

MANAGER CAREER LEVEL GUIDE (M) **Note: Executive (E): Top university executives beginning at the Associate Vice President or Dean level are not addressed within the scope of this project.

Guiding Principle: The Overview is intended to reflect the generalized definition of the level. Once the level is selected based on the Overview, careful consideration needs to be given to each factor to ensure the job substantially meets the criteria of the level (at least 80% of the criteria).

Includes positions where the incumbent primarily achieves department objectives through the coordinated achievements of two or more subordinate staff who report to the incumbent.

	LEVEL	M1	M2	M3	M4	M5	M6
	OVERVIEW	<i>Leads a small team in supporting and servicing the day to day activities.</i>	<i>Leads a team accountable for the performance and results of a medium group.</i>	<i>Leads a team accountable for the performance and results of multiple related groups at the college level or within a university-wide function.</i>	<i>Leads a team accountable for the performance and results of multiple diverse groups or departments at the college level or within a university-wide function; primarily provides leadership through subordinate managers.</i>	<i>Leads a team accountable for the performance and results of operations in a <u>small to medium size college</u> or <u>university-wide function</u>.</i>	<i>Leads a team accountable for the performance and results of operations in a <u>large college or university wide-function</u>; primarily provides leadership through subordinate managers</i>
						<i>Typically reports to a Dean or Vice President. Typically not more than one or two per College or function.</i>	
ORGANIZATIONAL SCOPE AND IMPACT	<i>Impact to the group or department</i>	Position has direct impact on the productivity of the work performed by assigned employees. Monitors daily operations of a work group.	Position has direct impact on the work group or department . Estimates staffing needs and schedules and assigns project work for the department; is ultimately responsible for success of departmental projects .	Position has significant impact on specific work groups or a department . Responsible for the organizational design and operation of a department or multiple work groups.	Responsible for the organizational design of multiple complex work groups or departments.	Has responsibility for 30-50% of the operations of a major function(s) in which actions can measurably increase or decrease College or University operating results OR has responsibility for a material portion of University assets or processes - operations, financial, human capital - as determined by the Dean, Vice President, or Provost. This includes planning, staffing, budgeting, managing expense priorities, and recommending and implementing changes to methods. Responsible for the organizational design of the College operations or University-wide function. Position has significant impact on College or University-wide function.	
	<i>Impact on operations</i>	Supports goals and priorities for new or revised services, programs, processes, standards or operational plans.	Establishes goals and priorities , impacts the direction for new or revised services, programs, processes, standards or operational plans	Establishes annual or mid-term priorities, goals and operational plans for a large department or multiple, related small work groups ; leads definition and direction for new or revised services, programs, processes, policies, standards or operational plans, based upon department strategies. Receives assignments in the form of objectives and determines how to use resources to meet schedules and goals.	Establishes annual or mid-term priorities, goals and operational plans for a large department or multiple, diverse work groups.	Actions can measurably increase or decrease College or University operating results . Makes final decisions on administrative or operational matters and ensures operation's effective achievement of objectives. Participates in College or University development of methods, techniques, and evaluation criteria for projects, programs, and people.	
	<i>Strategic planning</i>	Assesses and forecasts strategic work plans for immediate work group; may recommend solutions for strategic issues to direct manager.	Recommends and collaborates with senior management to resolve strategic issues.	Recommends departmental strategic plans within University strategic direction to next level manager.	Leads definition and direction for new or revised services, programs, processes, policies, standards or operational plans, based upon the University's longer term strategies.	Develops and implements long-term strategies for the University or College, and for major initiatives that shape its long-term future	
	<i>Policy making</i>	Administers and implements policies and procedures typically effecting direct reports, interpreting and adjusting as circumstances require.	Administers university policies that directly effect employees and recommends work group or department policy changes ; may have the authority to make exceptions to policies and procedures under guidelines that require judgment and discretion on issues of importance.	May recommend changes to policies and establishes procedures that effect immediate organizations; often recommends innovation and improvement to policy or procedures under guidelines that require judgment and discretion on issues of significant dollar or stakeholder relationship impact.	Recommends innovation and improvement to policy or procedures that require judgment and discretion on issues of significant dollar or stakeholder relationship impact; involved in developing, modifying, and executing University policies.	Has authority to significantly modify the major or most significant policies and processes in the function; expected to recommend innovation and improvement to policy and procedures on issues of high dollar impact for the University or College.	
	<i>Departmental budget impact</i>	May have responsibility to maintain and monitor budget.	Typically has responsibility to maintain and monitor budget.	Responsibility to maintain budget ; may have signature authority for a moderate sized budget.	Responsibility to maintain and develop budget ; generally will have signature authority for a moderate to larger sized budget for the department or multiple work groups.	Responsibility to develop and maintain budgets for large department or multiple departments; signature authority . Ensures budgets meet university requirements.	
	<i>Financial and external risks</i>	Typically is not responsible for financial or external risks.	May have some responsibilities for managing minimal financial or external risks that require occasional interaction with senior management.	May have some responsibilities for managing moderate financial or external risks that may require interaction with senior leadership.	Has responsibility for managing large financial or external risks that may require frequent interaction with executive leadership.	Has responsibility for managing significant financial or external risks that require frequent interaction with executive leadership. Makes strategic vendor selections and purchasing decisions for the department or function.	
	<i>Impact of erroneous decisions or failure to achieve results</i>	May cause delays in schedules at the work group level.	Will cause delays in schedules at the work group or department level.	Will add to costs and may impact the short-term goals of the work group/department(s).	Will result in critical delay(s) in schedules and/or work group/department and may jeopardize overall University activities.	Will have a serious impact on the overall success of the College or University operations.	
INFLUENCE AND LEADERSHIP	<i>Supervision of others</i>	Oversees a team within a single work group , assigning tasks, checking work at frequent intervals, and maintaining schedules; ensures that work is performed as prescribed by policies and procedures to achieve productivity, service, and quality standards within the parameters of the operating plan and budget (Note : a portion of time may be spent performing individual tasks related to the work group).	Oversees a midsized team or multiple work groups and may become actively involved, as required, to meet schedules and resolve problems; in addition, may be responsible for coordinating and monitoring the work of external vendors, contractors, etc.	Oversees the work of a team or teams through subordinate management levels . Provides guidance to direct reports within the latitude of established University policies. Manages the coordination of the activities of multiple groups or department with responsibility for results, including cost, methods, and staffing. In addition, may be responsible for coordinating and monitoring the work of external vendors, contractors, etc.	Manages activities of two or more medium to large departments through subordinate managers who exercise full supervision in terms of costs, methods, and staffing; in some instances, this manager may be responsible for managing a large staff function and may not have subordinate managers. Establishes operational objectives and work plans, and delegates assignments to subordinate managers.	Has multiple senior managers reporting into this role.	
	<i>Relationships with colleagues across departments</i>	Interacts daily with direct reports and/or functional peer groups .	Frequently interacts with functional peer managers . Interaction normally requires the ability to gain cooperation of others, conducting presentations of technical information concerning specific projects or schedules.	Frequently interacts with subordinate supervisors, faculty, and/or peer group managers , normally involving matters between departments and work groups or faculty and the University.	Regularly interacts with senior management or executive leadership on significant matters; reviews objectives with senior management to determine success of operation.	Regularly interacts with executives or external leadership . May be responsible for making presentations to University trustees. Advises senior leadership on University or College's on issues with high quantifiable impact on the success of the University. Interactions frequently involve special skills such as negotiating with customers or management or attempting to influence executive leadership regarding matters of significance to the College or University.	

	LEVEL	M1	M2	M3	M4	M5	M6
	OVERVIEW	<i>Leads a small team in supporting and servicing the day to day activities.</i>	<i>Leads a team accountable for the performance and results of a medium group.</i>	<i>Leads a team accountable for the performance and results of multiple related groups at the college level or within a university-wide function.</i>	<i>Leads a team accountable for the performance and results of multiple diverse groups or departments at the college level or within a university-wide function; primarily provides leadership through subordinate</i>	<i>Leads a team accountable for the performance and results of operations in a <u>small to medium size college or university-wide function.</u></i>	<i>Leads a team accountable for the performance and results of operations in a <u>large college or university wide-function; primarily provides leadership through subordinate managers</u></i>
KNOWLEDGE	<i>Knowledge level</i>	Requires full knowledge of own area of functional responsibility.	Requires advanced knowledge of a specific professional discipline in addition to operational knowledge of related work groups.	Requires expertise across multiple work groups OR mastery of a specific professional discipline.	Requires expertise across multiple work groups OR mastery of a specific professional discipline that has University-wide impact .	Recognized as the College's or University's expert in one of the primary areas of operations within a function.	
PROBLEM SOLVING	<i>Levels of problems</i>	Problems arise within the operations of the immediate work group ; solutions are determined based on related experience.	Problems arise from typical work group or department operations .	Problems arise from broad internal or external events	Problems arise from both operations and issues with strategy .	Problems arise from issues with strategy and are often unprecedented and impact broad segments of the College or University.	
	<i>Interpretation of information</i>	Works on issues where analysis of situation or data requires review of relevant factors.	Frequently works on issues where analysis of situation or data requires review of relevant factors.	Works on issues of diverse scope where analysis of situation or data requires evaluation of a variety of factors, including an understanding of current business trends.	Works on issues where analysis of situations or data requires an in-depth knowledge of University objectives and thorough understanding of current business trends.	Works on complex issues where analysis of situations or data requires an in-depth knowledge of the University .	
	<i>Resolution of problems</i>	Resolves operational problems within provided guidelines ; follows established practices and procedures in analyzing situations or data from which answers can be readily obtained.	Identifies issues, gathers facts, and resolves operational problems.	Identifies and resolves operational problems; makes recommendations to senior management regarding strategic policies.	Implements strategic policies when selecting methods, techniques, and evaluation criteria for obtaining results.	Problems are resolved through abstract and conceptual analysis and require innovative thinking and problem-solving that impacts two of the three dimensions of management at the College of University level - operations, financial, and human capital.	
	<i>Decision making</i>	Performs established goals and priorities and receives guidance on work assignments that are subject to a level of control and review.	Exercises judgment within defined procedures and policies to determine appropriate action.	Applies processes and operational policies in selecting methods and techniques for obtaining solutions; decisions affect mid to long-term operational results delivered, and typically effect the financial, employee or public relations aspects of the University.	Strong tactical decision-maker , handles unforeseen issues; decisions effect mid to long-term operational results delivered, and typically effect the financial, employee or public relations aspects of the University.	Applies in-depth knowledge of the function, College, strategies, and the University goal s; decisions effect long-term operational results delivered, and typically effect the financial, employee or public relations aspects of the College or University.	
EDUCATION AND EXPERIENCE	<i>Typical years of experience</i>	2-3 years of direct experience.	3-5 years of direct experience including 2+ years of management experience.	5-8 years of direct experience including 3+ years of management experience.	8+ years of direct experience including 5+ years of management experience.	12+ years direct experience including 8+ years of demonstrated leadership.	
	<i>Typical education level</i>	BS/BA in related discipline or equivalent related experience; certification may be preferred or required.	BS/BA in related discipline or equivalent related experience; certification may be preferred or required.	Master's degree in related discipline or equivalent related experience, may require further advanced degree.	Master's degree in related discipline or equivalent related experience, may require further advanced degree.	Master's degree in related discipline or equivalent related experience, may require further advanced degree.	

PROFESSIONAL INDIVIDUAL CONTRIBUTOR CAREER LEVEL GUIDE (P)

Includes positions which require a theoretical and conceptual knowledge of the specialization. Problems are typically solved through analysis and strategic thinking.

Guiding Principle: The Overview is intended to reflect the individual definitions of the level. Once the level is selected based on the Overview, careful consideration needs to be given to each factor to ensure the job substantially meets the criteria of the level.

	LEVEL	P1	P2	P3	P4	P5
	OVERVIEW	<i>Possesses professional knowledge and expertise; assignments, projects and programs are straightforward in scope with minimal complexity.</i>	<i>Possesses solid professional knowledge and expertise; assignments, projects and programs are of limited scope and complexity; makes decisions within specific guidelines.</i>	<i>Possesses comprehensive professional knowledge and expertise; assignments, projects, programs are of moderate scope or complexity; makes decisions within broad functional or department guidelines.</i>	<i>Possesses advanced professional knowledge and expertise; assignments, projects and programs are of significant scope and/or complexity; makes decisions under conditions of uncertainty.</i>	<i>Possesses expert professional knowledge; assignments, projects and programs are of the largest scope and/or substantial complexity requiring the development of advanced concepts, techniques, standards and applications/programs; makes decisions that may serve as precedent for future decisions affecting the entire school/college or university.</i>
ORGANIZATIONAL SCOPE AND IMPACT	<i>Responsibility level within professional field</i>	Typically supports a professional field within a team, function or work group.	Typically supports and contributes to a professional field within a team, function or work group.	Typically contributes to an advanced area of work within a professional field with school/college/department impact.	Typically responsible for an advanced area of work within a professional field with school/college/department impact.	Typically responsible for a specialized area of work within a professional field that influences the future course of the school/college or function.
	<i>Responsibility level for projects/budgets/assignments/work groups</i>	Contributes to projects/budgets/assignments/work groups.	May be fully accountable on a small to moderate scale .	May be responsible for moderately complex and/or on a moderately large scale .	May be responsible for large programs and projects and managing a cross-functional team including planning, assigning, monitoring and reviewing progress and accuracy of work, evaluating results, etc.	Responsible for large programs and projects and managing a cross-functional team including planning, assigning, monitoring and reviewing progress and accuracy of work, evaluating results, etc.
	<i>Impact of erroneous decisions or actions</i>	Does not have wide spread impact on the school/college or function.	Have minimal impact on the school/college or function.	Could have a moderate impact on the school/college or function	Could seriously impact school/college/department administration.	Could seriously impact university administration.
	<i>Operating plans/budgets/program goals and procedures</i>	n/a	May have responsibility for tracking at the function or work group level.	May administer at the functional or department level.	May have responsibility for developing forecasts and managing .	Approves at the school/college or function level.
	<i>Operational and strategic decisions</i>	n/a	n/a	n/a	May influence at the school/college levels	Influences at the school/college and university levels .
	<i>Sensitive programs and projects</i>	n/a	n/a	n/a	n/a	May be responsible for sensitive programs and projects impacting significant school/college resources .
	<i>Departmental budget impact</i>	n/a	n/a	May have signature authority.	May have signature authority.	Typically has signature authority.
INFLUENCE AND LEADERSHIP	<i>Responsibility level for programs, projects, business initiatives, or functions</i>	Participates as a team member for the purpose of development.	Assists as a team member such as the monitoring of the timeliness and accuracy of operations.	Contributes to planning and developing	Regularly leads the planning and development	Accountable for the oversight of a school/college or sub-organization/function with few or no direct reports with limited management oversight.
	<i>Guidance provided to other staff</i>	Does not generally provide guidance/direction.	May provide guidance/direction to lower level staff.	May provide guidance/direction/training to staff.	May provide specific guidance/direction/training to staff; may directly provide supervision to one or two staff/students.	May be responsible for employees' development ; may provide supervision for one or two staff/students.
	<i>Relationships with colleagues across departments</i>	Expected to interact in a professional and responsive manner.	Effectively builds rapport with a wide variety of people and is responsive to their needs.	Initiates relationships within the department and across the school/college.	May lead non-reporting staff and ensures others buy-in and cooperation for specific situations or projects.	Cultivates strategic business relationships for collaboration within the school/college/function and across the university
	<i>Supervision of others</i>	n/a	n/a	n/a	Identifies areas where supervisory guidance is needed , usually only on unusual or complex issues or circumstances.	Reviews the work of others within the work group.
KNOWLEDGE	<i>Knowledge level</i>	Knowledge of professional principles and skills and university policies, practices and procedures.	Established knowledge of professional principles and skills and university policies, practices and procedures	Comprehensive knowledge of principles and practices of particular field of specialization and university polices, practices and procedures	Advanced knowledge of principles and practices of a particular field of specialization and university policies, practices and procedures.	Recognized expert in at least one technical area, business principle or university practices or procedures.
	<i>Use of knowledge</i>	Develops knowledge of fundamental concepts, practices, and procedures.	Applies knowledge of fundamental concepts, practices, and procedures	Applies acquired skills to complete moderately complex assignments or significantly contribute to projects or manage programs.	Applies in-depth professional, technical or industry knowledge to manage significantly complex assignments/projects/programs .	Applies specialized professional, technical or industry knowledge to make a significant contribution to the development of advanced concepts, techniques, standards and applications/programs.
PROBLEM SOLVING	<i>Interpretation of information</i>	Relies on prior practices to interpret information within standard operating policies and procedures.	Processes and interprets information within standard operating policies and procedures.	Processes and interprets moderately complex and/or less clearly-defined issues.	Utilizes analytical or problem solving techniques to understand complex issues.	Applies conceptual thinking to understand unique and sensitive challenges and their implications.
	<i>Identification of problems</i>	Identifies and resolves clearly-defined problems and escalates more advanced problems .	Identifies and resolves clearly-defined problems and seeks assistance in resolving more advanced problems .	Identifies problems and possible solutions for moderately complex situations ; takes appropriate action to resolve by applying standard organizational practices.	Identifies key barriers/core problems and applies advanced knowledge in order to deal creatively with complex situations.	Evaluates and develops creative solutions to issues without prior precedent, usually based on limited information.

LEVEL	P1	P2	P3	P4	P5	
OVERVIEW	Possesses professional knowledge and expertise; assignments, projects and programs are straightforward in scope with minimal complexity.	Possesses solid professional knowledge and expertise; assignments, projects and programs are of limited scope and complexity; makes decisions within specific guidelines.	Possesses comprehensive professional knowledge and expertise; assignments, projects, programs are of moderate scope or complexity; makes decisions within broad functional or department guidelines.	Possesses advanced professional knowledge and expertise; assignments, projects and programs are of significant scope and/or complexity; makes decisions under conditions of uncertainty.	Possesses expert professional knowledge; assignments, projects and programs are of the largest scope and/or substantial complexity requiring the development of advanced concepts, techniques, standards and applications/programs; makes decisions that may serve as precedent for future decisions affecting the entire school/college or university.	
Resolution of problems	Reviews data to identify missing/ incomplete information, inconsistencies/ anomalies in routine research/data.	Reviews data to identify and resolve missing/ incomplete information, inconsistencies/anomalies in routine research/data.	Interprets, monitors, and analyzes data to resolve inconsistencies in non-routine research/data.	Troubleshoots and resolves a wide range of issues or complex problems in creative ways.	Ensures that solutions are consistent with organizational objectives , balancing multiple perspectives and future implications.	
Decision making	Makes decisions within specific guidelines on matters of basic complexity and impact.	Makes decisions within specific guidelines .	Makes decisions within broad functional or department guidelines .	Makes decisions under conditions of uncertainty , sometimes with incomplete information, that produce effective end results.	Makes decisions that may serve as precedent for future decisions affecting the entire school/college or central unit.	
INDEPENDENCE OF ACTION	Level of independence	Typically work requires regular process checks or review of output by a senior coworker or supervisor.	Nature of work is primarily independent.	Nature of work is independent.	Nature of work is independent and collaborative.	Operates with substantial latitude for un-reviewed action or decision making.
	Exercising judgment	Exercises judgment within established procedures and/or protocols.	Exercises independent judgment within established procedures and/or protocols ; typically communicates issues and progress weekly.	Exercises independent judgment in determining how work is performed ; may communicate issues and progress weekly.	Exercises independent judgment in determining how to achieve the final results expected ; typically communicates issues and progress on a monthly basis.	Exercises independent judgment in determining priorities based on general direction and in determining methods or procedures on new or special assignments; typically communicates issues and progress on a quarterly basis.
	Level of authority to make exceptions	n/a	n/a	Recommends exceptions to policy and procedure.	Has moderate authority to make exceptions to policy and procedure—decisions are subject to frequent in-process review.	Typically has authority to make exceptions to policy or procedures under guidelines.
EDUCATION AND EXPERIENCE	Typical years of experience	1 year of relevant experience.	2 years of relevant experience.	3-5 years of relevant experience.	5-7 years of relevant experience or MS/MA/MBA/JD with at least 3 years of relevant experience.	7+ years of relevant experience or MS/MA/MBA/JD with at least 5 years of relevant experience.
	Typical education level	BS/BA in related discipline or equivalent, related experience; certification may be preferred or required.	BS/BA in related discipline or equivalent, related experience; certification may be preferred or required.	BS/BA in related discipline or equivalent, related experience; certification may be preferred or required.	BS/BA in related discipline or equivalent, related experience; advanced degree or certification may be preferred or required.	BS/BA in related discipline or equivalent, related experience; advanced degree or certification may be preferred or required.

SUPPORT INDIVIDUAL CONTRIBUTOR CAREER LEVEL GUIDE (S) **Please Note: Only non-represented positions are being reviewed for the scope of this project.

Includes clerical administrative support, service-oriented, or operational positions. Issues are typically solved through knowledge of past practices and procedural guidelines, or knowledge gained through a certification or licensing program.

Guiding Principle: The Overview is intended to reflect the individual definitions of the level. Once the level is selected based on the Overview, careful consideration needs to be given to each factor to ensure the job substantially meets the criteria of the level.

LEVEL	S1	S2	S3	S4	
OVERVIEW	<i>Entry level role; requires supervision; work is narrow in scope.</i>	<i>Intermediate role; requires supervision; work may be varied in scope; understands interdependencies of work.</i>	<i>Advanced level position; requires some supervision at the beginning of work assignments; work covers more than one discipline and is in-depth; thoroughly understands interdependencies of role and provides guidance to entry level roles.</i>	<i>Requires limited supervision; work often covers all areas of a discipline; seen as the most skilled on complex problems; may provide leadership to a work group.</i>	
ORGANIZATIONAL SCOPE AND IMPACT	<i>Responsibility level</i>	Requires basic skills with the focus on developing some specialized skills.	Has greater responsibility to perform all of the standard work within the work area.	Skilled in area of responsibility.	Highly skilled in an area of responsibility.
	<i>Impact to the work group or department level</i>	Some impact.	General impact	Moderate impact.	Consistent impact.
	<i>Confidential data</i>	Seldom works with confidential data.	May have access to a limited amount of confidential data where disclosure would have internal impact	May work with confidential data where disclosure would have internal impact.	May work with confidential data of major importance where disclosure may have adverse impact both internally and externally.
	<i>Impact of erroneous decisions or actions</i>	n/a	n/a	May have some impact on students/staff/public.	Have an impact on students/staff/public.
	<i>Discretion</i>	n/a	n/a	n/a	Discretion may be exercised, with results that can have a financial or operational impact.
INFLUENCE AND LEADERSHIP	<i>Guidance provided to other staff</i>	Generally does not provide guidance/direction, training, and technical assistance.	May provide limited guidance/direction, training, and technical assistance to entry level support or students	Provides limited guidance/direction, training, and technical assistance to junior level support or students.	Provides guidance/ direction, training, and technical assistance to junior level support personnel or students; may assist coworkers with handling complex problems.
	<i>Supervision of others</i>	n/a	n/a	n/a	May contribute to employees' professional development , and may have input on hiring, performance or firing.
KNOWLEDGE	<i>Knowledge level</i>	Basic knowledge of process for the assigned work.	Practical working knowledge of a technical or specialty area.	Thorough working knowledge of technical/specialized tasks and responsibilities.	Advanced knowledge of technical/specialized tasks and responsibilities.
	<i>Performance of tasks</i>	Can perform standard tasks within the work group.	Performs all of the standard and some technical aspects of the work group.	Performs all of the standard and most technical aspects of the work group .	Performs all of the standard and technical aspects of the work group.
	<i>Use of knowledge</i>	Ability to learn new information/tasks.	Ability to readily learn and apply new information/task in area of work.	Effectively applies technical skills and knowledge in accomplishing tasks.	Effectively applies technical skills and knowledge in accomplishing complex work load.
PROBLEM SOLVING	<i>Types of problems addressed</i>	Problems and questions are typically routine.	Problems are moderately complex and require ability to identify causes, analyze data and resolve issues.	Problems are complex and require advanced skills to resolve.	Problems are varied and complex and require advanced skills to resolve.
	<i>Resolution of problems</i>	Clearly prescribed rules, past practices, or instruction are utilized to direct work; escalates situations outside of standard operating procedure or practice.	Complex, unusual problems referred to supervisor for guidance.	May modify processes to resolve situations with supervisory approval.	May modify processes to resolve situations independently.
	<i>Decision making</i>	Advice and guidance is made available on non-routine or problem areas from a more senior co-worker or supervisor.	Advice and guidance is made available for moderately complex problems from a more senior co-worker or supervisor.	Advice and guidance is made available for complex problems from a more senior co-worker or supervisor.	Advice and guidance is made available for multifaceted problems from a more senior co-worker or supervisor.
INDEPENDENCE OF ACTION	<i>Exercising judgment</i>	Under close supervision , exercises limited independent judgment, relying on instructions and pre-established guidelines.	Under general supervision , exercises independent judgment in accordance with policies, procedures, techniques, relying on limited experience to plan and accomplish work.	Under limited supervision , relies on experience and exercises independent judgment to determine best approach to achieve desired outcomes.	Relies on experience and exercise independent judgment to determine best approach to achieve desired outcomes; course of action is often determined by interpreting procedures and policies and coordinating action plans.
	<i>Review of work</i>	Work typically involves detailed checks or close review of output by a senior co-worker or supervisor.	Work may involve regular review of output by a senior coworker or supervisor.	Work typically involves periodic review of output by a supervisor or direct "customers" of the process.	Work may involve periodic review of output by a supervisor or direct "customers" of the process.

	LEVEL	S1	S2	S3	S4
	OVERVIEW	<i>Entry level role; requires supervision; work is narrow in scope.</i>	<i>Intermediate role; requires supervision; work may be varied in scope; understands interdependencies of work.</i>	<i>Advanced level position; requires some supervision at the beginning of work assignments; work covers more than one discipline and is in-depth; thoroughly understands interdependencies of role and provides guidance to entry level roles.</i>	<i>Requires limited supervision; work often covers all areas of a discipline; seen as the most skilled on complex problems; may provide leadership to a work group.</i>
EDUCATION AND EXPERIENCE	<i>Years of experience</i>	0-2 years of relevant experience.	2-4 years of relevant experience.	4-6 years of relevant experience.	7+ years of relevant experience; experience in a lead support role desired.
	<i>Typical education level</i>	HS diploma required; Associates/Bachelors degree or other technical or specialized skill training/ certification may be required in some positions.	HS diploma required; Associates/Bachelors degree or other technical or specialized skill training/ certification may be required in some positions.	Associates degree or equivalent, related experience required; may require other technical or specialized skill training/ certification in some positions.	Associates degree or equivalent, related experience required; may require other technical or specialized skill training/ certification in some positions.