

MINNESOTA STATE COLLEGES AND UNIVERSITIES

POSITION ALLOCATION MATRIX FOR USE IN EVALUATING  
MSUAASF POSITIONS

Position Allocation Matrix For Use In Evaluating MSUAASF Positions  
(Words in the glossary appear in **bold** the first time they are used in each cell.)

Level	A	B	C	D	E
Factor 1 Knowledge, expertise	Ability to provide direct customer service at a professional level to meet student or program needs. Ability to recognize and understand the complexity of issues sufficient to make appropriate referrals. Basic knowledge of the higher education environment and general practices. Basic knowledge of a <b>program</b> sufficient to accomplish work assignments.	Description in column A applies, plus: Knowledge of a specific <b>program</b> or function of a <b>department</b> sufficient to accomplish multiple work assignments and projects. May be the specialist or technical knowledge expert within a particular program. Ability to recognize and understand the impact of work on other functions within the program/department. Ability to integrate general knowledge of other <b>university</b> programs into the provision of information and advice to clientele.	Descriptions in columns A & B apply, plus: Knowledge of a complex body of practices and procedures for a specific <b>program(s)</b> or specialized activity within a <b>department</b> (e.g. some positions require in-depth specialized skills and knowledge in order to provide professional services). Ability to integrate all functions within the program(s) or departmental activity to accomplish objectives. Ability to relate the work of the program(s) or departmental activity to the broader work of the <b>university</b> . Serves as a university expert for policies, procedures and principles applicable to a program or specialized activity.	Descriptions in columns A - C apply, plus: Advanced knowledge of a complex set of principles, policies, practices and data applicable to the operations of a major activity within a <b>department, section</b> or <b>area</b> . Ability to integrate knowledge of the work and operations of the department to the goals of the department, section or area. Serves as the <b>university's</b> expert for the policies, procedures, and principles applicable to a department.	Descriptions in columns A - D apply, plus: Comprehensive knowledge of a complex set of principles, policies, practices and data applicable to a <b>department</b> or <b>section</b> . Ability to relate and integrate knowledge of the functions of the department or section to the <b>university</b> and its diverse purposes. Serves as the university's recognized authoritative expert for one or more departments.
Factor 2 Innovative Thinking	Apply established policies, procedures and precedents. Innovation is most often expressed as process improvement.	Description in column A applies, plus: Interpret current policies and procedures relative to well-defined issues and recommend innovative solutions where none exist.	Descriptions in columns A & B apply, plus: Interpret current policies and procedures relative to complex issues that affect others and recommend innovative solutions. Communicate with those affected prior to implementation.	Descriptions in columns A - C apply, plus: A high level of innovation is needed to proactively address issues affecting a <b>department</b> . Most issues are addressed independently. Consultation occurs as appropriate in highly sensitive or complex situations.	Descriptions in columns A - D apply, plus: Innovative solutions are expected to situations without precedent or in definition of new directions. May be a key individual in crisis management situations within the <b>university</b> . Most issues are resolved independently. Consultation occurs in order to take into account the communication needs of management and university administration.

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Factor 3 Strategic Planning and Assessment	Participate in strategic planning and goal setting. Conduct assessment activities as assigned.	Description in column A applies, plus: Develop and implement tactical initiatives in support of <b>program</b> strategies.	Descriptions in columns A & B apply, plus: Participate in developing long range strategic plans. Responsible for the development of strategic plans, goals, and objectives for a <b>program</b> . Design and conduct assessment projects.	Descriptions in columns A - C apply, plus: Assure alignment of <b>program/department</b> planning and assessment activities with <b>section/university</b> strategic plan.	Descriptions in columns A - D apply, plus: Responsible for the development of the long range strategic plans, goals and objectives for one or more <b>departments</b> .
Factor 4 Policy, Procedures, Laws and Regulations	Apply and follow <b>university-wide</b> and <b>program/departmental</b> policies and procedures as well as state and federal laws.	Description in column A applies, plus: Apply <b>university-wide policies and procedures</b> as well as laws and regulations of state and federal agencies and other governing bodies (e.g. NCAA, INS, NCA/HLC). Interpret and implement <b>program/departmental</b> policies and procedures.	Descriptions in columns A & B apply, plus: Develop and implement policies and procedures for a <b>program</b> or specialized activity.	Descriptions in columns A - C apply, plus: Establish and implement policies and procedures on the <b>program/department</b> level, coordinating and integrating within the <b>area</b> . Grant appeals and exceptions, where no precedent exists. Interpret and implement <b>university-wide policies and procedures</b> as well as laws and regulations of state and federal agencies and other governing bodies (e.g. NCAA, INS, NCA/HLC).	Descriptions in columns A - D apply, plus: Develop, obtain approval of, and implement <b>university-wide policies and procedures</b> . (See glossary) Identify and interpret applicable laws and regulations of state and federal agencies and other governing bodies (e.g. NCAA, INS, NCA/HLC).
Factor 5 Decision making and accountability (and impact)	Independent decisions are made within the <b>program</b> , following established procedures.	Description in column A applies, plus: Independent decisions are made within the <b>program</b> , in conformance with policies and precedents.	Descriptions in columns A & B apply, plus: <b>Program</b> level decisions are made by choosing from among multiple courses of action that affect <b>stakeholders</b> with diverse interests. Decisions may affect more than one program.	Descriptions in columns A - C apply, plus: Decisions are made within a <b>department</b> that affect multiple <b>stakeholders</b> with competing interests. May involve review of decisions made at a lower level.	Descriptions in columns A - D apply, plus: <b>Departmental</b> level decisions are made that balance competing priorities and needs of various departments, <b>programs</b> , and <b>stakeholders</b> . Decisions are typically made following solicitation of input from affected stakeholders.
Factor 6 Resource Management	Responsibility for managing <b>resources</b> is not a significant factor in this position.	Has some discretion for limited resources and /or limited discretion over larger <b>resources</b> for dedicated purposes.	Descriptions in column B apply, plus: Discretion to manage <b>resources</b> for a <b>program(s)</b> .	Descriptions in columns B & C apply, plus: Discretion to manage all or most of the <b>resources</b> for a <b>department</b> .	Descriptions in columns B - D apply, plus: Authority to manage and commit <b>resources</b> for a <b>department/section</b> that have a major impact on the <b>university</b> .

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Factor 7 Leadership and Management	Accomplish assigned tasks in predetermined priority order. May assign work to clerical and student workers.	Description in column A applies, plus: Accomplish multiple assignments with differing time frames and deadlines. May require coordination with others. Priorities are established in consultation with the supervisor. May provide work direction to clerical and student workers.	Descriptions in columns A & B apply, plus: Determine how to implement the work plan. Develop work plan(s) for <b>program(s)</b> . Prioritize and reprioritize work. Revise existing processes. May provide work direction to <b>professional</b> level employees. May participate in personnel decisions.	Descriptions in columns A - C apply, plus: Determine priorities and outcomes within the work plan. Will typically develop work plan for <b>department</b> or multiple <b>programs</b> . Lead, direct and assess the work of <b>professional</b> level employees. Recommend new initiatives.	Descriptions in columns A - D apply, plus: On an annual basis, determine for <b>department</b> or <b>section</b> what will be done, when it needs to be accomplished and who will perform the work (not necessarily direct reports). May adjust the work plan as needed. Lead, direct and assess the work of others at the department or section level.
Factor 8 Communications and Relationships	<b>Communicates effectively</b> and clearly with clientele and coworkers. Obtains and provides information and factual data.	Description in column A applies, plus: Interprets and/or integrates data and information in order to provide advice and counsel to others. <b>Communicates effectively</b> and clearly with internal and external clientele, including eliciting additional and clarifying data.	Descriptions in columns A & B apply, plus: <b>Communicates effectively</b> with students and others within the university on sensitive and emotionally charged issues on a regular and recurring basis.	Descriptions in columns A - C apply, plus: <b>Persuade and negotiate</b> with internal clientele and inherently supportive external clientele (e.g. alumni, booster clubs, etc.)	Descriptions in columns A - D apply, plus: <b>Persuade, negotiate</b> and influence external clientele under neutral or adverse conditions in order to obtain the desired results that have a broad impact on the <b>university</b> .