

Position Allocation Matrix for Use in Evaluating MSUAASF Positions

(Words from the glossary appear in **bold** when they are used)

Effective: December 2018

Level	A	B	C	D	E
FACTOR 1: KNOWLEDGE & EXPERTISE	At minimum: Bachelor's degree or two years of para-professional experience or an equivalent combination of post-secondary training, education and/or para-professional experience. Work needs to require knowledge, skills and abilities such as: • Ability to provide customer service to meet student or program needs • Ability to understand complexity of issues sufficient to make appropriate referrals • Basic knowledge of the higher education environment and general practices • Basic knowledge of the functional area sufficient to accomplish work assignments	At minimum: Master's degree in a content-specific field or Bachelor's degree plus one year of professional experience in a content-specific field or two years of professional experience or an equivalent combination of post-secondary training, education and/or professional experience. Plus: Work needs to require knowledge, skills and abilities such as: • Knowledge of a specific function sufficient to accomplish multiple work assignments and projects. • Ability to understand the impact of work on other functions • Ability to integrate general knowledge of other functions into the provisions of information and advice to customers	At minimum: Master's degree plus one year of professional experience in a content-specific field or Bachelor's degree plus two year of professional experience in a content-specific field or three years of professional experience in a content-specific field or an equivalent combination of post-secondary training, education and/or professional experience. Plus: Work needs to require knowledge, skills and abilities such as: • Knowledge of a complex body of practices and procedures for a specific function • Ability to integrate knowledge of multiple functions to accomplish objectives • Ability to relate the work of multiple functions to the broader work of the university	At minimum: Master's degree plus three years of advanced professional experience in a content-specific field or Bachelor's degree plus four years of advanced professional experience in a content-specific field or an equivalent combination of post-secondary training, education and/or advanced professional experience. Plus: Work needs to require knowledge, skills and abilities such as: • Advanced knowledge of a complex set of principles, policies, practices and data applicable to the operations of multiple functions • Ability to serve as credible expert for policies, procedures, and practices in functional area on behalf of university	At minimum: Master's degree plus five years of advanced professional experience in a content-specific field or Bachelor's degree plus six years of advanced professional experience in a content-specific field or an equivalent combination of post-secondary training, education and/or advanced professional experience. Plus: Work needs to require knowledge, skills and abilities such as: • Comprehensive knowledge of a complex set of principles, policies, practices and data applicable to the operations of multiple functions • Ability to serve as recognized authoritative expert across one or more functional areas on behalf of university

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FACTOR 2: RESOURCE MANAGEMENT	Expected to accomplish multiple work activities with differing deadlines. Plans and organizes own time to achieve tasks within identified work/project deadlines. Understands how their work relates to the work of others. May assign work to and train others. Magnitude of impact on the institution: May make recommendations impacting budget and/or monitor budget or portion of budget.	Plus: Develops and manages small to medium projects of low complexity and risk to deliver on identified goals and objectives. Gathers and defines assignment/project specifications. Recommends action steps. Develops time estimates and work/project plans. Monitors costs, schedules, resources, scope and risks. Forms and directs work/project team, communicates roles and expectations. Implements established methods for assessing work/projects. Resolves conflict within assigned work/projects.	Plus: Develops work/project plans for large projects of medium complexity to deliver on identified goals and objectives. Develops cost estimates. Designs process assessments. Redesigns work/project for process improvement. Recommend staffing/resource requirements for projects. Ensures project team members have tools/training needed. Magnitude of impact on the institution: May have discretion to manage and control operational budget of \$100,000 or less.	Plus: Identifies new initiatives and work priorities and project goals and objectives. Manages multiple work/project plans for large projects with high complexity and risk. Provides work/project management consultation. Prioritizes work/project requirements. Analyzes and develops overall methods for assessing work/projects. Identifies opportunities/weaknesses within work/projects and makes specific changes to structures, processes or people to improve work/project performance.	Plus: Manages large work/project plans of high complexity and risk impacting the whole university, multiple institutions or the entire system. Determines staffing/resource requirements for work/projects. Develops best practices, for assessing work/projects. Manages conflict resolution within framework of university and work/project objectives. Obtains sponsorship, funding and buy-in to support initiatives. Resolves problems across the organization and resistance to change. Magnitude of impact on the institution: Authority to manage operational budget and commit resources that have a significant impact on the university of >\$100,000.

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FACTOR 3: COMMUNICATIONS & RELATIONSHIPS	Expected to regularly interact with students and others inside and outside the institution. Requires ability to request and convey information clearly and accurately with courtesy, tact and effectiveness and cause understanding in others, both orally and in writing. Requires sensitivity to others' points of view in order to cause understanding and influence behavior, e.g., in recruiting or training situations or when dealing with demanding customers or difficult situations.	Plus: Expected to communicate to a wide variety of audiences, framing the method of communication appropriately to support, influence, advise or counsel others aimed at causing a change of opinion or action. Seeks additional clarifying information and applies technical knowledge or rational arguments. Regularly resolves conflict when it occurs within assigned work/projects.	Plus: Expected to determine what should be communicated and when to assist in developing different types of relationships with varied audiences. Regularly deals with unexpected complex situations defined as: –Has multiple steps AND –Involves multiple functions AND –Recommends significant change to existing procedure or makes one time exceptions to existing procedure AND –Has potential for impact external to organization	Plus: Expected to communicate to multiple types and levels of audiences in a broad range of situations. Regularly persuades others to further goals of the functional area. Expected to regularly present to senior management. Desired results have a broad impact. Regularly resolves escalated complaints when they occur.	Plus: Expected to represent their functional area(s) university-wide, to the system office, and externally in the community. Regularly negotiates and creates agreements so that new courses of action persist. Desired results have a university-wide impact.
FACTOR 4: PLANNING & ASSESSMENT	Plans daily or weekly work based on functional area's priorities. Priorities identified by others. Focus is on executing their part of the functional area's work plan over a monthly, semester or annual basis. Gathers assessment data and conducts assessment activities as assigned.	Plus: Understands functional area goals & objectives and applies them to establish monthly, quarterly and annual priorities for self. Recommends assessment activities or methods for functional area. Assists in designing and conducting assessment projects.	Plus: Recommends annual goals & objectives for functional area. Applies functional area's goals & objectives and establishes annual priorities for others. Designs and conducts assessment projects for functional area consistent with the university's strategic plan.	Plus: Creates annual goals & objectives for functional area consistent with the university's strategic plan. Recommends goals & objectives for functional area for a biennium or longer. Analyzes functional area assessment results and identifies and implements modifications to annual work activities to deliver on the university's strategic plan.	Plus: Creates goals & objectives for functional area(s) for a biennium or longer consistent with the university's strategic plan. Evaluates functional area(s) assessment results and determines modifications to functional area's goals & objectives consistent with the university's strategic plan.

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FACTOR 5: DECISION MAKING & ACCOUNTABILITY	Applies established policies, procedures and precedents for the functional area. Follows established laws and regulations of State and Federal agencies and other governing bodies (e.g., NCAA, ICE, NCA/HLC). Seeks guidance on non-routine or complex issues. Identifies and recommends process improvement within a functional area.	Plus: Interprets established policies, procedures and precedents within a functional area. Develops, obtains approval for and implements work process improvements within a functional area.	Plus: Makes decisions within a functional area choosing from among multiple courses of action that affect stakeholders with diverse interests. Decisions may affect more than one functional area. Communicates with key-stakeholders prior to implementation. Interprets established policies, procedures and precedents relative to complex issues that impact functional area(s). Make decisions on behalf of the institution on matters of significance, for example, granting appeals and exceptions where precedents exist. Recommends new and creative solutions within a functional area.	Plus: Reviews decisions made at lower levels. Consults on complex situations with key stakeholders. Interprets laws and regulations. May recommend and develop policies and procedures for functional area(s). Grants appeals and exceptions where no precedent exists. Identifies and develops solutions to proactively address issues within a functional area or areas.	Plus: Makes decisions that balance competing priorities. Ensures needs of university management are addressed. Serves as key internal communicator on university wide issues. Identifies applicable laws and regulations for interpretation and implementation. Develops, obtains approval of and implements policies and procedures for functional area(s). Executes solutions affecting multiple functional areas.

Glossary of Terms

Used in Allocation Matrix for MSUAASF Positions

We have adopted the following glossary for the purpose of using the allocation matrix.

Complexity terms:

Low complexity – Simple, straight forward, easy to define and proceduralize; predictable, few unknowns; change is infrequent and slow; same tasks done repeatedly, very little variation; short time horizon; contribution has low impact, impact of mistakes is low

Medium complexity – Complicated but knowable; mostly predictable with some unknowns; regular, but manageable change; some routine, some non-routine tasks, moderate variation; short to medium time horizon; contribution has low to medium impact, impact of mistakes is medium to high

High complexity – Complex relationships and interactions, difficult to know; frequent unpredictable events, high degree of unknowns; change is constant; high variety and differentiation of tasks, rarely do the same tasks the same way twice; long time horizon; contribution has high impact, impact of mistakes is high

Function/Functional area – performance of one or more activities, specific as to objectives and content with appropriate awareness of related activities, e.g., financial aid, admissions, institutional research, residential life, advancement, athletics.

Knowledge terms:

Advanced knowledge – Broad and/or deep knowledge in an advanced professional field of expertise requiring command of complex practices/precedents and/or sophisticated concepts/principles. Specialized skills and knowledge have been supplemented by substantial, applicable work experience enhancing the ability to provide technical leadership and guidance to other specialists.

Comprehensive knowledge – In addition to advanced knowledge, very deep specialization in complex fields of knowledge providing authoritative and determinative knowledge and insights for the organization.

Matters of Significance – examples of matters of significance include but are not limited to, makes independent choices, free from immediate direction; commits the institution on matters with significant financial impact; waives or deviates from established policies and procedures without prior approval; would be asked to testify as the subject matter expert on the school's behalf if their functional area was involved in some kind of litigation; establishes and enforces some new kind of rule or procedure that would be binding upon other people

Operational budget - Non-Human Resources budgets.

Policy - Officially established courses of action that coordinate and execute activities throughout organization. When effectively deployed, policies focus attention and resources on high priority issues to achieve the organization's mission statement and goals. Policies provide the operational framework within which the organization functions. They are formal statements of intent that mandate principles or standards that apply to the institution's governance or operations or to the practice and conduct of employees and students.

Procedure – The official operational process required to implement an organization's policy. The series of steps taken to achieve an end or an established method for conducting the affairs of the organization. If policy is "what" the institution does operationally, then its procedures are "how" to carry out those policies. Procedures are statements designed to comply with the requirements of an organization's policies by establishing specific criteria that must be met by employees, students, vendors, consultants, visitors, etc. Procedures set out, often in a step-by-step fashion, describing the university requirements for a particular course or mode of action. Procedures clearly define how a policy will be implemented and by whom.

Professional terms:

Para-professional - combination of basic scientific or technical knowledge and manual skills that can be obtained through specialized post-secondary school education or through equivalent on-the-job training. Work performed is normally supportive of a professional discipline, but does not require knowledge of the theoretical principles of the field. Some independence in judgment is typically required. Some positions in this category may require licensing or registration.

Professional - Work predominantly intellectual and varied in character, as opposed to routine mental, manual, mechanical or physical work; involving the consistent exercise of discretion and judgment in the theoretical principles and techniques of a field of science or learning, however acquired, but customarily acquired by a prolonged course of specialized instruction and study in an institution of higher learning.

Advanced Professional - At this level, incumbent will be recognized for expertise in a particular field and for work that has impact on institution-wide or statewide level. More frequent responsibility for directing or training/guiding others in the discipline, for program or project development, or for representing the function to external stakeholders. Accountability will extend to impacts well beyond the individual, e.g. policies or public relations.

Regularly persuades – as an integral part of the work of the position, frequently influences or convinces others to do something through reasoning or argument. This could occur on a daily, weekly or seasonal basis.

Regularly negotiates – as an integral part of the work of the position, frequently reaches agreements or compromises with others through the exchange of proposals and ideas to reach a formal settlement, agreement, or contract. This could occur on a daily, weekly or seasonal basis.

Stakeholders – An individual or constituent group with common interests that has internal or external associations to the university (e.g. students, faculty, workgroups, state officials, alumni, booster clubs, parents, embassy officials, elected officials, Code officials, donors, local community members, etc.).