

ADMINISTRATIVE SUPPORT SERIES – COMPARISON OF CLASSIFICATIONS AND SKILL LEVELS

(As described in the CQS)

	ASA I	ASA II	ASC I	ASC II
General Description	Positions in this classification perform the full range of clerical, secretarial, and general office support functions at varying levels of complexity. Projects are generally of limited to medium scope.	Positions in this classification perform the full range of clerical, secretarial, and general office support functions at varying levels of complexity. Projects are generally of limited to medium scope. At the higher skill level, positions may provide work direction or act as a lead to lower level staff and perform some limited administrative duties.	Positions in this classification are distinguished by the administrative nature and scope of the support work performed, and often, ongoing work coordination <i>and/or</i> lead responsibilities with notable accountability for the work results of other support staff. The administrative work performed is usually operational and procedural in nature. Work is often project oriented involving the full scope of activities and accountability from planning, initiation, execution, and coordination to implementation and evaluation.	Positions in this classification are distinguished by the administrative nature and scope of the support work performed, and often, ongoing work coordination <i>and/or</i> lead responsibilities with notable accountability for the work results of other support staff. The administrative work performed is usually operational and procedural in nature. Work is often project oriented involving the full scope of activities and accountability from planning, initiation, execution, and coordination to implementation and evaluation. Interpersonal contacts are varied and often at the higher level and tend to involve a broad range of problem solving activities.

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Entry Qualifications	<p>Entry to this classification requires fundamental written and oral communication skills, including a sound foundation in English grammar, spelling, and punctuation; an ability to understand standard office procedures; an ability to operate standard office equipment; an ability to learn office technology systems; an ability to perform basic arithmetic calculations; and typing and keyboard skills.</p>	<p>Entry to this classification requires fundamental written and oral communication skills, including a sound foundation in English grammar, spelling, and punctuation; an ability to understand standard office procedures; an ability to operate standard office equipment; an ability to learn office technology systems; an ability to perform basic arithmetic calculations; and typing and keyboard skills.</p>	<p>Entry to this classification requires a fully functional knowledge of and skill in standard office procedures and practices, as well as an ability to understand and operate in a variety of organizational structures. Additionally, incumbents are expected to have a thorough knowledge of English grammar, spelling, and punctuation and be able to clearly communicate orally and in writing. Some positions may require knowledge of business mathematics beyond basic arithmetic. The ability to use and quickly learn new office support technology systems and software packages is also a prerequisite.</p>	<p>Entry to this classification requires a fully functional knowledge of and skill in standard office procedures and practices, as well as an ability to understand and operate in a variety of organizational structures. Additionally, incumbents are expected to have a thorough knowledge of English grammar, spelling, and punctuation and be able to clearly communicate orally and in writing. Some positions may require knowledge of business mathematics beyond basic arithmetic. The ability to use and quickly learn new office support technology systems and software packages is also a prerequisite.</p>
	<p>These entry qualifications would normally be obtained through completion of a high school program or its equivalent and some experience in an office environment.</p>	<p>These entry qualifications would normally be obtained through completion of a high school program or its equivalent and some experience in an office environment.</p>	<p>These qualifications would normally be obtained through a high school program, technical/vocational program, or their equivalents combined with several years of related office work experience.</p>	<p>These qualifications would normally be obtained through a high school program, technical/vocational program, or their equivalents combined with several years of related office work experience.</p>

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Knowledge and Skill Requirements				
General Requirements		<ul style="list-style-type: none"> • Experience to be proficient in performing most or all work assignments. 	<ul style="list-style-type: none"> • Experience to be fully functional in all technical aspects of work assignments. • Ability to independently handle multiple work unit priorities and projects. 	
Office Equipment and Software	<ul style="list-style-type: none"> • Ability to use standard office equipment. • Ability to use standard word processing and related computer software packages. 	<ul style="list-style-type: none"> • Thorough knowledge of office methods, procedures, and practices. • Fluency in using standard office software packages. 	<ul style="list-style-type: none"> • Thorough knowledge of office systems and ability to use a broader range of technology, systems, and packages. 	<ul style="list-style-type: none"> • Expertise in using office software packages, technology, and systems. May function as the office information technology specialist.
Language Skills	<ul style="list-style-type: none"> • Working knowledge of English grammar, spelling, and punctuation. 	<ul style="list-style-type: none"> • Thorough knowledge of English grammar, punctuation, and spelling. 	<ul style="list-style-type: none"> • Thorough knowledge of English grammar, punctuation, and spelling. 	<ul style="list-style-type: none"> • Thorough mastery of English grammar, punctuation, and spelling.
Policy Knowledge	<ul style="list-style-type: none"> • Basic knowledge of applicable university infrastructure, policies, and procedures. 	<ul style="list-style-type: none"> • General working knowledge of applicable university infrastructure, policies, and procedures. 	<ul style="list-style-type: none"> • Thorough, detailed knowledge of applicable university infrastructure, policies, and procedures. 	<ul style="list-style-type: none"> • Comprehensive and detailed knowledge of the university infrastructure, policies, and procedures.
Problem Solving	<ul style="list-style-type: none"> • Ability to identify and solve standard problems 	<ul style="list-style-type: none"> • Ability to learn, interpret independently, and apply 	<ul style="list-style-type: none"> • Ability to apply independently a wide 	<ul style="list-style-type: none"> • Ability to interpret and apply policies and

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	<p>and refer more complex problems to appropriate staff.</p> <ul style="list-style-type: none"> • Ability to respond to routine inquiries and explain standard policies and procedures to others. 	<p>a variety of complex policies and procedures. Able to identify deviations from applicable policies.</p> <ul style="list-style-type: none"> • Ability to apply independent judgment, discretion, and initiative to address problems and develop practical, thorough and, at times, creative solutions. • Demonstrated competence in understanding, interpreting, and communicating procedures, policies, information, ideas, and instructions. 	<p>variety of policies and procedures where specific guidelines may not exist.</p>	<p>procedures independently, and use judgment and discretion to act when precedents do not exist.</p> <ul style="list-style-type: none"> • Ability to troubleshoot most office administration problems and respond to all inquiries and requests related to work area. • Ability to understand problems from a broader perspective and anticipate the impact of office administration problems and solutions on other areas. • Ability to analyze operational and procedural problems and develop, recommend, and evaluate proposed solutions.
Mathematics and Budget	<ul style="list-style-type: none"> • Ability to perform basic arithmetic functions. 	<ul style="list-style-type: none"> • Ability to perform standard arithmetic functions of a transactional nature, including tracking and comparing data. 	<ul style="list-style-type: none"> • Working knowledge of budget policies and procedures. • Ability to perform standard business math, such as calculate ratios 	<ul style="list-style-type: none"> • Ability to perform business math, analyze budgetary data, and make accurate projections requiring some inference.

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			and percentages, track financial data, and make simple projections.	
Written Communication	<ul style="list-style-type: none"> • Fundamental writing and presentation skills to effectively communicate standard information. 	<ul style="list-style-type: none"> • Demonstrated competence in effectively presenting standard information in writing. 	<ul style="list-style-type: none"> • Ability to draft and compose correspondence and standard reports. 	<ul style="list-style-type: none"> • Ability to effectively write and present own reports.
Interpersonal Skills		<ul style="list-style-type: none"> • Work often involves front line contacts with a variety of campus and community individuals requiring active problem solving and effective interpersonal skills. 	<ul style="list-style-type: none"> • Ability to handle effectively a broader range of interpersonal contacts, including those at a higher level and those sensitive in nature. 	<ul style="list-style-type: none"> • Ability to effectively handle interpersonal interactions at all levels and handle highly sensitive interpersonal situations. • Ability to use negotiation and persuasion skills to achieve results and expedite projects.

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Typical Nature of Work Assignments				
<i>Scope and Complexity of Position</i>	<ul style="list-style-type: none"> • Clerical work assignments up to moderate complexity with relatively short work cycles, involving independently implementing standard clerical procedures and practices. 	<ul style="list-style-type: none"> • A full range of moderate to complex clerical and secretarial work assignments involving the use of judgment and discretion in support of an administrative or academic office or individual. 	<ul style="list-style-type: none"> • Coordination of the clerical and administrative support functions for an academic, special program or administrative office, and/or performance of the full range of secretarial and administrative support functions for an individual administrative head or small to medium-sized group. 	<ul style="list-style-type: none"> • Coordination of entire clerical and administrative support functions and/or performance of secretarial and administrative work in a large/complex academic, administrative or program office, and/or in a higher level administrative office. • Multiple work unit projects and priorities are handled.
<i>Scope and Complexity of Assignments and Projects</i>	<ul style="list-style-type: none"> • Assignments are usually of narrow scope and may involve completing a component of a project. 	<ul style="list-style-type: none"> • Projects are usually of moderate scope and complexity, such as completion of smaller to medium scale projects or discrete components of larger projects. 	<ul style="list-style-type: none"> • Assignments and projects are varied and complex with longer work cycles. Administrative support projects often involve coordinating, prioritizing, and monitoring through their completion with accountability for end results and work performed by others. 	<ul style="list-style-type: none"> • Large scale, complex projects with broad, visible impact that involve coordination with other departments are planned and executed. Project needs are identified, detailed plans are outlined, projects are initiated and coordinated, and work is delegated. Project is coordinated

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				through initiation, execution, coordination, implementation, and evaluation.
Supervision	<ul style="list-style-type: none"> Day-to-day work is initially performed with direct supervision and detailed instructions changing to an occasional review as more independence is achieved. 	<ul style="list-style-type: none"> Day-to-day work is performed relatively independently with general instructions, except for new assignments. Own priorities are regularly set and multiple work priorities are managed. May help set priorities for others but primarily accountable for own work results. 	<ul style="list-style-type: none"> Day-to-day work is performed independently under general supervision. Work is supervised in terms of overall accomplishments. Own priorities and often those of other support staff are regularly set. 	<ul style="list-style-type: none"> Work is performed independently under general direction related to goals. Independent decisions on day-to-day operations are made. Specialized policies and procedures are interpreted and applied.
Lead Responsibilities	<ul style="list-style-type: none"> Typically no lead responsibilities, but may assist in training new staff members in procedures and coordinating work activities of less experienced individuals. Accountability is usually limited to own work assignments. 	<ul style="list-style-type: none"> Assignments may include planning and coordinating clerical work activities and providing lead work direction and/or training and assistance to others in work processes and procedures. 	<ul style="list-style-type: none"> Often involved in planning and coordinating work in the unit and/or providing lead work direction and/or training and assistance to others. 	<ul style="list-style-type: none"> Lead work direction, training, and guidance to others are provided. Work may involve assistance with work unit staffing decisions and input to performance evaluations. Support staff and work unit priorities are usually set. Full accountability for work flow and completion of work for the assigned

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<i>Problem Solving</i>	<ul style="list-style-type: none"> • Assignments involve limited use of discretion, judgment, and innovation. Policies and procedures are regularly referenced and applied. 	<ul style="list-style-type: none"> • Assignments are varied involving the regular use of judgment and discretion. Courses of action are guided by some interpretation of policies and procedures. • A variety of problems are addressed and practical, thorough, and at times, creative solutions are developed. Ingenuity may be used to adapt guidelines and procedures to meet new needs. 	<ul style="list-style-type: none"> • Work involves addressing a wide range of problems which requires interpreting policies and procedures and using ingenuity to put information together in new ways. • Common and unique problems are addressed using reasoning and judgment and to develop practical, thorough, and creative solutions. 	<ul style="list-style-type: none"> • A broad range of operational and procedural office and administrative problems which may at times require research, analysis, and evaluation of information may need to be solved. Ingenuity in developing solutions is required.
<i>Interpersonal Relationships</i>	<ul style="list-style-type: none"> • Assignments involve establishing and maintaining working relationships with others within and outside of the work group. 	<ul style="list-style-type: none"> • Assignments and projects often involve coordinating with other work groups to gather routine information or solve problems. 	<ul style="list-style-type: none"> • Contacts involve coordinating and working with individuals at all levels within the organization, and may include providing training to all levels in standard office procedures. 	<ul style="list-style-type: none"> • Typically, assignments will require interaction at the highest levels within and outside the university, often in sensitive interpersonal situations. • Administrative work often involves evaluation and recommendations related to operational and procedural matters.