you are writing about your own job or about someone else's job as a supervisor, the following techniques might be used:

(1) Keep a list of the things you do and for which you are responsible (or that the employee does and for which he is responsible). The list may be written as a kind of diary over a period of days or weeks. It will help identify the major duties and responsibilities of the position.

(2) Discuss the work of the position with employees, supervisors, and management officials, as appropriate.

(3) Review the existing job description to identify and consider any changes in the position since it was last described.

(4) Review related jobs in the organization to verify working relationships.

(5) Observe work in progress.

(6) Review technical manuals and/or charts.

(7) Review organizational or program material.

(8) Review questionnaires or lists of duties prepared by employees or supervisors (useful when working with large numbers of similar positions).

c. After assembling all of the facts, make a list of the duties of the position, and some facts about them, as explained in chapter 3. Use the Factor format outline in describing the nine FES factors in terms of the work performed and submit them to the CPO for review and preparation of the official job description.

3. HOW TO WRITE FES DUTIES STATEMENTS. a. The Major Duties section of the job description answers the question, "What does the employee do in this position?" It should briefly describe the major duties performed in plain, clear language. It may be preceded by an introductory statement or paragraph which describes the general nature of the position and how it fits into the organization, e.g., "Performs nursing care in the Outpatient Clinic."

b. The order in which duties are described may vary. You may wish to list duties in the order of their importance or by following the sequence in which the work is performed - day-by-day, over a longer period of time, or during an entire cycle. Another way might be to group-relate duties according to function. For example, you might separately describe the clerical duties and the technician duties performed in the same position. In such a case, you should include percentages of time spent on these distinctly different kinds or levels of work.

c. Duties are best described by using active verbs. Examples include:

(1) Balances cash in register against the total on register tape, locating and correcting errors.

(2) Types memorandums, letters, and reports in final form from handwritten notes.

(3) Designs art work for multicolor posters to meet specified needs of requesters.

(4) Posts test scores to record cards.

(5) Plans regular menus, complying with nutritional and cost allocations.

(6) Develops plans, specifications, and estimates for urban expressways with separated intersections, dividing strips, merging lanes, and ramps.

Normally it is not necessary to describe incidental or occasional duties, e.g., in the absence of ..., as requested ..., in emergencies ...

4. HOW TO DESCRIBE THE FES FACTORS. The major duties statements and the descriptions of the evaluation factors should compliment each other. The factor descriptions should be drawn from, and be supported by, the major duties. Most of the nine FES evaluation factors have two or three parts (individual concepts or subfactors).

FACTOR 1, KNOWLEDGE REQUIRED BY THE POSITION

What levels of knowledges and skills are required and used in doing acceptable work in the position? This includes:

- The nature or kind of knowledges and skills needed, and

- How these knowledges and skills are used in doing the work.

Under FES, knowledges are information or facts such as procedures, work practices, rules and regulations, policies, theories and concepts, principles, and processes which the employee must know to be able to do the work. When listing a particular knowledge, it is understood that skill is used in applying that knowledge.

KNOWLEDGE EXAMPLE NO. 1	Engineer
a. Kind of knowledge:	A professional knowledge of the theories, principles, practices, and techniques of civil engineering.
b. How used:	To design flood control structures such as high retaining walls and closed box channels.
KNOWLEDGE EXAMPLE NO. 2	Clerk
a. Kind of knowledge:	Knowledge of the terminology used with a variety of diagnostic and treatment procedures provided general medical patients.
b. How used:	To record and report medical information such as x-ray and test results.
KNOWLEDGE EXAMPLE NO. 3	Clerk-Typist
a. Kind of knowledge:	Knowledge of English grammar, spelling, and punctuation.
b. How used:	To correct obvious errors in material being typed.

Sometimes, it is easier to describe a requirement as a skill rather than as a knowledge. A knowledge exists before skill can be demonstrated. An example is when a person who knows the typewriter keyboard can acquire a particular level of proficiency through practice to show "skill in typing." Skills (as used for FES) usually can be observed, i.e., you can see a person type and review the typed

material easily to decide that the person has "knowledge of the typewriter keyboard." Therefore, it is common practice to describe skills associated with a certain dexterity as shown below.

SKILL EXAMPLE NO. 1	Voucher examiner
a. Kind of skill:	Skill in using a calculator.
b. How used:	To compute totals, discounts, taxes, transportation charges, etc.
SKILL EXAMPLE NO. 2	Shorthand reporter
a. Kind of skill:	Skill in taking dictation.
b. How used:	At higher speeds to provide verbatim transcriptions.

If you are not sure whether to describe a requirement as a knowledge or skill, describe it as a level of knowledge.

Additional "Tips" in Writing Factor 1:

1. Benchmarks and factor-level descriptions in the FES classification standard may be used as references for how knowledges are treated in the occupation. Exception: FES classification standards sometimes describe a level of education, training, or experience. Such criteria are developed by occupational specialists after a comprehensive study of the occupation to provide guidance in the point rating process. Educational requirements or arbitrary degrees of proficiency should not be described in job descriptions unless there is documentation backup to prove that these requirements specifically apply to the position being described.

2. Show only the knowledges and skills that are essential for full performance of the work. Generally, Factor 1 can be adequately described with four or five knowledges or skills. If you have a list of 20, some of them can probably be combined into a broader description.

3. Label knowledge as "professional" only when the nature of the work meets the definition of a professional occupation or series.

a. Professional occupations or series are those requiring knowledge in a field of science or learning customarily and characteristically acquired through education and training that meets the requirements for a bachelor's or higher degree with major study in or pertinent to the specialized field, as distinguished from general education. The work of professional positions is creative, analytical, evaluative, or interpretive, and is characterized by personal responsibility to keep abreast of and exercise judgment and broad perspective in the application of an organized body of knowledge that is constantly studied to make new discoveries and interpretations or to improve the data, materials, and

methods. Positions filled by trainees who meet the basic knowledge requirements and who perform work in preparation for fully professional assignments are also included.

b. Professional occupations are identified as such in the series definition of the occupational standard.

4. As appropriate, include any "special" knowledge or skill that would be required as a selective factor in recruitment, such as "Skill in using conversational Spanish to interview witnesses."

5. Do not copy knowledge/skill requirements from qualification standards. The qualification standard gives the minimum requirements needed for applicants. Non-trainee job descriptions describe the kind of knowledges and skills needed to perform the work satisfactorily after the "break-in" period.

6. Avoid listing "abilities." "Ability to examine vouchers" is too vague to be used in evaluating Factor 1. Instead, show what the employee has to know to do the examination. The example below shows how two positions involving "ability to examine vouchers" would require different knowledges because of differences in what the employees do with the vouchers and the mental processes, insights, and understandings that are needed.

WRONG	BETTER
Ability to examine vouchers	Knowledge of domestic travel regulations to check vouchers for compliance and accuracy of terminology.
Ability to examine vouchers and transportation accounts	Knowledge of professional accounting concepts, principles, and theories to audit the total accounting system.

7. Do not describe personal characteristics, such as patience, adaptability, integrity, or creativity under Factor 1. (When important, job-related aspects of personal characteristics are credited in other ways, e.g., the need for patience is inherent in considering Factor 7, Purpose of Contacts; aspects of creativity involve Factor 2, Supervisory Controls - in the independence of action, Factor 3, Guidelines - in the judgment used, and Factor 5, Complexity - in the nature of item created.)

8. After completing Factor 1, double-check the listed knowledges and skills to assure they agree with the duties described. For example, if you list "Skill in operating an electric typewriter," the duties statement should show what the employee types.

FACTOR 2. SUPERVISORY CONTROLS

"Supervisory Controls" has three parts, i.e., how the work is assigned, the employee's responsibility for carrying out the work, and how the work is reviewed.

1. How is the work assigned? Supervisors have direct or indirect control over the work in the way assignments are made, instructions given, priorities and deadlines set, and objectives and boundaries defined. For example: A supervisor might make assignments with detailed instructions concerning how to do the work, with instructions only for new, difficult, or unusual aspects of the work; with suggestions for procedures; or with information only about the objective to be achieved, priorities, and deadlines.

2. What is the employee's responsibility for carrying out the work? To what extent is the employee expected to develop the sequence and timing of various aspects of the work, to modify or recommend modification of instructions, and to participate in establishing priorities and defining objectives? For example: An employee might do the work exactly as instructed; do routine assignments independently without specific instruction; refer situations not covered by instruction to supervisor; handle all work independently according to policies, previous training, or accepted practice; or resolve conflicts which arise by determining approaches to be taken and methodology to be used.

3. How is the work reviewed? What is the nature and extent of the review? For example: There may be close and detailed review of each phase of the assignment; detailed review of the finished work; spot-check of finished work for accuracy; or review only for adherence to policy.

TIP: Supervisory controls in the employee's job description should "dovetail" with "supervision exercised" in the supervisor's job. If the employee's job description states that the work is accepted as being technically accurate without review, but the supervisor's job description states that detailed review is given the employee's work, one of the job descriptions is wrong. The facts must be rechecked and appropriate changes made.

SUPERVISORY CONTROLS EXAMPLE NO. 1, File Clerk

a. How work assigned:	The file room supervisor assigns work, advises of changes in procedures, and is available for assistance when required.
b. Employee responsibility:	Routine work is performed independently following set procedures.

c. How work reviewed:	The work is reviewed for accuracy by spot-checking the ease with which filed items are found and through complaints from users.

SUPERVISORY CONTROLS EXAMPLE NO. 2, Clerk-Stenographer

a. How work assigned:	The administrative law judge dictates without interruption and provides any special instructions that differ from normal procedures.
b. Employee responsibility:	The clerk-stenographer independently transcribes and collates material into final form, with responsibility for format, word usage, and grammar.
c. How work reviewed:	Completed work is relied upon for accuracy; however, spot-checks are made to verify presence and applicability of enclosures.

SUPERVISORY CONTROLS EXAMPLE NO. 3, Engineer

a. How work assigned:	The supervisor assigns work in terms of project objectives and basic priorities and is available for consultation in resolving controversial issues.
b. Employee responsibility:	The engineer independently plans and carries out the projects, selecting the approaches and methods to be used in solving problems.
c. How work reviewed:	Projects are reviewed to determine that the objectives are met and for compliance with agency policies and regulations.

FACTOR 3, GUIDELINES

The factor "Guidelines" has two parts, i.e., the nature of guidelines for performing the work, and the judgment needed to apply the guidelines or develop new guides.

1. What guidelines are used in doing the work? Guides may be operating procedures and policies, traditional practices, or references such as manuals, dictionaries, style manuals, engineering handbooks, the pharmacopoeia, and the Federal Personnel Manual. Individual jobs vary in the degree to which the guidelines are specific, applicable, and available for doing the work, e.g., dictionaries and style manuals are available, applicable, and specific on matters involving punctuation and spelling; a Federal Personnel Manual is available in the Personnel Office, but may not apply to a particular personnel problem; although, three or four standardized tests exist for a diagnostic procedure, the operating policy may state the conditions under which one or the other of these tests may be used.

2. How much judgment is needed in using the guidelines? The existence of specific instructions, procedures, and policies may limit the opportunity of the employee to interpret or adapt the guidelines. On the other hand, the absence of a method for a phase of work may require the employee to use considerable judgment in researching related methods to develop one.

Explain the nature of guidelines and the extent to which the employee follows them explicitly, or uses judgment in deciding between alternatives, in interpreting, adapting, or developing guidelines. Below are examples:

GUIDELINES EXAMPLE NO. 1	File Clerk
a. Guides:	Written and oral guides provide specific instructions for filing material.
b. Judgment:	A substantial portion of these instructions is easily memorized and little interpretation is necessary. When instructions do not apply, the problem is referred to the supervisor.
GUIDELINES EXAMPLE NO. 2	Engineer
a. Guides:	Guidelines include agency regulations and directives, manufacturers' catalogs and handbooks, precedents, and files of previous projects.
b. Judgment:	While these guidelines are generally applicable, the engineer makes adaptations in dealing with problems, such as limited funds or the need to modify the facility for loads and stresses not anticipated in the original design.

FACTOR 4. COMPLEXITY

Complexity has three parts, i.e., the nature of the assignment, the difficulty in identifying what needs to be done, and the difficulty and originality involved in performing the work.

Be sure to study the FES classification standard, if available, before describing this factor in the job description. The kind of information needed to describe "Complexity" differs from occupation to occupation.

1. What is the nature of the assignment? Briefly, describe the general nature of the tasks, methods, functions, projects, or programs carried out in the position being described.

2. What facts or conditions does the employee consider in identifying what needs to be done? The employee may have little or no choice about what needs to be done. On the other hand, certain facts may have to be developed, checked, analyzed, interpreted, or evaluated by the employee before work progresses. The level of difficulty in carrying out the work varies, depending on whether the facts or conditions are clear-cut and directly apply to the problem or issue; vary according to the nature of the subject matter, phase, or problem being handled; or involve unusual circumstances and incomplete or conflicting data.

3. After considering the facts, what actions or responses does the employee make? In some situations, the work is easily mastered; the employee takes the obvious course of action. The level of difficulty and originality increases as the employee is required to consider differences in courses of action and refine methods or develop new techniques, concepts, theories, or programs in solving problems.

Explain the three parts of Complexity for the position being described. Below are examples:

COMPLEXITY EXAMPLE NO. 1	Mail Clerk
a. Nature of assignment:	Opens, sorts, and routes mail by general subject matter to approximately 150 delivery points and by specialized subject matter to 70-80 points.
b. Identifying what needs to be done:	Examines the content of a variety of materials to identify and associate subject matter with closely related technical units.
c. Difficulty and originality:	Determines proper routing or other action to be taken.

COMPLEXITY EXAMPLE NO. 2	Clerk-Stenographer
a. Nature of assignment:	In addition to taking and transcribing dictation with highly specialized terminology from many different dictators, performs a variety of duties such as collecting material for inclusion in the final package.
b. Identifying what needs to be done:	Checks apparent discrepancies of statements of fact in dictated material by referring to source material in the file.
c. Difficulty and originality:	Makes changes in wording to clarify language and insure compliance with agency correspondence rules.
COMPLEXITY EXAMPLE NO. 3	Engineer
a. Nature of assignment:	Projects involve developing designs, plans, and specifications for plumbing, heating, ventilating, and air conditioning systems for multistory office buildings, hospitals, and similar structures.
b. Identifying what needs to be done:	Considers such factors as unusual local conditions, increased emphasis on energy conservation, and relationship of problems and practices in related engineering fields.
c. Difficulty and originality:	Projects often require departing from past approaches and extending traditional techniques or developing new ones to meet major objectives without compromising design and engineering principles.

FACTOR 5, SCOPE AND EFFECT

"Scope and Effect" has two parts, i.e., the purpose of the work and the impact of the work product or service.

1. What is the ultimate goal to be achieved in the position? "Purpose of work" concerns the end objectives such as conclusions reached, decisions, or recommendations made; treatment or service provided; reports written; results of tests or research performed; and approvals or denials made. More specific examples are "to prepare statistical charts," "to perform cross-match blood tests," and "to make Voice-of-America broadcasts."

NOTE: This subfactor is different from the nature of the assignment under Factor 4, Complexity. Nature of the assignment concerns the kind and variety of tasks, functions, or projects required to fulfill the purpose or objective of the work. Factor 4 deals with "how" the work is done.

2. What is the impact of the work product or service? Who or what benefits from the employee's work? For example, statistical charts help supply management officials in identifying areas needing improvement; the cross-matching of blood helps the physician in giving emergency treatment to patients; and many people in foreign countries depend on VOA broadcasts for reliable reporting of the world news.

a. Describe the impact of work that is performed the right way. For example, for the Construction Analyst, the impact of the work might be described as: "The work contributes to the marketability, attractiveness, and structural soundness of housing and to the understanding and compliance with requirements for mortgage insurance. Homeowners and lending institutions are protected against major deficiencies in construction or rehabilitation of housing."

b. While specific credit cannot be provided for "possible consequences of error," this element is considered indirectly. It is inferred in the example that, when the Construction Analyst fails to do the work properly, insurance might be approved for housing that does not meet the agency's standards; that structurally unsound homes might be purchased resulting in possible death, injury, or financial ruin; that housing might be constructed that is not marketable, etc.

c. When "responsibility for accuracy" is important in a position, it may also affect the complexity involved and special knowledges required to maintain a level of accuracy. Below are examples:

SCOPE AND EFFECT EXAMPLE NO. 1	File Clerk
a. Purpose:	The purpose of the work is to maintain control and reference files for incoming correspondence.

b. Impact:	This work contributes to the efficiency of daily operations of the office.
SCOPE AND EFFECT EXAMPLE NO. 2	Engineer
a. Purpose:	The technical expertise provided by the engineer.
b. Impact:	Affects the designs of mechanical systems aboard floating plants and equipment used in dredging activities throughout the agency nationwide.

FACTOR 6, PERSONAL CONTACTS

a. "Personal Contacts" is considered to be a one-part factor covering the people and conditions under which contacts are made. Describe to the employee the face-to-face, radio, or telephone contacts which the employee has in terms of the "work relationships" of the people contacted. Different kinds of contacts might be coworkers on the same project, patients receiving grants entering the USA, manufacturers' representative selling products, contractors providing services, professors giving technical advice, and scientists consulting with other scientists. If a scientist is treated in a hospital, the "work relationship" of the scientist to the nursing team is as a patient. (Do not describe contacts with the supervisor because supervisory contacts are included under Factor 2.)

b. Indicate if the people come from elsewhere or the contacts occur outside the agency. Describe any unusual circumstances or conditions such as problems in making appointments (e.g., inaccessibility of people in high-level positions), problems in identifying the role or authority of the people contacted, or the use of different ground rules for different contacts. Below are examples:

PERSONAL CONTACTS EXAMPLE NO. 1 Mail Clerk

Contacts are with coworkers, personnel on the mail route in units throughout the installation, and US Postal Service employees who deliver mail to the unit.

PERSONAL CONTACTS EXAMPLE NO. 2 Engineer

Intra-agency personal contacts include other engineers and architects on the installation, procurement personnel, officials and managers of the user services, and headquarters engineering experts who approve construction projects. Meets with architect-engineer firms, contractors, and manufacturers involved in providing supplies/services for construction projects at the work site and at their places of business.

FACTOR 7, PURPOSE OF CONTACTS

"Purpose of Contacts" is a one-part factor.

Explain the purpose of the personal contacts described in Factor 6, i.e., to give or exchange information; to resolve problems; to provide service; motivate, influence, or interrogate persons; or to justify, defend, negotiate, or settle matters. As appropriate, include other information which might affect the nature of the contacts, i.e., dealing with people who are skeptical, uncooperative, unreceptive, hostile (such as patients or inmates); and settling controversial issues or arriving at compromise solutions with people who have different viewpoints, goals, or objectives. Below are examples:

PURPOSE OF CONTACTS EXAMPLE NO. 1 Mail Clerk

The personal contacts involve exchange of information regarding the processing, delivering or dispatching of mail.

PURPOSE OF CONTACTS EXAMPLE NO. 2 Shorthand Reporter

Contacts are made to arrange for recording the proceedings of the grand jury, identify attorneys, and secure seating charts.

PURPOSE OF CONTACTS EXAMPLE NO. 3 Engineer

To resolve differences of opinion between other engineers and the work performed by engineers within the offices. Some persuasion may be necessary to obtain agreement on technical points and methods that conflict with those of other engineers. Discusses contract requirements or developments with manufacturing concerns, architect-engineers, and construction firms.

FACTOR 8, PHYSICAL DEMANDS

"Physical Demands" is a one-part factor.

Describe the nature of physical demands placed on the employee, such as climbing, lifting, pushing, balancing, stooping, kneeling, crouching, crawling, or reaching. Indicate how often and how intense the activity is (prolonged standing requires more effort than intermittent standing). Include any physical characteristics or special abilities needed, such as specific agility or dexterity requirements. Below are examples:

PHYSICAL DEMANDS EXAMPLE NO. 1 Engineer

The work is mostly sedentary; however, some walking, bending, and climbing is required to inspect buildings at various stages of construction.

PHYSICAL DEMANDS EXAMPLE NO. 2 Mine Inspector

Regularly conducts on site inspections of underground coal mines. Much of the time is spent walking, crouching, standing, carrying heavy sampling and testing equipment, and climbing high ladders to examine shafts.

FACTOR 9, WORK ENVIRONMENT

"Work Environment" is a one-part factor.

Describe the physical surroundings in which the employee works (for example, in an office where there are normal, everyday risks; in a hospital where there is possible exposure to contagious diseases; in a coal mine where there is potential for roof falls, explosions, and fires) and any special safety regulations or precautions which must be observed to avoid mishaps or discomfort (e.g., use of protective clothing or gear, such as masks, gowns, coats, hard-toed boots, safety goggles, gloves, or shields).

NOTE: It is not necessary to describe normal everyday safety precautions, such as use of safe work practices in an office, observance of fire regulations, and traffic signals. Below are examples:

WORK ENVIRONMENT EXAMPLE NO. 1 Clerk

The work is performed in an office setting.

WORK ENVIRONMENT EXAMPLE NO. 2 Nursing Assistant

Performs rotating assignments in various hospital wards. Wears a surgical mask, gloves, and/or gown, and uses aseptic techniques when providing personal and nursing care to patients who have contagious diseases.

5. DEALING WITH "MIXED JOBS." a. For positions that have two or more distinctly different kinds or levels of work, the classifier must evaluate each separately to determine the proper grade. Therefore, in describing the FES factors, you should be particularly careful to show any significant differences in the way the factors apply to the different kinds and levels of work. For example, the factor description for Factor 2, Supervisory Controls, might reflect differences in controls due to differences in kind of work, as follows: Supervisory Controls for a Medical Clerk, who performs receptionist, record keeping, and miscellaneous clerical duties in a hospital clinic: "Clerk receives oral or written instructions from an Administrative Assistant, Outpatient Service, regarding changes in clinic procedures. Receives instructions from clinic doctors concerning their commitments and the number of patients to schedule each day. The clerk works independently while performing receptionist and record keeping duties. Work is mostly spot-checked. The scheduling of appointments is reviewed in terms of results attained (i.e., absence of conflicting appointments and patient records being available at time of treatment)."

b. It is not necessary to separately describe the nine factors for each kind or level of work if you can explain the differences in a sentence or phrase.

APPENDIX A

OUTLINE FES FACTOR FORMAT FOR JOB DESCRIPTION

MAJOR DUTIES

FACTOR 1, KNOWLEDGE REQUIRED BY THE POSITION

- Kind or nature of knowledges and skills needed.
- How these knowledges and skills are used in doing the work.

FACTOR 2, SUPERVISORY CONTROLS

- How the work is assigned.
- The employee's responsibility for carrying out the work.
- How the work is reviewed.

FACTOR 3, GUIDELINES

- The nature of guidelines for performing the work.
- Judgment needed to apply the guidelines or develop new guides.

FACTOR 4, COMPLEXITY

- Nature of the assignment.
- Difficulty in identifying what needs to be done.
- Difficulty and originality involved in performing the work.

FACTOR 5, SCOPE AND EFFECT

- Purpose of the work.
- Impact of the work product or service.

FACTOR 6, PERSONAL CONTACTS

- People and conditions under which contacts are made (do not include contacts with supervisor).

FACTOR 7, PURPOSE OF CONTACTS

- Reasons for contacts in Factor 6; skill needed to accomplish work through person-to-person activities.

FACTOR 8, PHYSICAL DEMANDS

- The nature, frequency, and intensity of physical activity.

FACTOR 9, WORK ENVIRONMENT

- The risks and discomforts imposed by physical surroundings and the safety precautions necessary to avoid accidents or discomfort.

APPENDIX B

SAMPLE

FES JOB DESCRIPTION FOR MAIL CLERK (marked to show subfactors)

MAJOR DUTIES

- Performs mail duties in the central mail processing office of the agency.

- Sorts incoming mail and issuances, including packages, telegrams, and special messages. Selects and time stamps designated mail items. Verifies or secures enclosures. Sorts and racks mail by file designations or subject matter categories for attachment of required background information by the files section. Loads incoming mail on delivery cart and delivers it.

- Picks up outgoing mail, checks for attachments, and calls attention of sender to obvious discrepancies. Sorts mail picked up en route for immediate delivery to succeeding mail stops. Checks outgoing mail for completeness and conformance to applicable instructions and regulations, and sorts into various categories (e.g., chain mail, stop mail, air mail, registered, certified, foreign, etc.). Wraps packages and separates different classes of mail for delivery.

- Detaches file copies from outgoing mail and routes to appropriate sources.

- Makes special messenger trips, as requested.

FACTOR 1, KNOWLEDGE REQUIRED BY THE POSITION

- Knowledge of the functions, locations, and organizational components of the agency (to sort and deliver mail).

- Knowledge of mail handling procedures (to time stamp, obtain background information sort by category, file designation, or subject matter; wrap for mailing and detach file copies).

FACTOR 2, SUPERVISORY CONTROLS

The mail supervisor makes assignments, giving specific instructions on new or revised procedures to be used. (The incumbent performs routine work on own initiative.) (Work is reviewed for conformance to establish requirements. Promptness and accuracy of mail distribution is spot checked.)

FACTOR 3, GUIDELINES

Mail distribution points and delivery schedules are pre-established and are updated frequently with changes in organizational designations. Mail handling instructions are specific. (The employee uses some judgment in expediting delivery to avoid undue delays, e.g., sorting and delivering en route.)

FACTOR 4, COMPLEXITY

The work involves recurring mail processing tasks, i.e., sorting, seeing that background material is attached or detached, and delivering mail to approximately 45 delivery points. (Considers the category of mail of subject matter, identifies obvious discrepancies.) (Different categories of mail receive different treatment.)

FACTOR 5, SCOPE AND EFFECT

Accuracy and reliability in the processing and flow of mail (facilitates work accomplishment in the agency).

FACTOR 6, PERSONAL CONTACTS

Contacts are with employees in the immediate office and people within the building who are designated to receive and send mail.

FACTOR 7, PURPOSE OF CONTACTS

Contacts are for the purpose of exchanging factual information, reporting problems, making special or routine deliveries, and picking up mail.

FACTOR 8, PHYSICAL DEMANDS

The work involves considerable walking with pushing or pulling of delivery carts. Packages lifted onto the carts occasionally weigh up to 25 pounds.

FACTOR 9, WORK ENVIRONMENT

The incumbent observes normal safety precautions while working in the mail room and delivering mail throughout the office building (45 delivery points). Considers the category of mail of subject matter, identifies obvious discrepancies. Different categories of mail receive different treatment.

The proponent of this pamphlet is the Civilian Personnel Office. Users are invited to send comments and suggested improvements on DA Form 2028 (Recommended Changes to Publications) thru channels to Cdr, USAARMC, ATTN: ATZK-CP-P.

FOR THE COMMANDER:

RALPH R. WOLFE
Colonel, GS
Acting Chief of Staff

OFFICIAL:

TADER TUGUL
LTC,
Adjutant General

DISTRIBUTION:
500 - CPO, Tng Div
200 - AG Library
1 - Each Mil and Civ Supv of Civ Svc Employees

IM-283-M-Army-Knox-Sep 86-4C