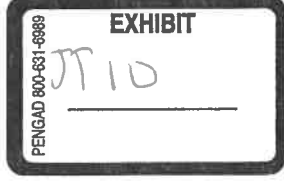
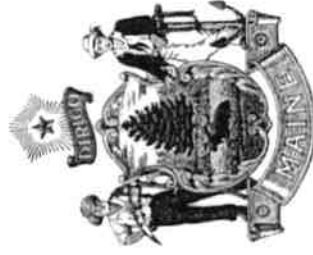


BHR EX. B



*Guide Charts®
Prepared for
The State of Maine*



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NOTES

Depth and Breadth of Knowledge

Managerial Know-How

Human Relations Skills

Prepared for

State of Maine

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**Guide Chart® for
Know-How**

Know-How is the sum total of every kind of skill, however acquired, necessary for acceptable job performance. This sum total, which comprises the overall "fund of knowledge" has three dimensions: the requirements for:

⇒ **DEPTH AND BREADTH OF SPECIALIZED KNOWLEDGE**, ranging from basic knowledge of the most simple work routines to unique and authoritative knowledge within learned disciplines. A job may require some knowledge about a lot of things (diversity) or a lot of knowledge about a few things. The total Know-How is the combination of breadth and depth. This concept makes practical the comparison and weighing of the total Know-How content of different jobs in terms of: How much knowledge about how many things?

⇒ **KNOW-HOW OF HARMONIZING AND INTEGRATING** the diversified functions involved in managerial situations (operating, supporting, and administrative). This Know-How may be exercised consultatively as well as executive and involves, in some combination, the areas of organizing, planning, executing, controlling, and evaluating.

⇒ **HUMAN RELATIONS SKILLS** consisting of active, practicing, person-to-person skills in the area of human relationships

**HUMAN RELATIONS
SKILLS** ⇒

1. Basic General effectiveness that is ordinary for everyday service interaction is a basic and generic work consideration. Tact and courtesy are required, including conduct of relationships in which information is requested and provided.	2. Important Alternative or combined skills in understanding, teaming with, partnering with, and/or influencing people are important and specific considerations to cause action or understanding by others.	3. Critical Alternative or combined skills in developing, partnering with, persuading, motivating, understanding, and leading people are essential and overriding considerations to successful performance to the highest degree of this position.
--	--	--

MANAGERIAL KNOW-HOW ⇒

SPECIALIZED KNOW-HOW ↓

T. Task Performance of a task or tasks highly specific as to objective and content, with limited awareness of surrounding circumstances and events in the service unit.	I. Minimal Performance or supervision of an activity or activities with specific objectives and content, with general awareness of surrounding circumstances and events			II. Related Operational or conceptual integration or coordination of subfunctions which are relatively similar in nature and objective.			III. Diverse Integration and coordination of diversified activities in an important management area or consulting field			IV. Broad Integration of functions in a major operating element of the organization, or coordination of strategic effects of significance statewide for the full organization			V. Major Management at the level of policy-making which affects the overall management and operation of the State			VI. Total Management of the Organization		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
A. Primary Basic literacy plus training for performance of repetitive operational or clerical routines, which may involve use of common tools and standard single purpose machines.	38	43	50	50	57	66	66	76	87	115	132	152	152	175	200	200	230	264
B. Elementary Vocational Familiarization with uninvolved, standardized work routines and/or use of equipment and machines.	43	50	57	57	66	76	76	87	100	115	132	152	175	200	230	230	264	304
C. Vocational Proficiency in variable work routines, which may involve the use of specialized equipment.	50	57	66	66	76	87	87	100	115	132	152	175	200	230	264	264	304	350
D. Advanced Vocational Some specialized (generally non-technical) knowledge/skills, acquired on or off the job, giving additional breadth or depth to a generally single function.	57	66	76	76	87	100	100	115	132	152	175	200	230	264	304	304	350	400
E. Basic Specialized Sufficiency in techniques which require familiarity with involved practices and precedents, or of scientific theory and principles, or both.	66	76	87	87	100	115	115	132	152	175	200	230	264	304	350	350	400	460
F. Seasoned Specialized Proficiency gained through wide experience and seasoning in a technical discipline or field requiring comprehensive understanding of a combination of involved practices, precedents, facts and conditions, or in a broad group of business systems essential in the exercise of managerial skills.	76	87	100	100	115	132	132	152	175	200	230	264	304	350	400	400	460	528
G. Specialized Mastery Mastery gained through extensive experience and seasoning in a technical discipline or field requiring comprehensive understanding of scientific theory, or in a specialized area requiring comprehensive understanding of a combination of involved practices, precedents, facts and conditions, or of complex business systems essential to providing administrative managerial perspective.	87	100	115	115	132	152	152	175	200	230	264	304	350	400	460	460	528	608
	100	115	132	132	152	175	175	200	230	264	304	350	400	460	528	528	608	700
	115	132	152	152	175	200	200	230	264	304	350	400	460	528	608	608	700	800
	132	152	175	175	200	230	230	264	304	350	400	460	528	608	700	700	800	920
	152	175	200	200	230	264	264	304	350	400	460	528	608	700	800	800	920	1056
	175	200	230	230	264	304	304	350	400	460	528	608	700	800	920	920	1056	1216
	200	230	264	264	304	350	350	400	460	528	608	700	800	920	1056	1056	1216	1400
	230	264	304	304	350	400	400	460	528	608	700	800	920	1056	1216	1216	1400	1600
	264	304	350	350	400	460	460	528	608	700	800	920	1056	1216	1400	1400	1600	1840

POINT CONVERSION TABLE

Read the Problem Solving Points at the Intersection of the Know-How Points Column and the PS% Row in this Table																													
KH	29	33	38	43	50	57	66	76	87	100	115	132	152	175	200	230	264	304	350	400	460	528	608	700	800	920	1056	1216	1400
PTS. PS%																													
87%	25	29	33	38	43	50	57	66	76	87	100	115	132	152	175	200	230	264	304	350	400	460	528	608	700	800	920	1056	1216
76%	22	25	29	33	38	43	50	57	66	76	87	100	115	132	152	175	200	230	264	304	350	400	460	528	608	700	800	920	1056
66%	19	22	25	29	33	38	43	50	57	66	76	87	100	115	132	152	175	200	230	264	304	350	400	460	528	608	700	800	920
57%	16	19	22	25	29	33	38	43	50	57	66	76	87	100	115	132	152	175	200	230	264	304	350	400	460	528	608	700	800
50%	14	16	19	22	25	29	33	38	43	50	57	66	76	87	100	115	132	152	175	200	230	264	304	350	400	460	528	608	700
43%	12	14	16	19	22	25	29	33	38	43	50	57	66	76	87	100	115	132	152	175	200	230	264	304	350	400	460	528	608
38%	10	12	14	16	19	22	25	29	33	38	43	50	57	66	76	87	100	115	132	152	175	200	230	264	304	350	400	460	528
33%	9	10	12	14	16	19	22	25	29	33	38	43	50	57	66	76	87	100	115	132	152	175	200	230	264	304	350	400	460
29%	8	9	10	12	14	16	19	22	25	29	33	38	43	50	57	66	76	87	100	115	132	152	175	200	230	264	304	350	400
25%	7	8	9	10	12	14	16	19	22	25	29	33	38	43	50	57	66	76	87	100	115	132	152	175	200	230	264	304	350
22%	6	7	8	9	10	12	14	16	19	22	25	29	33	38	43	50	57	66	76	87	100	115	132	152	175	200	230	264	304
19%	5	6	7	8	9	10	12	14	16	19	22	25	29	33	38	43	50	57	66	76	87	100	115	132	152	175	200	230	264
16%	5	5	6	7	8	9	10	12	14	16	19	22	25	29	33	38	43	50	57	66	76	87	100	115	132	152	175	200	230
14%	4	4	5	6	7	8	9	10	12	14	16	19	22	25	29	33	38	43	50	57	66	76	87	100	115	132	152	175	200
12%	3	4	5	5	6	7	8	9	10	12	14	16	19	22	25	29	33	38	43	50	57	66	76	87	100	115	132	152	175
10%	3	3	4	4	5	6	7	8	9	10	12	14	16	19	22	25	29	33	38	43	50	57	66	76	87	100	115	132	152

NOTES

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Guide Chart® for

Problem Solving

Problem Solving is the original "self-starting" thinking required by the job for analyzing, evaluating, creating, reasoning, arriving at, and making conclusions. To the extent that thinking is circumscribed by standards, covered by precedents, or referred to others, Problem Solving is diminished, and the emphasis correspondingly is on Know-How.

MEASURING PROBLEM SOLVING

Problem Solving measures the intensity of the mental process which employs Know-How to 1) identify, 2) define, and 3) resolve a problem. "You think with what you know." This is true even of the most creative work. The raw material of any thinking is knowledge of facts, principles, and means; ideas are put together from something already there. Therefore, Problem Solving is treated as a percentage utilization of Know-How.

⇒ THINKING ENVIRONMENT

describes the degree of freedom permitted to the job to initiate the thinking process as a result of external conditions (laws of nature, science, business, etc.), as well as internal conditions of the organization (goals, objectives, policies, procedures, practices.)

⇒ THINKING CHALLENGE

describes the situational nature of mental effort required of the jobholder by the job to come to conclusions, make decisions, provide answers, or discover new things.

THINKING CHALLENGE⇒

THINKING ENVIRONMENT ⇐		1. Repetitive Simple, repetitive, or identical situations requiring solution by recall of specific learned things.	2. Patterned Similar situations requiring solution by discriminating choice of learned things.	3. Interpolative Differing situations which present some new materials requiring search for solutions within area of learned things.	4. Adaptive Variable situations requiring analytical, interpretive, evaluative, and/or constructive approaches.	5. Uncharted Novel pathfinding situations requiring the development of new concepts and imaginative approaches.
THINKING ENVIRONMENT ⇐	A. Strict Routine Simple rules and detailed instructions.	10%	14%	19%	25%	33%
	B. Routine Established routines and standing instructions.	12%	16%	22%	29%	38%
	C. Semi-Routine Somewhat diversified procedures and precedents.	14%	19%	25%	33%	43%
	D. Standardized Substantially diversified procedures and specialized standards.	16%	22%	29%	38%	50%
	E. Clearly Defined Clearly defined policies, principles and departmental objectives.	19%	25%	33%	43%	57%
	F. Broadly Defined Broad policies and specific objectives.	22%	29%	38%	50%	66%
	G. Generally Defined Thinking within general policies, principles and goals under guidance.	25%	33%	43%	57%	76%
	H. Abstractly Defined General laws of nature or science, business philosophy, and cultural standards.	29%	38%	50%	66%	87%

NOTES	
Freedom to Act	Impact
Magnitude	

AMI (Accountability Magnitude Index)

Established for use with Prior Year \$ = 5.0

Forecast for use with Current Year \$ = 5.0

Prepared for

State of Maine

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Guide Chart® for

Accountability

Accountability is the answerability for an action and for the consequences thereof. It is the measured effect of the job on end results. It has three dimensions in the following order of importance:

⇒ FREEDOM TO ACT. The degree of personal or procedural control and guidance as defined in the left-hand column below. This is a function of the organizational framework which provides personal and policy guidance, functional direction and control over jobs within the entity.

⇒ IMPACT ON END RESULTS. The nature of influence the job has on end results.

⇒ MAGNITUDE. Magnitude measurement gauges how much the organization is affected by the jobholder's accomplishment of the job's basic purpose. It may be indicated in quantitative terms (such as annualized dollars stated in constant dollars, 1965 base year, or by other descriptive terms such as large, medium, small, or non-quantifiable. (Non-quantifiable indicates relationships that can not be identified clearly or are too small to be perceived as significant).

IMPACT	QUANTIFIABLE ⇒			
	A. ANCILLARY	C. CONTRIBUTORY	S. SHARED	P. PRIMARY
NON-QUANTIFIABLE ⇒	Informational, recording, or other incidental services for use by others in taking action.	Interpretive, advisory, or facilitating services for use by others in taking action in relation to some important end result.	Participating with others (except own subordinates and superiors), within or outside the organizational unit in taking action.	Controlling impact on end results, where shared accountability with others is secondary
	Ancillary support services which do not have a clearly measurable effect on work flow or persons served.	Routine support services or production tasks for use or completion by others.	Higher value added services (analysts, diagnosis or production tasks) which noticeably affect the work results.	Leadership role in service provided or production tasks performed

M = Thousand
MM = Million
MMM = Billion

MAGNITUDE ⇒
The 2002 AMI is 5.0

FREEDOM TO ACT ↓

A. Prescribed These jobs are subject to prescribed instructions covering assigned tasks and/or immediate supervision.	8	10	14	19
B. Controlled These jobs are subject to instructions and established work routines and/or close supervision.	9	12	16	22
C. Standardized These jobs are subject, wholly or in part, to standardized practices and procedures and/or general work instructions and/or supervision of progress and results.	10	14	19	25
D. Generally Regulated Practices and procedures are covered by well-defined policy or classified through review.	12	16	22	29
E. Directed Broad practices and procedures covered by functional precedents and policies, or achievement of circumscribed operational activities, or clarified through direction as to objectives.	14	19	25	33
F. Oriented Direction These jobs, by their nature or size, are broadly subject to functional policies and goals and/or general managerial direction.	16	22	29	38
G. General Guidance These jobs by reason of their nature and size, independent complexity and high degree of effect on state operations, are subject only to the guidance from the Governor's Office.	19	25	33	43
H. Governor/Chief Justice These jobs are subject only to the limitations of the State Constitution as it pertains to the Executive or Judicial Branch	22	29	38	50

N. Non-Quantifiable	Under \$10M				Under \$100M				\$100M - \$1MM				\$1MM - \$10MM				\$10MM - \$100MM				\$100MM - \$1MMM			
	A.	C.	S.	P.	A.	C.	S.	P.	A.	C.	S.	P.	A.	C.	S.	P.	A.	C.	S.	P.	A.	C.	S.	P.
1. Very Small or Indeterminate Major job effect is on results with an indeterminate or very small relationship to the missions of the total organization.	10	14	19	25	10	14	19	25	14	19	25	33	19	25	33	43	25	33	43	57	33	43	57	76
	12	16	22	29	12	16	22	29	16	22	29	38	22	29	38	50	29	38	50	66	38	50	66	87
	14	19	25	33	14	19	25	33	19	25	33	43	25	33	43	57	33	43	57	76	43	57	76	100
	16	22	29	38	16	22	29	38	22	29	38	50	29	38	50	66	38	50	66	87	50	66	87	115
2. Small Major job effect is on results with a small relationship to the missions of the total organization. This may encompass a portion of revenue, operating budget or funds managed.	19	25	33	43	19	25	33	43	25	33	43	57	33	43	57	76	43	57	76	100	57	76	100	132
	22	29	38	50	22	29	38	50	29	38	50	66	38	50	66	87	50	66	87	115	66	87	115	152
	25	33	43	57	25	33	43	57	33	43	57	76	33	43	57	76	50	66	87	115	76	100	132	175
	29	38	50	66	29	38	50	66	38	50	66	87	50	66	87	115	66	87	115	152	87	115	152	200
3. Medium Major job effect is on results with a medium relationship to the mission of the total organization. This may encompass a portion of revenue, operating budget or funds managed.	33	43	57	76	33	43	57	76	43	57	76	100	57	76	100	132	76	100	132	175	100	132	175	230
	38	50	66	87	38	50	66	87	50	66	87	115	66	87	115	152	87	115	152	200	115	152	200	264
	43	57	76	100	43	57	76	100	57	76	100	132	76	100	132	175	100	132	175	230	132	175	230	304
	50	66	87	115	50	66	87	115	66	87	115	152	87	115	152	200	115	152	200	264	152	200	264	350
4. Large Major job effect is on results with a large relationship to the mission of the total organization. This may encompass a portion of revenue, operating budget or funds managed.	57	76	100	132	57	76	100	132	76	100	132	175	100	132	175	230	132	175	230	304	175	230	304	400
	66	87	115	152	66	87	115	152	87	115	152	200	100	132	175	230	132	175	230	304	152	200	264	350
	76	100	132	175	76	100	132	175	100	132	175	230	100	132	175	230	132	175	230	304	152	200	264	350
	87	115	152	200	87	115	152	200	115	152	200	264	132	175	230	304	152	200	264	350	175	230	304	400
5. Overall Organization	100	132	175	230	100	132	175	230	132	175	230	304	152	200	264	350	152	200	264	350	152	200	264	350
	115	152	200	264	115	152	200	264	152	200	264	350	152	200	264	350	152	200	264	350	152	200	264	350
	132	175	230	304	132	175	230	304	152	200	264	350	152	200	264	350	152	200	264	350	152	200	264	350
	152	200	264	350	152	200	264	350	152	200	264	350	152	200	264	350	152	200	264	350	152	200	264	350

STATE OF MAINE



DEFINITION: Working conditions are made up of:

- Physical Effort—defined at right
- Environment—defined at right
- Hazards—the factors taken on the average which increase the risk of injury, accident or sickness as follows:

- a. Minimal presence of hazards; predictable and controllable.
- b. Moderate hazards; somewhat predictable and controllable.
- c. Potentially severe hazards; unpredictable and difficult to control.

Environment, includes occasional, intermittent, or continuous exposure, of varying intensities, to such things as dust, dirt, heat, cold, fumes, steam, moisture, noise, and abnormal human behavior.

Physical Effort, involving continuous or intermittent handling of heavy or medium heavy materials; frequent or continuous work in awkward positions.

WORKING CONDITIONS

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● ● ENVIRONMENT												
1. NORMAL				2. UNPLEASANT				3. DIFFICULT				
General office or other equivalent environment. Little or no exposure to abnormal human behavior.				Intermittent requirement of unavoidable exposure to unfavorable atmospheric conditions, or extreme temperatures; or noisy, dusty, oily, wet environment or abnormal human behavior.				Constant requirement of unavoidable exposure to unfavorable atmospheric conditions; or extreme temperatures; or extremely noisy, dirty, cramped or otherwise difficult surroundings or abnormal human behavior.				
a	b	c		a	b	c		a	b	c		
0	0	7		0	6	8		0	7	10		
0	6	8		0	7	10		6	8	12		
0	7	10		6	8	12		7	10	14		
0	7	10		6	8	12		7	10	14		
6	8	12		7	10	14		8	12	16		
7	10	14		8	12	16		10	14	19		
7	10	14		8	12	16		10	14	19		
8	12	16		10	14	19		12	16	22		
10	14	19		12	16	22		14	19	25		

PHYSICAL EFFORT		● ● ●
A. NORMAL	Physical effort usually encountered in the broad range of office or bench work.	
B. MODERATE	Intermittent requirements for considerable physical effort; handling medium heavy materials; frequent work in strained positions; or all three.	
C. STRENUOUS	Continuous requirements for considerable physical effort; handling heavy materials; continuous work in strained positions; or all three.	

REFERENCE LIST OF STEP VALUES

7360
6400
5600
4864
4224
3680
3200
2800
2432
2112
1840
1600
1400
1216
1056
920
800
700
608
528
460
400
350
304
264
230
200
175
152
132
115
100
87
76
66
57
50
43
38
33
29
25
22
19
16
14
12
10
9
8
7
6
5
4
3

These values, each 15% greater than the next lower, may be used in full expansion of the Guide Charts®.
The listing is also convenient to count the distance between PS and AC when using the Profiles Table.

PROFILES: FACTOR POINTS AS A PERCENTAGE OF TOTAL POINTS

The "Characteristic" is the number of step differences between Problem Solving and Accountability and the direction of the difference. The "Profile" is KH, PS, and AC Points respectively as a % of Total Points. Read the Profile at the intersection of the Characteristic Column and the Problem Solving % Row. The total of each profile is 100%.

PS%	Accountability Higher Than Problem Solving				AC = PS		Problem Solving Higher Than Accountability			
	A4	A3	A2	A1	LEVEL		P1	P2	P3	P4
87%	29 26 45	32 27 41	33 29 38	35 30 35	36 32 32		38 33 29	40 34 26	41 36 23	42 37 21
76%	32 25 43	34 26 40	36 28 36	38 29 33	40 30 30		42 31 27	43 32 25	44 34 22	45 35 20
66%	36 23 41	38 24 38	40 26 34	42 27 31	44 28 28		45 29 26	46 31 23	47 32 21	49 32 19
57%	39 22 39	41 23 36	43 25 32	45 26 29	46 27 27		48 28 24	49 29 22	51 30 19	53 30 17
50%	42 21 37	44 22 34	46 23 31	48 24 28	50 25 25		52 26 22	53 27 20	55 27 18	56 28 16
43%	45 20 35	47 21 32	49 22 29	52 22 26	54 23 23		55 24 21	56 25 19	58 25 17	59 26 15
38%	49 19 32	51 19 30	53 20 27	55 21 24	56 22 22		59 22 19	60 23 17	62 23 15	62 24 14
33%	53 17 30	55 18 27	56 19 25	59 19 22	60 20 20		62 20 18	63 21 16	65 21 14	66 22 12
29%	56 16 28	58 17 25	60 17 23	62 18 20	64 18 18		65 19 16	66 19 15	68 19 13	69 20 11
25%	59 15 26	62 15 23	63 16 21	65 16 19	66 17 17		68 17 15	70 17 13	70 18 12	72 18 10
22%	62 14 24	65 14 21	66 15 19	68 15 17	70 15 15		72 15 13	72 16 12	74 16 10	75 16 9
19%	66 12 22	68 13 19	70 13 17	72 13 15	72 14 14		74 14 12	75 14 11	76 15 9	77 15 8
16%	69 11 20	70 12 18	72 12 16	74 12 14	76 12 12		76 13 11	77 13 10	79 13 8	80 13 7
14%	72 10 18	74 10 16	76 10 14	78 11 13	78 11 11		79 11 10	80 11 9	81 12 7	82 12 6
12%	75 9 16	76 9 15	77 10 13	79 10 11	80 10 10		81 10 9	82 10 8	83 11 6	84 11 5
10%	77 8 15	79 8 13	80 9 11	81 9 10	82 9 9		83 9 8	84 9 7	85 10 5	86 9 5

JOB PROFILE

Line = Core Functions, Production

Staff = Enabling Support (IT, HR, Finance, Legal)

+4	Line (very heavy action or risk orientation)	CEO / Chairperson (<u>not</u> generally found in State government)	
+3	Line (heavy action or results orientation)	Manager / Supervisor (Line)	Entry level positions (mail clerk, file clerk, messenger)
+2	Line (some staff orientation)	Construction Manager Purchasing Manager Buyer Case Managers Marketing Manager Engineering Manager	
+1	Staff (some line orientation)	Leaders of Staff functions	Clerical/Support positions
Level	Staff (balance between “analysis” and “end results”)	Accountants Engineers IT positions	
-1	Staff (some research orientation)	Core design Planning functions Systems Analysts Internal Auditors	
-2	Research	Deep-thinking jobs Long-range strategic planning Market research	
-3	Think-Tank	Rarely found in State Government	

PROFILE CONCEPT

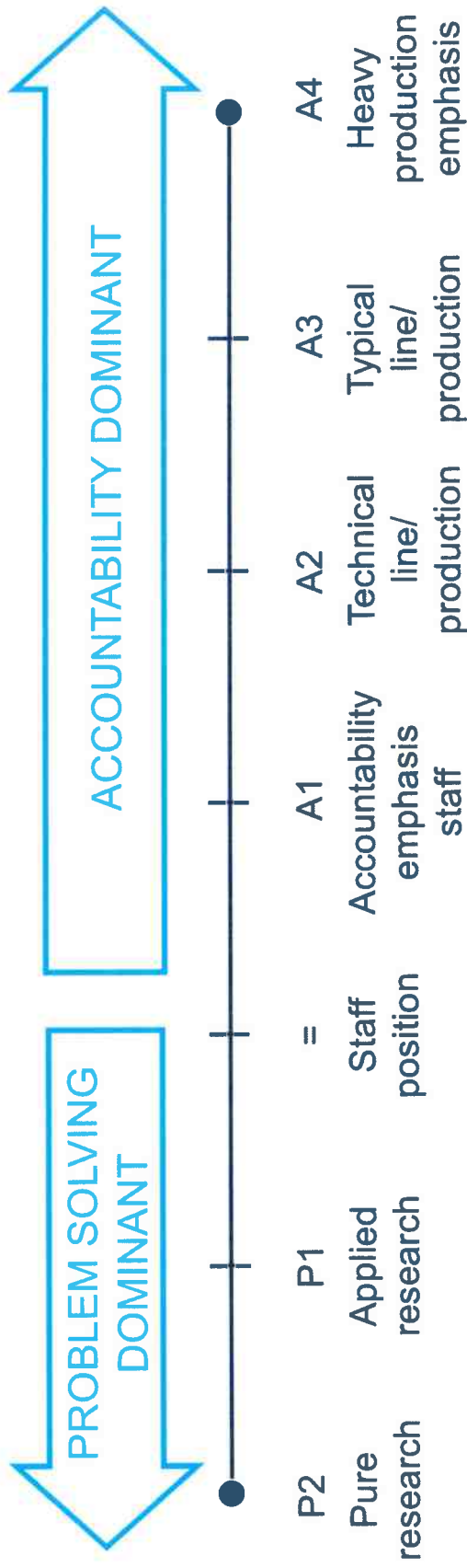
Job Emphasis		Typical Jobs
Up	+4 +3 +2	Line Oriented Positions (e.g. Top Management, Foreman, First Level Supervisor, Sales Personnel)
Level	+1 = -1	Managers of Service Functions (e.g. Engineering) Managers of Staff-Oriented Functions (e.g. Human Resources/Finance) Responsible for Policy Development/Recommendations, Individual Contributors, and Staff Analysts Most all staff-oriented positions fit here.
Down	-2 -3	Nonmanagement, Engineering, Systems Analysts, Research (Applied vs. Basic)

Line = Core Functions, Production

Staff = Enable Support (IT, HR, Finance, Legal)

Quality assurance checks – short profiles

Relationship between factors – Accountability to Problem Solving



Heavy thinking,
end results
longer term

Comparable
emphasis on thinking
and end results

High emphasis
on end results

Additional Compensable Elements

DEFINITIONS:

Relatively enduring characteristics of jobs which may justify differential compensation. ACES usually derive from the physical, temporal, or perceptual conditions under which work must be done (context). ACES do not represent reactions to individual performance variation with the same job, but are measured as the job is expected to be performed by a qualified incumbent. It is assumed that all appropriate action necessary to eliminate or minimize undesirable conditions has been taken: what remains is unavoidable.



ELEMENTS OR CONDITIONS:

May be common to many organizations or may reflect unusual characteristics of the local client organization. The most commonly measured elements include the following, but may be addressed to reflect local conditions. Always relevant for each element are variables of intensity, duration and frequency. Common elements include: **Physical Effort, Environment, Hazards, Sensory Attention.**

MEASUREMENT:

All scales are the same length and measure the range from none to extreme of the element. Each element scale may be weighted differently. The sum total of all scales constitutes 100% of elements measured. The client should determine scale weighting in the space provided below each scale.

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PHYSICAL EFFORT		ENVIRONMENT		HAZARDS		SENSORY ATTENTION		OTHER	
Occasional, intermittent or constant handling of light, medium, or heavy weight materials in normal to difficult work positions or unusual circumstances which results in physical exertion.		Occasional, intermittent or constant exposure to objectionable or noxious conditions such as dirt, dust, fumes/gases, extreme temperatures or wide fluctuations in temperature, moisture, odors, noise which results in physical discomfort.		Occasional, intermittent or constant exposure to mechanical, electrical, chemical, biological, or physical factors which involve risks of accident, personal injury, health impairment or death.		Occasional, intermittent or constant requirements for concentrated levels of sensory attention, including seeing, hearing, smelling, tasting, touching which may vary in intensity, duration or frequency.		Definition	
A. Very Light/Minimal Physical effort normally found in clerical work. Although largely sedentary, work requires lifting and carrying small objects and tools. Occasional walking or standing	0 0 1	A. Good/Minimal Regular exposure to favorable conditions such as those found in a normal office setting	0 0 1	A. Safe/Minimal General office or equivalent conditions resulting in little or no exposure to injury or accident	0 0 1	A. Minimal Normal levels of sensory attention, with only occasional requirements for concentration or focused attention.	0 0 1	A. Minimal	0 0 1
B. Light/Moderate Frequent handling of light objects/materials and use of light hand tools. Standing and walking most of the time and/or need to perform work with hands or arms in largely the same position.	2 3 4	B. Fair/Moderate Occasional exposure to objectionable conditions or variations such as those found in variable weather conditions or light industrial settings	2 3 4	B. Marginal/Moderate Occasional exposure to hazards or risk of injury which are generally protected against or predictable.	2 3 4	B. Moderate Intermittent periods of concentration and focused attention of low intensity and short duration.	2 3 4	B. Moderate	2 3 4
C. Moderate/Considerable Continuous handling of light or medium weight objects/materials and use of medium weight tools. Climbing and working from ladders or while in awkward positions	5 6 7	C. Unfavorable/Considerable Regular exposure to unfavorable conditions such as all weather conditions, confined, noisy, or dirty locations	5 6 7	C. Dangerous/Considerable Regular exposure to conditions which are unpredictable/uncertain and which result in risk of personal injury.	5 6 7	C. Considerable Regular periods of concentration and focused sensory attention of medium intensity and longer duration	5 6 7	C. Considerable	5 6 7
D. Strenuous/Extreme Continuous handling of heavy objects and materials. May involve use of heavy tools, or require strenuous application, in awkward positions	8 9 10	D. Disagreeable/Extreme Continuous exposure to very disagreeable surroundings such as those found in extreme weather conditions, very confined, noisy, or dirty settings	8 9 10	D. Hazardous/Extreme Continuous exposure to life threatening conditions or accidents which are difficult to identify or protect against	8 9 10	D. Extreme Continuous concentration and focused sensory attention of high intensity, and long duration	8 9 10	D. Extreme	8 9 10

Physical Effort = _____

Environment = _____

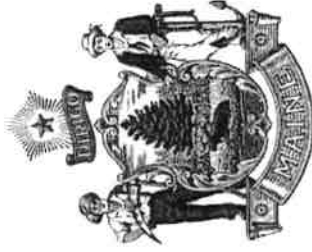
Hazards = _____

Sensory Attention = _____

Other = _____

ACES, WEIGHT (TOTAL = 100%)

***Expanded Language
to support interpretation of
Guide Charts® for
State of Maine***



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Expanded Language for Specialized Know-How

DEPTH AND BREADTH OF SPECIALIZED KNOW-HOW

ranges from basic capacity for the most simple work routines to unique and authoritative knowledge within the most complex disciplines.

↑↓

Know-How is the sum total of every kind of skill, however acquired, necessary for acceptable job performance.

Know-How has both scope (variety) and depth (thoroughness).

Thus a job may require some knowledge about a lot of things or a lot of knowledge about a few things. This concept makes practical the comparison of the total Know-How content of different jobs or positions in terms of: "HOW MUCH KNOWLEDGE ABOUT HOW MANY THINGS."

Specialized Know-How should be viewed as a continuum, beginning with the basic abilities and skills entailed in survival (feeding, seeking shelter, etc.) extending to capabilities to function in a social system, and including capacity to do productive work. Increasing levels in the scale recognize increasing specialization in some occupations and increasing breadth of knowledge in others. Some jobs or positions (specialists) require more to be known about a deeper and narrower field, while others (generalists) require more to be known about a greater number of fields.

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CHART LANGUAGE	EXPANDED LANGUAGE
A. Primary Basic literacy plus training for performance of repetitive operational or clerical routines, which may involve use of common tools and standard single purpose machines.	These jobs or positions require ability to understand oral and written instructions and perform simple tasks. Basic skills in reading, writing, and arithmetic are usually required. Work is repetitive in nature. Competence within one month after job entry is usual.
B. Elementary Vocational Familiarization with uninvolved, standardized work routines and/or use of equipment and machines.	In clerical situations, these jobs or positions usually require orientation to office routines and skills in operating and adjusting common office equipment, such as key entry devices or high volume copiers. In production, jobs or positions at this level require skills to operate uncomplicated machines. In craft situations, jobs or positions are often at apprentice levels. Competence within several months of job entry is usual.
C. Vocational Proficiency in variable work routines, which may involve the use of specialized equipment.	In clerical situations, these jobs or positions usually require an understanding of general office routines and procedures, and may require skills in bookkeeping or operating specialized and moderately complicated equipment. In production, jobs or positions at this level operate complicated machines. In craft situations, jobs or positions are often at the "journey" level. Competence is usual within 6-12 months of job entry.
D. Advanced Vocational Some specialized (generally non-technical) knowledge/skills, acquired on or off the job, giving additional breadth or depth to a generally single function.	These jobs or positions require specialized skills that are normally learned through combinations of directly relevant vocational training and job experience. Included are highly-specialized and lead workers in office and production situations, and the "master" level in the more complex trades, as well as paraprofessionals and technicians.
E. Basic Specialized Sufficiency in techniques which require familiarity with involved practices and precedents, or of scientific theory and principles, or both.	These jobs or positions usually require basic understanding and application of a body of theory (typically in fields of knowledge such as accounting, credit, engineering, personnel, production, systems, etc.) usually acquired through completion of a degree program or equivalent practical experience.
F. Seasoned Specialized Proficiency gained through wide experience and seasoning in a technical discipline or field requiring comprehensive understanding of a combination of involved practices, precedents, facts and conditions, or in a broad group of business systems essential in the exercise of managerial skills.	In professional fields, these jobs or positions require enhancement of knowledge through substantial directly applicable experience or post-graduate education. Jobs or positions which integrate knowledge from distinctly different fields are also common at this level.
G. Specialized Mastery Mastery gained through extensive experience and seasoning in a technical discipline or field requiring comprehensive understanding of scientific theory, or in a specialized area requiring comprehensive understanding of a combination of involved practices, precedents, facts and conditions, or of complex business systems essential to providing administrative managerial perspective.	These jobs or positions require either very deep specialization in complex fields of knowledge, or substantial comprehension of all relevant fields of knowledge within a complex organization. These jobs or positions provide authoritative knowledge for the organization.

Expanded Language for Managerial Know-How

MANAGERIAL KNOW-HOW

involves integrating and harmonizing requirements of diverse functions in operating, support, and administrative situations. It may be exercised through consultation as well as direct action. Management requires a combination of planning, organizing, controlling, and reviewing along with direct and indirect execution.



Know-How is the sum total of every kind of skill, however acquired, necessary for acceptable job performance

Know-How has both scope (variety) and depth (thoroughness). Thus a job may require some knowledge about a lot of things or a lot of knowledge about a few things. This concept makes practical the comparison of the total Know-How content of different jobs or positions in terms of: "HOW MUCH KNOWLEDGE ABOUT HOW MANY THINGS."

Management is distinct from supervision.

Supervision is exercised through interaction with subordinates for the purpose of giving work direction or assignments; and often includes monitoring work in progress and after-the-fact review.

Management is exercised when and to the extent that: objectives are complex and involve multiple functions; simultaneous activities relating to competing objectives are necessary; different types of resources can be allocated among objectives; extended time frames for achievement are involved; uncertainty exists as to achievement of objectives; and alternative objectives may be selected. Because their resources and available opportunities are more extensive and more varied, larger organizations have greater managerial requirements than smaller organizations in the same fields.

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CHART LANGUAGE	EXPANDED LANGUAGE
T. Task Performance of a task or tasks highly specific as to objective and content, with limited awareness of surrounding circumstances and events in the service unit.	These jobs or positions usually focus on the completion of individual tasks, rather than integrating those tasks into the work flow of the unit. In this category, they may be part of a unit's work flow, but tasks can be completed without awareness of where the work comes from or goes to, or how it is used in further operations. If task sequences are not fully structured, it is because work sequence can be altered without noticeable impact on the rest of the unit.
I. Minimal Performance or supervision of an activity or activities with specific objectives and content, with general awareness of surrounding circumstances and events.	Individual Contributors: Some jobs or positions in this category perform complex combinations of tasks or functional activities, that must be related to other work processes within or outside of the unit. Others function as consultants, exercising Managerial Know-How through functionally specific consultation, rather than active execution.
II. Related Operational or conceptual integration or coordination of subfunctions which are relatively similar in nature and objective.	Supervisors/ Managers: Positions in this category cover activities of basic work units or subfunctions or narrow functions. In the operational mode, these jobs or positions manage functions or collections of inherently related functions. In the conceptual or consultative mode, they assure that functional interests and issues are addressed throughout the broader organization.
III. Diverse Integration and coordination diversified activities in an important management area or consulting field.	Most of these jobs or positions integrate inherently unrelated functions (such as the combination of marketing, operations, and finance) within an organization, or an operational component of the organization. Some of them manage the efforts of singular critical functions throughout an organization or operating component of the organization.
IV. Broad Integration of functions in a major operating element of the organization, or coordination of strategic effects of significance statewide for the full organization.	Most of these jobs or positions integrate all functions of an operating component into a coherent whole, often with COO or CEO status. Some of them manage the efforts of strategic functions across multiple operating components.
V. Major Management at the level of policy-making which affects the over-all management and operation of the State.	
VI. Total Management of the Organization	

Expanded Language for Human Relations Skills

HUMAN RELATIONS SKILLS

consist of active practicing skills in the area of human relationships.



Know-How is the sum total of every kind of skill, however acquired, necessary for acceptable job performance.

Know-How has both scope (variety) and depth (thoroughness). Thus a job may require some knowledge about a lot of things or a lot of knowledge about a few things. This concept makes practical the comparison of the total Know-How content of different jobs or positions in terms of: "HOW MUCH KNOWLEDGE ABOUT HOW MANY THINGS."

In the work context Human Relations Skills include all capabilities that are needed to interact on a direct person-to-person basis, and through varied approaches build understanding of, acceptance of, or commitment to, courses of action that are important for the organization. These skills may be applied in relation to peers, subordinates or peers within the organization, or to people outside the organization.

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CHART LANGUAGE	EXPANDED LANGUAGE
1. Basic General effectiveness that is ordinary for everyday service interaction is a basic and generic work consideration. Tact and courtesy are required, including conduct of relationships in which information is requested and provided.	This is the base level of interpersonal skill that is used in work situations. It includes the ability to request and provide information, and to ask questions and get clarification. Although effects may not be immediate, failure to exercise this level of skill will "make waves" that interfere with effectiveness in most jobs or positions.
2. Important Alternative or combined skills in understanding, teaming with, partnering with, and/or influencing people are important and specific considerations to cause action or understanding by others.	These jobs or positions interact regularly with other people within and outside the organization. In addition to providing and receiving information, it is necessary for these positions to cause understanding by others, or to exercise influence with them. Persuasiveness or assertiveness, as well as sensitivity to others' points of view, are often needed to deal with situations. Basic supervisory and sales positions, and positions which involve negotiations from a position of greater relative power (e.g. "buyers"), often fit in this category.
3. Critical Alternative or combined skills in developing, partnering with, persuading, motivating, understanding, and leading people are essential and overriding considerations to successful performance in the highest degree in this position.	Most of these jobs or positions involve different types of relationships with multiple audiences. They require well developed abilities to influence others to do things that they had not intended to do. More complex managerial, supervisory and sales positions are in this category, as are positions which involve significant negotiations from a status or role of less relative power, fit in this category. These jobs or positions must create commitments, so that new courses of action persist without continued contact or monitoring.

Expanded Language for Thinking Environment

THINKING ENVIRONMENT

considers the rules, instructions, practices, precedents, standards, principles, policies, goals, and objectives that create the context in which a job is authorized to deal with unusual situations. It describes the degree of freedom permitted to the job to initiate the thinking process as a result of external conditions, as well as internal conditions of the organization.



Problem Solving is the original "self-starting" thinking required by the job for analyzing, evaluating, creating, reasoning, arriving at, and making conclusions. To the extent that thinking is guided or circumscribed, Problem Solving is diminished, and the emphasis correspondingly is on Know-How.

Problem solving measures the intensity of the mental process which employs Know-How to 1) identify, 2) define, and 3) resolve a problem. "You think with what you know." This is true even of the most creative work. The raw material of any thinking is knowledge of facts, principles, and means, ideas are put together from something already there. Therefore, Problem Solving is treated as a percentage utilization of Know-How.

Most jobs or positions are guided by general, functional, or departmental objectives, goals, or policies, or circumscribed by practices, procedures, instructions, or rules. In general, objectives and goals specify direction, policies define the "what" of a matter, procedures detail the steps that are necessary to implement policies, and instructions identify specific operations.

In any work, there are different situations that involve different levels of thinking environment. The level that is used should reflect the upper end of the latitude that is available to deal with typical (not extreme hypothetical) unusual or changing situations.

Note: Many organizations have more reporting levels than there are Thinking Environment levels. Mechanical attempts at direct association of those will not be useful or successful.

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CHART LANGUAGE	EXPANDED LANGUAGE
A. Strict Routine Simple rules and detailed instructions	Orders or instructions are usually given orally, and are usually specific and detailed as to the sequence and timing of tasks to be performed. There is very limited latitude for consideration of alternatives in the event of unanticipated situations.
B. Routine Established routines and standing instructions.	Instructions for this category usually provide latitude for variations in sequences of, and within, procedures to deal with unusual or unanticipated aspects of required work.
C. Semi-Routine Somewhat diversified procedures and precedents.	Because of changes in immediate work circumstances, this category deals with selection within somewhat limited ranges of procedures and sequencing options to achieve required results.
D. Standardized Substantially diversified procedures and specialized standards.	Because of changing priorities and variances between plan assumptions and actual events, this category deals with selections from among multiple procedures and sequencing options to achieve required results.
E. Clearly Defined Clearly defined policies, principles and departmental objectives	Determinations of "how things are to be done" (within "what needs to be done") are largely in this category. In this usage, "clearly defined" policies are less limiting than "procedures". "Principles" refers to the fundamental truths of knowledge fields and disciplines, such as accounting, engineering, or law.
F. Broadly Defined Broad policies and specific objectives	Determinations of "what needs to be done" are largely in this category, which establish plans, determine priorities, and prescribe the processes needed to achieve objectives.
G. Generally Defined Thinking within general policies, principles and goals under guidance	Positions in this category establish overall policies and operational goals for the organization. The goals they establish are very general, such as "increase international operations" or "enter new markets."
H. Abstractly Defined General laws of nature or science, business philosophy, and cultural standards	This is only used in major organizations that are not constrained by special legal, regulatory, or very limiting charter provisions. There is usually only one job at this level, which, guided by charter, ownership interests, and requirements for survival and continuity sets the strategic direction for the organization.

Expanded Language for Thinking Challenge

THINKING CHALLENGE

describes the situational nature and degree of difficulty of mental effort required to come to conclusions, make decisions, provide answers, or discover new things.



Problem Solving is the original "self-starting" thinking required by the job for analyzing, evaluating, creating, reasoning, arriving at, and making conclusions. To the extent that thinking is guided or circumscribed, Problem Solving is diminished, and the emphasis correspondingly is on Know-How.

Problem solving measures the intensity of the mental process which employs Know-How to 1) identify, 2) define, and 3) resolve a problem. "You think with what you know." This is true even of the most creative work. The raw material of any thinking is knowledge of facts, principles, and means; ideas are put together from something already there. Therefore, Problem Solving is treated as a percentage utilization of Know-How.

Thinking Challenge considers the extent of differences among unusual situations that might arise for a job, and the difficulty of mental processes that are necessary in order to deal with those situations. A premise of this dimension is that solutions to recurring problems become part of organizational knowledge, so that it isn't necessary to "reinvent the wheel."

For any job there are different situations that involve different levels of thinking challenge. The level that is used should reflect the upper end of the mental effort that is necessary to deal with typical (not extreme hypothetical) unusual or changing situations.

HayGroup

CHART LANGUAGE	EXPANDED LANGUAGE
1. Repetitive Simple, repetitive, or identical situations requiring solution by recall of specific learned things.	These jobs or positions apply skill and knowledge to the work situation with little need to exercise judgment. Correct actions are taken through simple choices such as those found in sorting operations.
2. Patterned Similar situations requiring solution by discriminating choice of learned things.	These jobs or positions face multiple choice situations, with prior exposure of experience giving clear indications of appropriate decision to be made.
3. Interpolative Differing situations which present some new materials requiring search for solutions within area of learned things.	These jobs or positions face problems that "fall in the cracks" and require "reading between the lines". Solutions result from comparison of problems and problem elements to reference points in other solutions, selecting solutions or solution combinations that fit reasonable, and tuning the result to the matter at hand.
4. Adaptive Variable situations requiring analytical, interpretive, evaluative, and/or constructive approaches.	Problems to be resolved include circumstances, facts, and issues that make each matter a distinct case. It is necessary to develop alternative approaches and balance their strengths, limitations, and probable consequences before appropriate decisions are possible.
5. Uncharted Novel pathfinding situations requiring the development of new concepts and imaginative approaches.	Each situation that is faced has little or no direct precedent. It is frequently necessary to confront the unknown. These positions require identification and development of "truths", as contrasted with other positions that apply "pre-established truths".

Expanded Language for Freedom to Act

FREEDOM TO ACT

considers the degree of control and guidance for work (or lack thereof). This is a function of the organizational frame-work, the personal and policy direction, and the flows, processes, and systems, that control the organization.



Accountability is the answerability for actions and for their consequences. It is the measured effect of the job on end results.

Freedom to Act is the most important of the three dimensions of Accountability. It reflects the opportunity for a job that is being done right to affect the results of the organization. In lower - middle levels it is established by the organization itself and by the nature of the work processes that are used. In middle levels and particularly in higher levels, it is also affected by the governance interests of the organization and by the organizations access to opportunities.

Note. Many organizations have more reporting levels than there are Freedom to Act levels. Mechanical attempts at direct association of the two sets of levels are not useful and will not be successful.

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CHART LANGUAGE	EXPANDED LANGUAGE
A. Prescribed These jobs are subject to prescribed instructions covering assigned tasks and/or immediate supervision.	These jobs or positions have explicit oral or written instruction which identify step-by-step sequences of tasks to achieve specific results. Deviations require permission.
B. Controlled These jobs are subject to instructions and established work routines and/or close supervision.	The primary latitude in these jobs or positions relates to the sequences in which assigned tasks and duties are performed, based on changes in work flows or other immediate situations.
C. Standardized These jobs are subject, wholly or in part, to standardized practices and procedures and/or general work instructions and/or supervision of progress and results.	These jobs or positions usually involve varied tasks and duties. Supervisors establish clear daily performance expectations. Deviations from standard practices and procedures are not permitted, but priorities are often set (subject to approval) in these jobs or positions.
D. Generally Regulated Practices and procedures are covered by well-defined policy or classified through review.	These jobs or positions determine their own priorities and may deviate from established procedures and practices as long as results meet standards of acceptability (e.g. volume, quality, timeliness). Monitoring of work results is usually indirect, with after-the-fact review.
E. Directed Broad practices and procedures covered by functional precedents and policies, or achievement of circumscribed operational activities, or clarified through direction as to objectives.	These positions have the degree of independence needed to achieve operating results, provided that activities are consistent with approved operating plans and objectives, and with functional policies and precedents. The direction for these positions establishes expected results. These positions determine how and when results are to be achieved.
F. Oriented Direction These jobs, by their nature or size, are broadly subject to functional policies and goals and/or general managerial direction.	These positions usually report to heads of major operating areas in the organization and are permitted wide discretion, provided that actions are consistent with operating policies and applicable functional precedents. Actions which affect other operating areas or functions, however, normally require approval before implementation.
G. General Guidance These jobs by reason of their nature and size, independent complexity and high degree of effect on state operations, are subject only to the guidance from the Governor's Office.	These positions establish operating objectives and functional policies, usually through membership in top management operating or policy committees. This is normally the level that authorizes specific objectives for the organization
H. Governor/Chief Justice These jobs are subject only to the limitations of the State Constitution as it pertains to the Executive or Judicial Branch.	

Expanded Language for Impact and Magnitude

IMPACT ON END RESULTS.

considers the principal nature of the job's influence on end results, which ranges from very direct control to very indirect support. It is common that jobs can be seen as having different levels of impact on different types of results in different parts of the organization. Search for the Impact category that reflects the basic purpose of the job most clearly.

Accountability is the answerability for actions and for their consequences. It is the measured effect of the job on end results



Impact and Magnitude are always considered together. The question to be addressed is, "What kind of effect on what part of the total organization?" First, identify the major purpose of the job. Then identify the portion of the total organization for which that purpose is to be achieved, and, if possible, a monetary quantification that identifies the relevant part of the organization. Finally identify the extent to which the job is designed to influence or control the result within the identified part of the organization.

MAGNITUDE.

is a broad categorization of how much of the organization is affected by job's basic purpose. The relationship may be indicated in quantitative terms (such as annualized money value stated on the Chart in constant values, 1965 base year for adjustment with the AMI to current values), or by other aspects of size. (Non quantifiable (NQ), rather than Q for Quantifiable) indicates relationships that can not be identified clearly or are too small to be perceived as significant.)

Revenue and expenses are "dynamic" indicators of magnitude and are generally preferred over "static" indicators such as assets or liabilities. Where static values must be used, they must be related to dynamic indicators by use of a reasonable ROA factor.

A few, limited, jobs or positions have such narrow effects relative to the total organization that it is not reasonable to identify any quantitative monetary indicator of their Magnitude, so that the Non-Quantifiable category, rather than Very Small, Small, Medium, Medium-Large, Large, etc. is best used with an appropriate special category definition of impact.

Hay publishes an Accountability Magnitude Indicator each year to adjust Magnitude for the effects of inflation in the national economy in which a job operates.

Identification and endorsement of use of the largest Magnitude category that is appropriate for a specific client organization, by advanced specialists in Guide Chart design, is essential if evaluations are to be used for comparisons with other organizations.

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CHART LANGUAGE		EXPANDED LANGUAGE
I	NQ	Activities may be complex, but impact on the more significant results of the organization is relatively minor. These jobs might be involved with collection or basic processing of data, transportation or transfer of materials, or other narrow support tasks that are closely related to the substantive content of the unit's work.
D	Q	
N	Q	
I	Q	In operating, craft, technical, or clerical work, these jobs or positions perform basic support tasks for the substantive content of the unit's work. In professional and managerial situations, these positions provide substantive support, advice, and counsel. While these positions do not have a controlling effect on work output or on decisions, they do influence those in significant and evident ways.
R	NQ	
E	Q	
C	Q	In operating, craft, technical, or clerical work, these jobs or positions carry out central tasks that directly affect the substantive content of the unit's work, within an expectation that work from several positions must be blended in order to be complete. In professional or managerial situations, these positions share controlling decisions relative to critical outputs and results. Sharing cannot exist within an organizational line between superiors and subordinates. It can exist among peers, or between positions in different organizational lines that must collaborate fully in decisions.
T	Q	
D	NQ	In operating, craft, technical, or clerical work these jobs or positions carry out advanced tasks that control the substantive content and value of the unit's work. Some of these positions act as lead members of work groups or teams. In professional or managerial situations, these positions have singular and authoritative control of actions and decisions about the critical results of an area of work. The clearest examples of positions in this category are line managers of organizations.
I	Q	
R	Q	
E	NQ	Leadership role in service provided or production tasks performed. Controlling impact on end results, where shared accountability with others is secondary.
C	Q	
T	Q	

HAY POINT RANGE TO GRADE CONVERSION

<u>GRADE</u>	<u>POINT RANGE</u>
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1	76 - 81
2	82 - 87
3	88 - 94
4	95 - 101
5	102 - 109
6	110 - 118
7	119 - 127
8	128 - 137
9	138 - 147
10	148 - 159
11	160 - 171
12	172 - 184
13	185 - 198
14	199 - 214
15	215 - 230
16	231 - 248
17	249 - 267
18	268 - 288
19	289 - 310
20	311 - 334
21	335 - 360
22	361 - 388
23	389 - 418
24	419 - 450
25	451 - 484
26	485 - 522
27	523 - 562
28	563 - 605
29	606 - 652
30	653 - 702

<u>GRADE</u>	<u>POINT RANGE</u>
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31	703 - 757
32	758 - 815
33	816 - 878
34	879 - 945
35	946 - 1018
36	1019 - 1097
37	1098 - 1181
38	1182 - 1272
39	1273 - 1370
40	1371 - 1476
41	1477 - 1590

PHYSICIAN'S SCHEDULE

<u>GRADE</u>	<u>POINT RANGE</u>
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50	606 - 652
51	653 - 702
52	703 - 757
53	758 - 815
54	816 - 878
55	879 - 945
56	946 - 1018
57	1019 - 1097
58	1098 - 1181
59	1182 - 1272
60	1273 - 1370
61	1371 - 1476