General Schedule
Position Classification Guide

Writing and Editing
Grade Evaluation Guide

WRITING AND EDITING
GRADE EVALUATION GUIDE

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COVERAGE

This guide provides the primary criteria for determining the grade levels of nonsupervisory work in the Writing and Editing Series, GS-1082, and the Technical Writing and Editing Series, GS-1083. The work involves writing and editing materials for Government agencies. The major difference between the two series is that technical writers and technical editors draw on a substantial knowledge of a particular subject-matter, such as the natural sciences, the social sciences, engineering, the law, or other fields. Technical writers and technical editors use sufficient knowledge of the basic principles and specialized vocabulary of the appropriate field, or sufficient understanding of the appropriate equipment and systems, to deal with related professional, scientific, or technical information. They use this knowledge, along with new source material found during research and in interviews with subject-matter specialists, to develop or edit indepth, technical documents concerning their particular fields. In contrast, positions in the Writing and Editing Series involve writing or editing materials in a variety of fields or in a broader rather than more specialized area. Writers and editors develop the knowledge they need in the course of completing their assignments by conducting research and by interviewing experts.

EVALUATING POSITIONS

This guide provides criteria for evaluating positions at full performance levels, grades GS-09 and above. The series coverage standards for the Writing and Editing Series, GS-1082, and the Technical Writing and Editing Series, GS-1083, contain additional occupational information on the work of writers and editors and of technical writers and technical editors. Use these series coverage standards to determine the series and titles of positions covered by this guide.

NOTE: The guide makes use of the terms " writer" and "editor" to include technical writer and technical editor positions as well, and specifies where technical writer and technical editor positions must be distinguished from other writing and editing positions.

Impact of Computers

Computers are becoming standard tools used in the creation and design of written products. They range from relatively simple desktop personal computers to large-scale integrated computer systems and subsystems that require extended training to become proficient in their use. Graphics software packages enable writers and editors to contribute to or perform design work. There are also sophisticated output devices that allow writers and editors to reproduce and distribute finished products, so they can manage the entire publication process rather than a part of it. Writers and editors no longer give handwritten or marked materials to others to put in final form, but draft and edit materials themselves on screen using keyboards, consult on or perform design work, lay out the material in final form for printing, and sometimes do the printing and distribution.

The essential difficulties in writing and editing work lie in research and analysis and in creating and managing the publication of written products tailored to the needs of the audience. Computer technology is considered, for purposes of this guide, to be a tool. The sophistication of this technology does not in itself make the work intrinsically more difficult. This technology contributes to efficiency and productivity, which make it possible for the employee to go beyond performing the writing or editing phase of projects to managing projects from conception to printing.

Evaluate positions on a factor-by-factor basis using the factor level descriptions and point values provided in this guide. The absence of a factor level does not preclude using it if it is warranted. The full range of factor levels can be found in the Primary Standard, Appendix 3 to the *Introduction to the Position Classification Standards*. Use the Primary Standard to evaluate trainee and developmental positions having factor levels that are lower than those described below. Use the Primary Standard and related FES standards to evaluate positions having factor levels that are significantly higher than those described below. More complete instructions for evaluating positions are in *The Classifier's Handbook*.

Illustrations in this guide do not include all possible kinds of positions. The fact that a particular type of position is not illustrated at a given factor level does not mean such a position cannot be evaluated at that level.

Where subject-matter knowledge is potentially substantial enough to affect the series or grade level of the position, refer to the appropriate subject-matter standard.

Evaluate supervisory positions using the criteria in the appropriate supervisory evaluation guide.

GRADE CONVERSION TABLE

Total points on all evaluation factors are converted to GS grade as follows:

GS Grade	Point Range
7	1355-1600
8	1605-1850
9	1855-2100
10	2105-2350
11	2355-2750
12	2755-3150
13	3155-3600

FACTOR LEVEL DESCRIPTIONS

FACTOR 1, KNOWLEDGE REQUIRED BY THE POSITION

Level 1-6 -- 950 Points

The work requires knowledge of grammar, writing and editing practices, and the style requirements of the media and the publications used. It also requires knowledge of readily available sources of information on the appropriate subjects including library resources and subject-matter experts. Many positions, especially technical writing and technical editing positions, require following the style requirements of particular fields or disciplines. Many positions involve the use of desktop publishing technology to develop manuscripts into camera-ready copy.

Writers and editors use this knowledge to gather and verify facts; to write or edit materials, such as reports, articles, pamphlets, scripts, or speeches; and to develop and present factual information that is clear and meaningful to the intended audience. Technical writers and technical editors use this knowledge along with substantial subject-matter knowledge to write or edit primarily scientific or technical documents, such as reports of research findings, training manuals, operating manuals, repair manuals, or technical specifications that are clear and useful to the intended audience.

Illustrations:

- The *Writer* composes pamphlets and brochures explaining social insurance programs. This involves independently researching factual information, verifying it through discussion with program specialists, writing the materials in approved formats and in language suitable for the general public, and obtaining clearances from the appropriate program offices prior to publication. Using desktop publishing technology, the writer develops materials that are ready for printing.

- The *Editor* reviews training and operating manuals, prepared by subject-matter experts, that serve as guides for military personnel who use, maintain, or transport a variety of equipment and supplies. This requires that the material be checked for grammatical correctness, clarity, appropriate reading level, and consistency with regulations and style and format requirements. These guides typically are very detailed and include many illustrations, tables, and charts that are edited for correctness and meaningful placement. The employee usually develops tables of contents and indexes, and prepares the material for printing.

- The *Writer-Editor* examines brochures and press releases produced by operating components before these materials go to the public to advertise special events, such as oil and gas lease competitions. The employee reviews the material for clarity and for consistency with the agency's policies and style requirements. The assignment also involves writing internal newsletters for employees and reports to headquarters consolidating submissions from

various components. All of these materials are factual reports on the operating programs of the organization.

- The *Technical Writer* develops specifications for construction, alteration, rehabilitation, or maintenance of facilities on a military base. The specifications must be written accurately and clearly and in a format that can be used in invitations for bid and final contracts. Site visits are often necessary to take measurements and make sketches, and to talk with commanders about their needs. The employee discusses various aspects of the projects with engineers and contract specialists, and may edit contracts submitted by them for compliance with military specifications.

- The *Technical Editor* uses knowledge of the earth sciences to edit manuscripts in the field of geology. The manuscripts are examined for clarity of expression, logical arrangement of material, validity of conclusions, adherence to general policy, and appropriateness of expression for the intended audience. The material is further examined for conformance to bureau style requirements and agency publication standards. The technical editor follows the style of scientific writing appropriate for the field of geology, makes suggestions for the design of manuscripts, and uses desktop publishing to develop rough manuscripts into camera-ready copy.

- The *Technical Editor* reviews complex reports detailing the results of test and evaluation projects written by engineers and scientists. These reports are used by program and agency managers to determine acceptability of equipment and systems for military use and to verify compliance with contract specifications. The employee edits for grammar, conformance to style and format requirements, clarity, and tone, and then prepares the reports for printing. The assignment also includes responsibility for examining and making changes in charts, graphs, and illustrations included in the reports.

Level 1-7 -- 1250 Points

The work requires knowledge of a broad range of sources of pertinent information, and the skill to analyze and present the information gathered. It also requires knowledge of related information previously released by the organization and knowledge of publishing concepts, practices, standards, and technologies for the media used.

Writers and editors use this knowledge to interpret and explain a variety of subjects, and to write or edit materials tailored to specific media and audiences. They use knowledge of materials previously released or in process to avoid contradictions and unnecessary repetition. Some assignments involve writing or editing for electronic media. Writers and editors often coordinate the work of designers and technicians in developing effective, accessible formats, as well as illustrations and tabular material to augment the written message. Some assignments may involve using knowledge of the requirements and effective use of various media to write scripts for radio, television, films, or videotapes. Script writers often consult on or select sound effects, music, or scenery to augment the presentations. Writers and editors present the information

clearly and at a level appropriate for the intended audience in order to promote thorough understanding.

Illustrations:

- The *Writer* develops proposed and final regulations concerning the treatment or importation of animals. Formulating detailed regulations, for example, on the manufacture of products using substances from animals, often requires developing extensive information on the process. Regulations affecting animal welfare or other similar issues can become highly controversial. Research, using diverse sources, is necessary to collect information used as the groundwork for developing legally and technically sound regulations. These regulations must be drafted in clear, simple, and brief language. The writer publicizes these proposed new and revised regulations in the Federal Register, analyzes all comments received, and then writes final regulations.

- The *Editor* manages a periodical bulletin on mental health and takes responsibility for all aspects of the periodical's preparation. In balancing the selection of articles, consideration must be given to promoting communication and overcoming mutual skepticism among experts in the various disciplines involved in the study and treatment of mental illness. Managing the bulletin involves planning future topics and designing individual issues as well as reviewing and selecting individual articles. It also involves monitoring printing and editorial contracts.

- The *Writer* composes speeches for officials, press releases for the organization, and responses to congressional inquiries on complex issues related to the enforcement of legislation protecting endangered species. Research and analysis of the pertinent laws, regulations, policies, and programs are necessary to develop complete and accurate statements. The writer serves as liaison with, and provides information to, both advocate and adversary public interest groups. The employee consolidates regional submissions into a unified annual report of enforcement activities. The work requires a delicate balance between maintaining scientific accuracy and, at the same time, adjusting the level of writing to the understanding of a general audience.

- The *Technical Writer* develops manuals dealing with computer hardware and software used for all nontactical shipboard functions, such as personnel, supply, and medical recordkeeping. The manuals are used for training as well as for operation and maintenance purposes. The employee consults with programmers to ensure accuracy, and writes manuals at a level appropriate for users who may have little experience in operating computers. By personally applying these instructions before distributing them, the employee makes sure they are accurate and functional. To save space on shipboard, the technical writer collaborates with programmers to write most of the instructions as part of the software package so they can appear on screen rather than in paper manuals.

- The *Technical Writer-Editor* reviews proposed articles on aviation safety for instructional value and potential interest, and decides what to accept or reject. Selecting articles requires

investigating safety problems described in the proposed articles to verify potential for repetition that can be reduced by publishing instructional articles describing precautions. The employee edits articles accepted for publication, often doing substantial rewriting, and sometimes writes original articles on important safety concerns. Managing the periodical involves consulting on the design of each issue and monitoring printing and distribution.

-    The *Technical Writer-Editor* composes manuals or edits manuals prepared by contractors on proper techniques for disarming and disposing of explosive devices. It is critical that these manuals be accurately and thoroughly detailed and illustrated to make disarming and disposal operations as safe as possible. New ordnance and changes in existing ordnance, both domestic and foreign, must be covered by these manuals. Developing the necessary knowledge requires performing library research on the operation of the ordnance, reviewing specifications, and physically examining samples when possible. The employee discusses problems with engineers and equipment specialists, and validates the information in the manuals before publication by observing tests using unarmed devices. The tests are conducted by technicians who follow the instructions exactly as they are written.

Level 1-8 -- 1550 Points

The work requires a high level of expertise in writing and editing. It requires complete command of sources and research methods to develop authoritative information on the programs, policies, functions, and research of the agency; the relationships among agency programs; and related issues and practices in the private sector. It also requires knowledge of regulations and policies affecting Government publications; of publishing concepts, practices, and standards; and of recent advances in publishing technology sufficient to enable the writer or editor to serve as a technical authority in those areas.

Writers and editors use this knowledge to develop written products that articulate, interpret, and explain highly complex, potentially controversial, and important agency policies, programs, and research findings. Writers and editors develop finished products, verifying by discussion with program officials only those points not verifiable through their own research. They ensure that written products contain no conflict with the policies and objectives of related programs. These products are often attributed to high-level agency officials and include such things as reports of agency achievements to the Congress; testimony presented to the Congress; proposed legislation; and reports on major research efforts to inform the public, the academic community, and experts in the military and private industry. Writers and editors propose changes in agency editorial and publishing policies and practices. They serve as resources on these policies and practices to writers and editors at lower levels and to program experts who write for publication.

Writers and editors use their publishing expertise to analyze, interpret, and integrate information in a variety of formats, such as graphs and tables, data bases, and spreadsheets, and to plan and implement new formats and products suitable for new media and accessible to specialized audiences. They also manage publishing projects from conception to printing and distribution, and integrate and troubleshoot the work of other specialists in the publishing process.

Illustrations:

- The *Editor* reviews all publications from all components before release for conformance with agency and current Federal policies. These publications often touch on the programs of other components. Potentially controversial information must be recognized, and conflicts must often be resolved before the publications are cleared by the highest officials. The editor recommends changes in agency publications policies and is the final authority for interpreting these policies to the components. The work requires knowledge of the entire agency's programs, policies, and publications. Some of the publications serve as sources of program and policy information for many years.

- The *Editor* manages a series of complex abstracts of survey data and other research results on education programs to ensure that the information is clear and useful to the widest possible general audience. The employee develops new ways to treat complex topics and seeks agreement on these treatments from experts and program officials. Expertise in publishing is required to coordinate the production of the publication and to direct the efforts of writers and editors, illustrators, and others. To ensure consistent and balanced treatment of topics, the editor uses knowledge of other components' programs, policies, and publications.

- The *Writer-Editor* publishes the principal periodical that reports to the public on the accomplishments of a major agency component charged with carrying out a group of significant programs. This series of reports is used by the Congress, agency policymakers, academic researchers, and interested members of the general public. Planning and managing the publication from initial concept to final camera art, the employee selects an overall theme, solicits manuscripts, and writes original materials. The publication must contain complete, accurate, up-to-date, and important information, and must not overlap or conflict with other agency publications. When presenting potentially controversial information, the employee decides whether to seek agreement among high-level officials. The periodical is considered the authoritative source of program and policy information by readers within and outside the Government.

- The *Technical Writer* manages the publication of a large volume of interrelated manuals on the safe operation and maintenance of one or more advanced weapon systems. A design improvement or new tactic that affects parts of one manual usually affects parts of several related manuals. Knowledge of related manuals is necessary to ensure that all appropriate changes are made. Before the systems can be placed in operation, the manuals must be completed. Tactical and strategic doctrine and logistical considerations, as well as technical aspects of the systems, must be described. To develop expert knowledge, ensure the accuracy of the manuals, and update them in response to engineering changes, the employee consults with the engineers who design and test the systems. The technical writer tailors the manuals to the educational and experience levels of the users, who range from enlisted personnel to the highest ranking officers.

- The *Technical Writer* produces Governmentwide policy statements that apply to major construction projects for building and renovating facilities, such as large office complexes and military bases, in worldwide locations. Researching military and Federal specifications and contract requirements as well as industry standards is essential. The work also requires consultation with builders, architects, civil engineers, environmental engineers, scientists, lawyers, contract specialists, and other experts to obtain complete, accurate, and current information. After analyzing the information, the technical writer develops authoritative documents of a scientific or technical nature to be used in major construction contracting by all Federal agencies.

- The *Technical Writer-Editor* develops or reviews reports of significant agricultural research results for nationwide presentation. These reports are used as references by the scientific community in conducting further research, by important Government officials in making public policy, by farmers in producing food, and by private companies in making products. The employee edits research reports written by scientists, domestic and foreign, or writes research reports in consultation with them. The language must be adjusted to make the reports clear to a variety of audiences including scientists in a variety of related fields, congressional staff members, and potential users of the research results in private industry. Typically the most advanced in the field, these research reports constitute authoritative statements by the agency.

FACTOR 2, SUPERVISORY CONTROLS

Level 2-3 -- 275 Points

The supervisor assigns specific writing or editing projects, provides general guidance on the purpose and uses of the written material and on the level of the intended audience, and sets priorities and deadlines. The writer or editor obtains supervisory approval before making major deviations from established approaches and seeks assistance when there are no written products to use as models.

The writer or editor follows accepted agency publication practices and precedents and adapts them to carry out specific writing and editing assignments. For example, the writer or editor may produce articles, following the format and style requirements established by the agency for the periodical. The writer or editor collects and analyzes the necessary information, resolves most problems in accordance with accepted practices and methods used in previous similar articles, and adjusts the material to the reading level of the audience.
The supervisor reviews completed projects for adequate coverage of the assigned topic, clarity of presentation, logical organization, and compliance with policy and agency practices. The supervisor does not review in detail the methods the employee uses in completing the projects unless they involve significant departures from the customary methods, such as using unusual sources of information.

Level 2-4 -- 450 Points

The supervisor establishes the general objectives of the writing or editing projects. The writer or editor and supervisor together develop the boundaries of the subjects involved, set deadlines, and discuss how to approach anticipated problems and controversies, such as how to find scarce information or how to treat subjects on which experts have conflicting interpretations.

The writer or editor plans and completes written assignments subject to established agency objectives, interprets policy, analyzes and interprets the information gathered, and solves all but the most complex or controversial problems in presenting the information. This may involve developing new approaches or sources of information. The writer or editor keeps the supervisor informed of unforeseen implications of approaches taken in projects, unanticipated controversies, and progress in meeting deadlines. The writer or editor stays abreast of developments in the appropriate areas to keep the publications current.

The supervisor reviews completed written products for overall effectiveness in meeting the objectives of the assignment, consistency with the agency's policies, and compatibility with the organization's other publications.

Level 2-5 -- 650 Points

The employee is the organization's expert in writing and editing. The supervisor, therefore, provides only administrative direction in terms of broad policy statements and general objectives to be achieved through the publication program.

The writer or editor conceives, plans, initiates, and adjusts the scope of projects to achieve consistency with the agency's overall objectives, other publishing projects, and audience information needs. The projects typically involve ongoing periodicals for specific purposes or large volumes of interrelated written materials that require overall management. Some assignments involve individual written products of extreme complexity or sensitivity. The writer or editor carries out the projects, often coordinating the work of teams of writing, editing, design, and production personnel either in the agency or under contract, and keeps the supervisor informed of progress.

Completed written products are considered authoritative and are normally accepted without significant change. The supervisor reviews completed work only for its impact on and coordination with the agency's overall initiatives.

FACTOR 3, GUIDELINES

Level 3-3 -- 275 Points

The subject and boundaries of the information to be presented are established. The writer or editor follows precedents from similar, but not identical, written products for format and

methods of researching and developing the information needed to write or edit complete and accurate materials. The employee also uses grammar references and other writing tools, agency and organization policy, Governmentwide and agency style manuals, style and format requirements of the medium and of the specific publication, and GSA printing regulations. Writers and editors, especially technical writers and editors, use subject-matter guidelines and references to obtain background information and methods to use in developing information to be presented. These guides apply generally but may have gaps or require adaptation.

The writer or editor uses judgment in selecting the appropriate guidelines, references, and precedents. The writer or editor decides how to adapt the guidelines when necessary to develop written products that achieve the objectives.

Level 3-4 -- 450 Points

Policies and previous publications provide some general guidance, but do not include specific guidance on how to develop and present new or potentially controversial information. The form, content, and methods of presentation of the written products are at the discretion of the writer or editor. Because of the unusual or unique nature of the assignments, guidelines are scarce or of limited use.

The writer or editor considers the overall policies and mission of the agency and the organization in deciding what information to present. The writer or editor modifies established methods or derives new methods of developing and presenting information to maximize understanding and minimize controversy among the intended audiences. Some writers and editors may also develop local instructions for the implementation of agency editorial guidelines.

FACTOR 4, COMPLEXITY

Level 4-3 -- 150 Points

Assignments usually consist of writing or editing factual materials, such as reports on various portions of the work of the organization, specifications for common items, or chapters of manuals containing information on a number of aspects of a subject-matter field. Assignments typically are fairly routine, and often constitute parts of more complex assignments. The subjects and general formats are established, but the writer or editor must use a variety of unrelated research techniques, approaches, and styles.

The writer or editor selects the precise format, organization, style, and reading level of the written product based on the nature of the topic, the level of the audience, and the requirements of the medium and of the particular publication. The writer collects, analyzes, selects, and combines information from a variety of sources to develop coherent written products. The editor performs similar research and analysis to recommend appropriate changes in the organization, design, and presentation of manuscripts.

The writer or editor chooses among many possible approaches to the subjects based on several interrelated variables, the key variables being the needs and interests of the intended audience. The audience may be more or less educated, may need to know facts or theory, or may want detail or an overview. Information is presented clearly and in sufficient detail to ensure that it will be understood and useful.

Level 4-4 -- 225 Points

Assignments usually require research, analysis, and interpretation of information on a variety of subjects concerning the established policies and programs of an organization or the established aspects of a subject-matter field. The writer or editor develops written products for such purposes as to clarify issues or to provide and explain technical information. The writer or editor uses libraries, files, data bases, and contacts to collect information. The writer or editor analyzes the information and uses desktop publishing technology to write or edit materials, develop graphic materials, prepare layouts, and sometimes to print and disseminate final products. Written products usually must be tailored to be consistent with other related products or involve blending materials from various sources into unified products.

The writer decides what information to use from accumulated files and extensive research. The writer reconciles contradictions in the information gathered whenever possible, or develops balanced treatments of controversial matters when preparing written products. The editor analyzes manuscripts for clarity; makes sure the conclusions reached are consistent with the facts presented; and recommends major revisions, changes in coverage, or complete reorganizations of manuscripts when necessary. The writer or editor interviews subject-matter specialists and program officials when the information needed is not available or not verifiable through other research methods.

The writer or editor evaluates the information requirements and specific interests of a variety of audiences, such as researchers, public interest groups, system and equipment users, and the general public, and tailors the material to be clear and sufficient to meet their needs or interests. Frequently, a single product must serve a variety of audiences, while on other occasions multiple products on the same subject are called for to meet varied needs and expectations. The work requires originality in adjusting stylistic and logical approaches, refining research methods, and selecting appropriate information to present.

Level 4-5 -- 325 Points

Writing and editing assignments typically require extensive research and analysis to define and explain the agency's policies, programs, research findings, or requirements in detail or in overall form. Technical writing and editing assignments often involve departures from commonly accepted theories or methods in the subject-matter field. They require substantial analysis to present convincing evidence of new findings or to present accurate and critical information, for example, on the proper use of the most advanced weapon systems.

The writer or editor faces major uncertainties in seeking to explain and interpret for the first time new or substantially revised programs, or the latest research results and their applications when few related research documents are available. The writer or editor presents the various sides of issues or the latest research results in terms of their relationships to agency policies, objectives, and functions. The editor accepts or rejects manuscripts based on agency policy considerations or on the quality and logical progression of the presentations.

The writer or editor originates approaches in explaining new policies and programs or interpreting and explaining the applications of the latest research findings. Since the audiences often do not accept or fully understand the agency's objectives, or are being presented with new departures in theories or applications, written products must be clear and convincing. The writer or editor adapts publishing procedures to make effective use of changing information technology, evaluates the potential of new technology for publishing and disseminating specific products, and may develop or modify systems to plan and manage projects.

FACTOR 5, SCOPE AND EFFECT

Level 5-3 -- 150 Points

The purpose of the work is to prepare and publish such materials as reports and manuals that explain and interpret the work of the organization, disseminate technical or scientific information, or describe technical procedures. Written products typically are similar in format and approach to material produced in the past, and deal with similar problems or situations.

The writer or editor prepares information for audiences, such as segments of the public directly and indirectly affected by agency programs; civilian employees or military personnel whose productivity, and sometimes safety, depends on its accuracy; or engineers, scientists, and potential contractors who design and test equipment and systems for agency or military use.

Level 5-4 -- 225 Points

The purpose of the work is to perform research and to prepare and publish written materials that explain and interpret complex policies, programs, and functions of an organization or present advanced scientific and technical findings and applications.

The writer or editor prepares written information for a variety of audiences who use it in different ways. For example, public interest groups use it in influencing agency programs. Private companies use it to develop new products or to seek Government contracts. The academic community uses it to conduct further research. The military uses it to operate sophisticated equipment in maintaining readiness for the national defense.

Level 5-5 -- 325 Points

The work may have a variety of purposes. Some positions involve preparing and publishing materials that communicate new and important agency and administration policies or examining all agency publications before release for policy implications. Some positions may involve preparing and publishing major reports to the Congress on agency accomplishments. Other positions involve preparing and publishing, in consultation with experts in the subjects, clear and convincing reports to the scientific community on the most advanced research and theories. The function of some positions is preparing, publishing, and maintaining publications associated with the most advanced weapon systems detailing theory, strategy, tactics, operation, and maintenance. Other positions may involve preparing and publishing information products of similar importance.

The work affects the work of other writers and editors throughout the agency; the availability of data and information on agency programs to the Congress; the dissemination of the most advanced research results for the use of the scientific community and private industry; or the international deployment of weapon systems.

FACTOR 6, PERSONAL CONTACTS
AND
FACTOR 7, PURPOSE OF CONTACTS

Match the level of regular and recurring personal contacts with the purpose of the contacts and credit the appropriate point value using the chart below.

C O N T A C T S	**P U R P O S E**		
	a	b	c
1	30	60	130*
2	45	75	145
3	80	110	180

*This combinations are probably unrealistic.

Personal Contacts

1. Contacts are with other writers or editors in the same unit and with employees in related units who perform writing or design work.

2. Contacts are with subject-matter specialists or program officials inside the agency but outside the immediate organization. The people contacted carry out programs at the headquarters or field levels.

3. Contacts are with high-level managers and administrators within the agency. Contacts outside the agency are with individuals representing other agencies, the press, contractors, public interest groups, congressional committees, the academic community, and the business community.

Purpose of Contacts

a. Contacts are made to exchange factual information needed to produce written materials.

b. Contacts are made to interview information sources and to coordinate work efforts with them, or to advise authors on substantial editorial changes. The individuals contacted are generally cooperative.

c. Contacts are made to persuade authors to make or accept major revisions in the approach and content of manuscripts, to gain cooperation from program officials in publishing the materials as written and designed, or to discuss with representatives of other agencies or public action groups with differing points of view the impact of the materials under preparation on their areas of responsibility and interest. Tact and persuasion are required in convincing individuals to accept presentations that are not fully in accord with their perceptions or that represent opposing viewpoints as well as their own. Tact is required also in overcoming pride of authorship when negotiating major changes in manuscripts, or to arrive at a consensus that expresses an organization's position.

FACTOR 8, PHYSICAL DEMANDS

Level 8-1 -- 5 Points

The work is usually sedentary. There are no special physical demands.

Level 8-2 -- 20 Points

The work requires long periods of standing, walking over uneven surfaces, or climbing ladders when obtaining or verifying information at construction, research, or testing sites.

FACTOR 9, WORK ENVIRONMENT

Level 9-1 -- 5 Points

The work is normally performed in an office environment. Normal safety precautions are required.

Level 9-2 -- 20 Points

The work involves exposure to severe weather or working around machinery when visiting source locations to gather information.