

# Professional Contributor Career Stream Worksheet



**HUMAN  
RESOURCES**

TEXAS TECH  
Administration

Employee Name:

Employee R#:

Position Title:

Department & Org Code:

Department Contact Name:

Contact Title:

Contact Email:

Items Needed for this Review:

Job Description

Departmental Org Chart

Other

HR Reviewer:

Date Reviewed:

Work Dimension	PC1	PC2	PC3	PC4	PC5	Selected Level
<b>Education &amp; Experience</b>	<input type="checkbox"/> Education: AA/BA <input type="checkbox"/> Experience: 0-2 yrs	<input type="checkbox"/> Education: AA/BA <input type="checkbox"/> Experience: 3-5 yrs	<input type="checkbox"/> Education: BA <input type="checkbox"/> Experience: 5-7 yrs	<input type="checkbox"/> Education: BA (may require MA/PhD) <input type="checkbox"/> Experience: 7-10 yrs	<input type="checkbox"/> Education: BA (may require MA/PhD) <input type="checkbox"/> Experience: 7-10 yrs	<input type="checkbox"/> PC1 <input type="checkbox"/> PC2 <input type="checkbox"/> PC3 <input type="checkbox"/> PC4 <input type="checkbox"/> PC5
<b>Effective Knowledge</b>	<input type="checkbox"/> Performs duties with <b>baseline</b> working knowledge of routine work processes and tools.	<input type="checkbox"/> Performs duties with <b>intermediate</b> knowledge of concepts, practices, and procedures in a particular job sub-family.	<input type="checkbox"/> Performs duties with <b>advanced</b> knowledge of concepts, practices, and procedures in a job sub-family; may be seen as a <b>specialist</b> within the job sub-family.	<input type="checkbox"/> Performs duties with <b>expert</b> knowledge of concepts, practices, and procedures in a particular job sub-family; applies a broad perspective to <b>improve</b> existing procedures within the job sub-family and, in some cases, the job family.	<input type="checkbox"/> Performs duties with broad and <b>substantive</b> knowledge and expertise of principles, practices and theories of multiple related disciplines.	<input type="checkbox"/> PC1 <input type="checkbox"/> PC2 <input type="checkbox"/> PC3 <input type="checkbox"/> PC4 <input type="checkbox"/> PC5
<b>Impact</b>	<input type="checkbox"/> Focus of performance is stated <b>individual</b> objectives. Will not be evaluated based on ability to influence outcomes. Since the position largely follows set principles and guidelines, decisions	<input type="checkbox"/> Focus of performance is stated <b>individual</b> objectives. Will not be evaluated based on abilities to influence outcomes. Decisions primarily impact own job <b>sub-family</b> but may impact the job family level.	<input type="checkbox"/> Focus of performance is both stated <b>individual</b> objectives and ability to achieve outcomes within scope of work. Decisions may have <b>significant</b> impact within own job <b>sub-family</b> and may impact own job	<input type="checkbox"/> Focus of performance is both stated individual objectives and ability to move the sub-family forward in its <b>strategic goals</b> . Decisions may have <b>significant</b> impact across job family and, in some cases, other job families or the entire	<input type="checkbox"/> Focus of performance is both stated individual objectives and the ability to advance <b>long-term goals</b> and objectives. Decisions may have <b>significant</b>	<input type="checkbox"/> PC1 <input type="checkbox"/> PC2 <input type="checkbox"/> PC3 <input type="checkbox"/> PC4 <input type="checkbox"/> PC5

	mainly impact only the <b>position itself</b> or immediate colleagues.		family or minimally impact another job family; may be able to influence short-term goals.	institution; may be able to influence long-term strategic goals. May provide general guidance, mentorship, or indirect supervision to colleagues.	impact across job families or the entire institution. Typically provides general guidance, mentorship, or indirect supervision to colleagues.	
<b>Communication &amp; Collaboration</b>	<input type="checkbox"/> Exchanges standard information with <b>colleagues</b> and immediate <b>supervisor</b> . Practices baseline principles of listening, and clear written/ verbal communication.	<input type="checkbox"/> Builds productive <b>internal/external</b> relationships to resolve mutual problems via collaboration. Focuses on providing standard professional <b>advice</b> and creating initial reports or analysis for review by experienced team professionals.	<input type="checkbox"/> Grows relationships and networks with <b>senior level partners</b> outside of their department who are not familiar with the subject matter. Works to <b>influence</b> others and adapts communication style depending on audience. Advises others on difficult matters.	<input type="checkbox"/> Conveys information and works to <b>influence diverse stakeholders</b> /audience s to accept practices, new concepts, and approaches. Typically requires communication with <b>leadership</b> regarding matters of significant importance to the institution.	<input type="checkbox"/> Creates <b>formal networks</b> involving coordination among groups. Focuses on providing <b>thought leadership</b> and works on broader organization projects. Requires conveying of <b>advanced</b> information and persuading several diverse stakeholders.	<input type="checkbox"/> PC1 <input type="checkbox"/> PC2 <input type="checkbox"/> PC3 <input type="checkbox"/> PC4 <input type="checkbox"/> PC5
<b>Problem Solving</b>	<input type="checkbox"/> Recognizes and <b>escalates</b> unusual situations or problems. Identifies opportunities to improve daily work outcomes. Work generally follows <b>defined</b> schedules, routines, and protocols. Position may need to modify	<input type="checkbox"/> <b>Diagnoses</b> causes of problems; proposes potential solutions within the goals of the job sub-family; applies broad knowledge of concepts and procedures to perform moderately complex tasks. Work may be vague at times and require some	<input type="checkbox"/> Applies broad knowledge of concepts and procedures to perform complex tasks; <b>identifies</b> problems and solutions independently; identifies and <b>resolves</b> missing information;	<input type="checkbox"/> Develops new procedures and policies to apply to <b>complex issues</b> ; proactively recognizes business needs and impact of issue at hand; identifies and implements new, <b>creative solutions</b> (both short-term and long-term) that may extend beyond assigned job	<input type="checkbox"/> Issues faced are often <b>highly complex</b> and uniquely challenging, requiring extensive consideration of variables with impact outside of the job area. Is expected to make	<input type="checkbox"/> PC1 <input type="checkbox"/> PC2 <input type="checkbox"/> PC3 <input type="checkbox"/> PC4 <input type="checkbox"/> PC5

	work appropriately in response to new information.	ability to make <b>minor changes</b> to existing techniques and concepts.	improves existing processes. Performs varying assignments simultaneously with a high level of quality and timeliness. May be able to <b>apply variations</b> of existing techniques and concepts.	sub-family. Develops new techniques and concepts. May establish <b>new strategies</b> for assigned job sub-family and, in some cases, assigned job family.	<b>improvements</b> to existing professional standards or protocols, and create new professional standards or <b>innovations</b> that benefit the institution.	
<b>Autonomy</b>	<input type="checkbox"/> Follows standard principles and guidelines with <b>minimal</b> latitude for personal decision making. Works under general <b>supervision</b> .	<input type="checkbox"/> Follows standard principles and guidelines with <b>some</b> latitude for personal decision making. Any personal decision making is expected to utilize existing standards and procedures. Operates <b>largely independently</b> and may perform some tasks autonomously.	<input type="checkbox"/> Mainly works <b>independently</b> and has latitude with decision making with regard to matters of significance. May receive general instruction and clarification on complex problems. Operates independently with <b>occasional supervision</b> and performs tasks autonomously.	<input type="checkbox"/> Often has <b>complete</b> autonomy in decision making for daily activities; frequently has ability to implement new procedures at <b>own discretion</b> . Operates independently with occasional supervision; may be able to pursue strategic initiatives with dialogue with management.	<input type="checkbox"/> Often has <b>complete</b> autonomy in decision making for unit processes and issues. Assignments are often <b>self-initiated</b> . Operates independently with limited supervision; may be able to pursue strategic initiatives without supervision.	<input type="checkbox"/> PC1 <input type="checkbox"/> PC2 <input type="checkbox"/> PC3 <input type="checkbox"/> PC4 <input type="checkbox"/> PC5
<b>Leadership</b>	N/A	N/A	<input type="checkbox"/> May supervise individuals who provide tactical / operational support. Typically directs the work efforts of individual contributors. Responsible for <b>task assignment</b> and	<input type="checkbox"/> May supervise individuals who provide tactical / operational support. Typically directs the work efforts of individual contributors. Responsible for <b>task assignment</b> and coordination. Applies	<input type="checkbox"/> May supervise individuals who provide tactical / operational support. Typically directs the work efforts of individual contributors. Responsible for	<input type="checkbox"/> PC1 <input type="checkbox"/> PC2 <input type="checkbox"/> PC3 <input type="checkbox"/> PC4 <input type="checkbox"/> PC5

			coordination. Applies institutional policies and practices; provides input into performance reviews.	institutional policies and practices; provides input into performance reviews.	<b>task assignment</b> and coordination. Applies institutional policies and practices; provides input into performance reviews.	
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Work Dimension	Assigned Level
Education & Experience	<input type="checkbox"/> PC1 <input type="checkbox"/> PC2 <input type="checkbox"/> PC3 <input type="checkbox"/> PC4 <input type="checkbox"/> PC5
Effective Knowledge	<input type="checkbox"/> PC1 <input type="checkbox"/> PC2 <input type="checkbox"/> PC3 <input type="checkbox"/> PC4 <input type="checkbox"/> PC5
Impact	<input type="checkbox"/> PC1 <input type="checkbox"/> PC2 <input type="checkbox"/> PC3 <input type="checkbox"/> PC4 <input type="checkbox"/> PC5
Communication & Collaboration	<input type="checkbox"/> PC1 <input type="checkbox"/> PC2 <input type="checkbox"/> PC3 <input type="checkbox"/> PC4 <input type="checkbox"/> PC5
Problem Solving	<input type="checkbox"/> PC1 <input type="checkbox"/> PC2 <input type="checkbox"/> PC3 <input type="checkbox"/> PC4 <input type="checkbox"/> PC5
Autonomy	<input type="checkbox"/> PC1 <input type="checkbox"/> PC2 <input type="checkbox"/> PC3 <input type="checkbox"/> PC4 <input type="checkbox"/> PC5
Leadership	<input type="checkbox"/> PC1 <input type="checkbox"/> PC2 <input type="checkbox"/> PC3 <input type="checkbox"/> PC4 <input type="checkbox"/> PC5
<b>Totals</b>	___ PC1 ___ PC2 ___ PC3 ___ PC4 ___ PC5
<b>Final Job Classification Recommendation</b>	<input type="checkbox"/> PC1 <input type="checkbox"/> PC2 <input type="checkbox"/> PC3 <input type="checkbox"/> PC4 <input type="checkbox"/> PC5
<b>Final Pay Grade</b>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/> 14 <input type="checkbox"/> 15
	<input type="checkbox"/> 16 <input type="checkbox"/> 17 <input type="checkbox"/> 18 <input type="checkbox"/> 19 <input type="checkbox"/> 20 <input type="checkbox"/> 21 <input type="checkbox"/> 22
<b>Final FLSA Status</b>	<input type="checkbox"/> Exempt <input type="checkbox"/> Nonexempt
<b>Confirmed that this position is approved and signed in ePM</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No

**Optional Comments by Human Resources:**