



Office of Human Resources
Administrative Support Assistant II - LC1485
THIS IS A PUBLIC DOCUMENT

General Statement of Duties

Performs a variety of standard/intermediate performance level office support work.

Distinguishing Characteristics

This is the second class of a seven level series. This class performs a variety of standard/intermediate performance level office support duties. This class is distinguished from an Administrative Support Assistant I which performs a variety of entry level office support duties. This class is distinguished from an Administrative Support Assistant III which performs a variety of full performance level office support duties.

Level of Supervision Exercised

None

Essential Duties

Reviews and verifies completeness and accuracy of documents, forms, and other information and identifies and corrects errors according to established procedures.

Utilizes a computer to edit, compile, input, and retrieve files and/or databases to prepare a variety of letters, memorandum, and reports, and to complete forms or templates.

Greets visitors, answers, screens, and routes telephone calls, takes messages, and provides routine information to employees or the public.

Compiles, computes, and generates data for routine business reports as instructed.

Receives, records, and disburses sums of money including petty cash.

Opens and distributes mail and delivers documents, correspondence, and other materials.

Prepares vouchers and invoices for accounts payable.

Maintains inventory records and orders office supplies as needed.

Maintains files or record systems, updates and purges files according to procedures, and categorizes information for filing.

Prepares a variety of letters, memorandum, and reports on a word processor.

Distributes appropriate forms, provides information and assistance about available services, and addresses recurring problems within a defined scope.

Operates a variety of office equipment.

By position, dispatches non-emergency vehicles.

Performs other related duties as assigned.

Any one position may not include all of the duties listed. However, the allocation of positions will be determined by the amount of time spent in performing the essential duties listed above.

Competencies

Attention to Detail - Is thorough when performing work and conscientious about attending to detail.

Conscientiousness - Displays a high level of effort and commitment towards performing work; demonstrates responsible behavior.

Customer Service - Interacts with customers in a friendly and professional manner, works to resolve issues quickly and effectively, and is knowledgeable about products and services.

Oral Communication - Expresses information to individuals or groups effectively; taking into account the audience and nature of the information; makes clear and convincing oral presentations; listens to others, attends to nonverbal cues and responds appropriately.

Reading - Understands and interprets written material, including technical material, rules, regulations, instructions, reports, charts, graphs, or tables; applies what is learned from written material to specific situations.

Knowledge & Skills

Knowledge of office practices and procedures sufficient to be able to perform standard office support duties

Skill in typing.

Skill in utilizing a computer to complete standard, repetitive tasks.

Education Requirement

Graduation from high school or the possession of a GED, HiSET or TASC Certificate.

Experience Requirement

One (1) year of clerical experience.

Education & Experience Equivalency

A combination of appropriate education and experience may be substituted for the minimum education and experience requirements.

Licensure & Certification

None

Working Environment

For DPL Positions Specifically:

Potential exposure to infections and contagious diseases.

Subject to varying and unpredictable situations.

Subject to many interruptions.

Pressure due to multiple calls and inquiries.

Handles absentee replacement on short notice.

Handles emergency or crisis situations.

Personal Safety: aware of surroundings, people, and events.

Level of Physical Demand

For DPL Positions Specifically:
2-Light (10-20 lbs.) to 4-Heavy (50-100 lbs.)

Physical Demands

For DPL Positions Specifically:

(Physical Demands are a general guide and specific positions will vary based on working conditions, locations, and agency/department needs.):

Sitting: Remaining in a stationary position.
Reaching: Extending the hands, arms, or other device in any direction.
Handling: Seizing, holding, grasping, through use of hands, fingers, or other means.
Fingering: Picking and pinching, through use of fingers or otherwise.
Talking: Communicating ideas or exchanging information.
Hearing: Perceiving and comprehending the nature and direction of sounds.
Repetitive Motions: Making frequent or continuous movements.
Eye/hand/foot coordination: Performing work through using two or more body parts or other devices.
Walking: Ability to move or traverse from one location to another.
Carrying: Transporting or moving an object.
Pushing: Exerting force upon an object so that it moves away from the person.
Pulling: Exerting force upon an object so that it is moving to the person.
Balancing: Maintaining equilibrium.
Stooping: Positioning oneself low to the ground.
Kneeling: Assuming a lowered position.
Crouching: Positioning body downward and forward.
Lifting: By Position, may move objects 10-20 pounds, 20-50 pounds, or 50-100 pounds from one level to another.
Standing: Remaining in a stationary position.
Written Comprehension: Ability to discern the meaning of written words.
Neck Flexion: Perceiving objects located above or below.
Feeling: Perceiving attributes of objects by means of skin receptors, communication, or otherwise.
Kneeling: Assuming a lowered position.

Background Check Requirement

Criminal Check
Employment Verification

Assessment Requirement

None

Probation Period

None

Class Detail

Pay Grade: C-609

FLSA Code: N

Established Date: 9/21/2018

Established By: LS

Revised Date:

Revised By:

Class History: