



AGENDA

REGULAR MEETING OF THE CIVIL SERVICE COMMISSION

9:30 AM JANUARY 15, 2019

CITY HALL – COUNCIL CHAMBERS

808 W. SPOKANE FALLS BLVD., SPOKANE, WA 99201

1. CALL TO ORDER/ROLL CALL

2. APPROVAL OF MINUTES

(p. 2)

Action Required

3. PUBLIC COMMENT

4. CHIEF EXAMINER'S REPORT

5. UNFINISHED BUSINESS

- a. Contract with Koff and Associates for Classification Plan
(Richards)(p. 4)

Action Required

6. ADJOURN

Notes:

- The meeting is open to the public, with the possibility of the Commission adjourning into executive session.

AMERICANS WITH DISABILITIES ACT (ADA) INFORMATION: The City of Spokane is committed to providing equal access to its facilities, programs and services for persons with disabilities. The Spokane Council Chambers in the lower level of City Hall is wheelchair accessible and is also equipped with an infrared assistive listening system for persons with hearing loss. Headsets may be checked out (upon presentation of a picture ID) at the City Cable 5 production booth on the first floor, directly above the Chase Gallery or through the meeting organizer. Individuals requesting reasonable accommodations or further information may call, write or email Human Resources at:

- Phone: 509.625.6363
- Address: 808 W. Spokane Falls Blvd, Spokane, WA 99201
- Email: msteinolfson@spokanecity.org

Persons who are deaf or hard of hearing may contact Human Resources through the Washington Relay Service at 7-1-1. All requests for accommodation must be made at least forty-eight (48) hours before the meeting date.



REGULAR MEETING OF THE CIVIL SERVICE COMMISSION
December 18, 2018 Minutes

1. CALL TO ORDER/ROLL CALL

Chair Lindsey called the meeting to order at 9:30 a.m.
Commissioners Gilmore, DeCounter, and Stephens were present.
Commissioner Hult was excused.

2. APPROVAL OF MINUTES

MOTION: Move to approve November minutes.
Stephens/DeCounter: Motion passed unanimously.

3. PUBLIC COMMENT

Jerri Bjork-Exam and Classification Analyst III provided comment regarding Item 7a.
Meghann Steinolfson-Labor Relations Manager provided comment regarding Item 7a.
Natalie Hilderbrand-Local 270 Staff Representative provided comment regarding Item 7a.
Bob Olsen-Local 270 Board Member provided comment regarding Item 7a.

4. CHIEF EXAMINER' REPORT

Chief Examiner Richards provided updates regarding commission matters.

5. PRESENTATION

- a. Open Public Meetings Act/Public Records Act Training Update given by M. Piccolo.
- b. Performance Measure Update given by C. Martin.
- c. Training Recap given by B. Sullivan.
Job Analysis, Assessment Development, Qualification Analysis

6. UNFINISHED BUSINESS

- a. Proposed Classifications for Supported Employment
MOTION: Move to approve Proposed Classifications for Supported Employment.
Stephens/DeCounter: Motion passed unanimously.
- b. Rule Amendment No. 2018-02 Rule 1 Section 7
MOTION: Move to approve Rule Amendment No. 2018-02 Rule 1 Section 7.
Gilmore/Stephens: Motion passed unanimously.

7. NEW BUSINESS

- a. Contract with Koff and Associates for Classification Plan
MOTION: Move discussion forward to January.
Gilmore/Stephens: Motion passed unanimously.
- b. Televising Civil Service Meetings
MOTION: Stay with audio recordings unless otherwise stated by any group.

Gilmore/DeCounter: Motion passed unanimously.

- c. SPN 094 Attractions and Retail Manager

MOTION: Move to adopt new classification.

Gilmore/DeCounter: The motion passed unanimously.

Gilmore/Hult: The motion passed unanimously.

8. ADJOURN

The commission adjourned at 11:24 a.m.

DRAFT



Civil Service

Fair. Fast. *Friendly.* **Forward.**

CONTRACT WITH KOFF AND ASSOCIATES

CLASSIFICATION: WHAT IT IS AND WHY IT'S IMPORTANT

Job Evaluation determines the value of a job in order to place and compare it within an organization as well to as attract and retain employees in a competitive environment. This is vital to the City for two reasons: It is indispensable to support internal pay equity because pay is awarded based on the relative importance of jobs to the organization; and it fosters a sense of fairness among staff and mitigates risk associated with pay discrimination lawsuits.

There are different methods available to perform job evaluation, job-content-based (internal) and market-based (external). Job Classification is a job-content-based form of job evaluation that involves writing descriptions for each class of jobs, placing individual jobs into the grades that best match the class description. Job Classification is well-suited to large organizations with many jobs and limited resources to commit to the evaluation process.¹

A Classification Plan is a systematic framework for grouping jobs into common classifications based on similarities in duties, responsibilities, and requirements. In addition to providing the basis for various human resources management and process decisions, a Classification Plan also effectively supports systems of administrative and fiscal control. Grouping positions into an orderly classification system creates process efficiencies and supports planning, budget analysis and preparation, and other administrative functions. The Classification Plan provides the foundation for making a variety of decisions, such as the:

- Development of job-related recruitment and selection procedures
- Clear and objective appraisal of employee performance
- Development of career paths, training plans, and succession planning
- Design of an equitable and competitive salary structure
- Organizational development and change management
- Provision of an equitable basis for discipline and other employee actions

¹ SHRM

CLASSIFICATION PLAN STATUS

In the City of Spokane, classification is a Civil Service function while compensation is a function of the Human Resources department. Discussion around classification work is limited to the classification plan and the classification of positions within the City.

Civil Service does not currently have a Classification Plan. In addition, a comprehensive review of classifications has not been conducted throughout the City for many years. The nature of work, structure of the City, technological advances, and many other factors have changed immensely over the course of time. The majority of requests received by the department are complicated by, and/or related to problems that stem from the lack of formalized Class Plan and the issues stated above. Addressing the root cause would reduce the amount of time analysts spend on classification-related issues, creating more bandwidth to address test development and recruitments. It would also reduce frustration among hiring managers and city staff.

It is also important to look at this issue from a personnel perspective. Currently, 11% of the workforce is over 60, and another 13% is between 55 and 60 meaning that close to 25 % of the workforce can be expected to turn over due to retirements in the next 5-10 years. These figures only account for those currently eligible and nearing eligibility to retire. The annual turnover rate, which includes retirements, is about 7% per year. This rate is expected to increase as the retirement rate accelerates, and as employment trends among younger generations such as job-hopping become more prevalent. It is critical that a classification plan is in place prior to the anticipated increase in turnover.

The combination of the above factors creates an urgent need for the development of a formal, comprehensive Classification Plan. We cannot address these issues singularly. A holistic approach is needed in order to achieve success.

Civil Service staff began working on the development of a plan in September. Undertaking this work is well within the department's scope of authority and area of responsibility. Initial research was conducted, a draft plan was developed, and a loose timeline for accomplishing this work was established. See Attached. This work was temporarily curtailed as the department looked into alternatives to make up for internal staffing constraints.

There are currently two options for continuing this work. Civil Service can engage a consultant to assist, or the department can resume the work internally. Both options are outlined below in greater detail. In either case, the department will work within the Civil Service Rules and applicable labor agreements to accomplish this work in a collaborative and inclusive manner.

OPTION 1: ENGAGE A CONSULTANT

The department had a small surplus of funds of approximately \$70K due to personnel turnover which could be used to engage a consultant to compensate for staffing constraints. The department cannot exceed \$75K total cost for a consultant due to budgetary constraints.

Three consultants from MRSC Rosters were compared per the procurement policy and Koff has the credentials that meet our needs most closely. They have a strategic partnership with the Sacramento Council Area of Governments which covers 6 counties and 22 cities. Through this, they have extensive experience with classification work in a municipal government setting, working with collective bargaining units. They have a high rate of successful implementation of plans because of their focus on collaboration. They can do the work immediately with little start-up time, and can provide training to Civil Service staff through the process, which is also of great benefit to the team and the City. Koff can do the work needed for \$74K, inclusive of travel costs.

The intent is to leverage their resources and expertise to undertake the more complex classification work, and to work with our staff in the process. This should increase credibility in the product, and will simultaneously expose our staff to industry best practices. The Civil Service team will undertake the remainder of the classification plan work once the consultant's work ends. Going forward, comprehensive classification work will be built into the ongoing work of the analyst team.

Another noteworthy item; the department cannot do this work for less than the cost of the consultant with the staffing constraints we are currently experiencing.

OPTION 2: CREATE THE CLASSIFICATION PLAN INTERNALLY

Civil Service staff can resume development of the classification plan, accomplishing the work in house. Two senior analysts would be tasked with this work resulting in the following impacts:

- Increased time to complete the classification plan
- Significantly diminished capacity to accomplish tactical work assignments, resulting in delays which would impact the City as a whole

Attachments:

- Commission Authority for Classification
- Vendor Selection Considerations
- Existing "Classification" Document

- DRAFT Classification Plan Documents

COMMISSION AUTHORITY FOR CLASSIFICATION

The following outlines the various levels of authority the Commission has for creating and administering a classification plan.

CHARTER SECTION 53: POWERS AND DUTIES OF COMMISSION

The commission shall be required to advise the city council and administrative officers on all matters relating to civil service in the city service and shall have the power and duty:

- to classify all positions of the City and of the park board, except seasonal positions and the appointive officers mentioned in the Charter. Classifications shall be made so as to place each type of service in a separate group and by dividing each group into grades on the basis of equivalent functions and responsibilities. Positions heretofore or hereafter classified shall constitute the classified service and no appointments or promotions shall be made to any such positions except in the manner provided by this article and the rules of the commission. A seasonal position shall be construed to mean one which occurs, terminates and recurs periodically;
- to provide general qualifications for applicants for positions in the classified service;

MUNICIPAL CODE TITLE 03, CHAPTER 3.01A, ARTICLE III, SECTION 03.01A.630(B)

The civil service department provides clerical and administrative support to the civil service commission. The department performs duties required by article VI of the City Charter, including job description, examination, maintenance of eligibility lists, and the investigation and processing of applications and appeals.

CIVIL SERVICE RULE III: CLASSIFICATION

Section 1. GENERAL: The Commission shall develop and administer a classification plan for all classified positions as provided by the Charter, utilizing approved job descriptions in the development of classification specifications. Each position shall be assigned a classification title and no appointment to any such classification shall be made except as provided by these rules.

VENDOR SELECTION CONSIDERATIONS

According to the procurement policy for \$75K or less, Civil Service is required to evaluate 3 consultants from the MRSC Roster and get a printout showing the candidates – see attached. There are only 3 vendors in MRSC Rosters who do classification plans/studies. Koff, MGT of America and NW Management Consulting. Of these three:

- NW Management is a one-person LLC with little classification experience. The majority of experience relates to compensation. There is no website. The statement of qualifications is included below.
- MGT of America is a large firm headquartered out of Tallahassee, FL. They do classification work and have the resources to undertake what we are looking for, but I would not consider this their “specialty”.
 - Website: <https://www.mgtconsulting.com/services/human-capital>
- Koff and Associates is a mid-sized firm that specializes in municipal government classification studies. This is their area of expertise, they actually have a strategic partnership with the Sacramento Area Council of Governments and provide consulting services to all six counties and 22 cities in the council. They have a proven background of success in developing classification plans, and have a focus on collaboration. We have seen their products in use first hand, and think they put together an outstanding product. Additionally, a member of the Civil Service team had the opportunity to see the two managing partners speak at a conference and was very impressed with them.
 - Website (partnership): <https://koffassociates.com/sacog-partnership/>
 - Website (services): <https://koffassociates.com/our-services/classification-job-analysis/>

I believe Koff is the most qualified to do the work we need, and that they will work with us in developing a product that works for our organization.

PROCUREMENT REQUIREMENTS

Architecture, Engineering and Surveying Services as referenced in Chapter 39.80 RCW as well as professional services such as Design, Planning, Management, financial, legal, environmental, IT and personnel consulting	Competitive Procurement Method	Procurement Level
Chapter 39.80 RCW does not allow price to be a consideration in the initial selection process for <u>A&E professional services</u>		

\$75,000 or less	<ul style="list-style-type: none"> • MRSC Consultant Roster Required • <u>At least</u> 3 Consultants must be selected to review qualifications • Printout from roster showing candidates reviewed required 	Department
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Attachments:

MRSC Roster Printout

NW Management Statement of Qualifications

Public Agency Name:	City of Spokane
Roster Type:	Consultant Roster
Date:	01/02/2019
Time:	08:54 am
Main Category:	Personnel Services
Sub-Category:	Compensation and Human Resources Consulting

ACRAnet, Inc. N/A Employment Screening

Automation and Control Strategies Group, Inc. N/A STAFFING

Downs Enterprises, Inc. N/A LEADERSHIP DEV

ECONorthwest N/A VANTAGE

Energy Northwest N/A URECA INDUSTRY

Facility Contractors Inc. N/A "

Foster Pepper PLLC N/A LEAD

Koff & Associates

MGT of America Consulting, LLC

Northwest Workplace Law PLLC N/A LAW / CRETE

NW Management Consulting, LLC

Ogden Murphy Wallace, P.L.L.C. N/A LEAD

Paladin Background Screening N/A ~~LEAD~~ EMPLOYMENT SCREENING

Peak View Performance Solutions N/A - PIP

ProjectCorps N/A PM

Prothman Company N/A EXEC RECRUITING

Skilled Strategies, LLC N/A RECRUITING / PM

Sound Employment Solutions, LLC N/A COACHING / TEAM BUILD

Synergy Resources Consulting N/A GRANTS

TMK Consulting Inc. N/A STRATEGY / PM

TripleNet Technologies, Inc. N/A STAFFING

Wellspring Family Services EAP N/A EAD

- ♦ Business process reengineering
- ♦ Classification and compensation studies
- ♦ Communications and marketing consulting
- ♦ Costing services
- ♦ Disparity studies
- ♦ Facilities planning and analysis
- ♦ Fiscal impact analysis
- ♦ Funding studies and models
- ♦ Geographic Information Systems
- ♦ Human resource studies
- ♦ Information technology consulting
- ♦ Market and opinion research
- ♦ Operations/management reviews
- ♦ Performance audits
- ♦ Policy research
- ♦ Program evaluation
- ♦ Program reviews
- ♦ Strategic planning

NW MANAGEMENT CONSULTING, LLC

STATEMENT OF QUALIFICATIONS - JANUARY 2, 2018

*Ross J. Ardrey, Consultant, NW Management Consulting, LLC, 2720 Hoyt Ave., #11, Everett, WA 98201
Email: ross.ardrey@gmail.com - Cell: 206 818-4234 - Facsimile: 425 252-4234 - Telephone: 425 252-4234*

Outline: Introduction (Page 1), Consultant Biography (Page 2), Testimonials (Page 3)

INTRODUCTION

NW Management Consulting is the compensation and human resources practice of Ross J. Ardrey. The firm is located in Everett. Mr. Ardrey serves as principal, project manager and consultant.

- Presentations and facilitating council or board policy making are strong specialties
- Communications plans include interviews, focus groups, surveys and study sessions

Project plans are based on agency goals and directions. Examples of consulting specialties:

Compensation

- Compensation Program Updates
- Job Audits and Reclassifications
- Salary and Total Comp Surveys

Human Resources

- Career Ladders and Progressions
- Search Strategies and Recruiting
- Organization Development and Transitions

CONSULTANT QUALIFICATIONS

Mr. Ardrey consulted for two national consulting firms for 20 years before founding NW Management Consulting in 1993. Projects recognize management and staff accomplishments, build on existing city practices, focus on structures, be nondiscriminatory, and reflect city goals and plans. Mayors, councils, management, and staff are involved at critical points.

EXAMPLES OF RECENT PROJECTS

Projects represent the consultant's positive commitment to mayors, councils, management teams and staff to be fully responsive for availability and ability to meet schedules, costs and services.

Over the years Mr. Ardrey has successfully completed more than 500 projects for more than 250 employers. The following table shows examples of recent projects and lists clients, project data, number of projects, and most recent completion dates.

<u>Client</u>	<u>Project Description and Number of projects</u>	<u>Most Recent</u>
• City of Sedro-Woolley	Rep and non-Rep Compensation Study (1)	2018
• PUD of Skagit County	Non-Rep Executive Compensation Study (1)	2018
• Community Transit	CEO Executive Compensation Study (1)	2017
• City of Port Orchard	Salary Study-Non Represented Employees (3)	2017
• HARRP	Update of Salary & Benefit Study (3)	2016
• City of Stanwood	Salary & Benefit Study-Represented Employees (1)	2016
• Skyway Water & Sewer	Recruitment of General Manager (6)	2015
• Port of Port Townsend	Personnel Services Interviews (4)	2015
• City of Tukwila	Non-Rep Comp Validation Study (2)	2012

Examples of not-for-profit projects include studies with Neighborcare Health, Swedish Medical Center, Virginia Mason Medical Center, MultiCare Health Systems, Kaiser Permanente Northwest, Providence Health Systems Oregon, and Municipal Research & Services Center.

CONSULTANT BIOGRAPHICAL SUMMARY

ROSS J. ARDREY

Mr. Ardrey works closely with client boards, executives, employees and unions. Studies focus on client concerns and often involve innovative approaches and resolutions.

Mr. Ardrey's studies include public administration, business, and law. Degrees received:

- B. A. University of Chicago
- M. A. Graduate School, University of Washington
- J. D. School of Law, University of Washington

Mr. Ardrey's previous and current employers:

- Harry J. Prior & Associates, Inc., Seattle: 1972 - 1990
- Howard Johnson & Company, Seattle: 1990 - 1993
- NW Management Consulting, Inc., Seattle: 1993 - Present

Professionally, Mr. Ardrey is active in the NW Compensation Forum and has served at the local and national level of the Institute of Management Consultants which certifies management consultants. Accomplishments: Chapter President (1990, 1995), Best US Chapter (1990, 1995), and National Board of Directors (1992).

Private Sector:

Private sector experience includes projects with Kenworth Northwest, Cummins NW Diesel, Puget Sound Freight Lines, General Construction, PSF Industries, Washington Energy, McKinstry Company, Talcott Brothers Jewelers, and REI, Washington Athletic Club, Preston Gates & Ellis (Now K&L Gates), Brown & Haley, Liberty Orchards, Chiyoda International, Exxon, ARCO, Mail-Well Company, Nicolai Company, and Sealy Posturepedic (Portland).

Distinctive Features of Consultant's Practice:

Clients look to Mr. Ardrey as a local compensation resource who:

- Presents a good balance of listening, consulting, and communications skills
- Facilitates board, council, commission planning and policy making
- Keeps up on public and private sector compensation practices
- Operates at a national and best practices level
- Retains a low overhead cost structure
- Completes projects on budget and on time
- Maintains a good track record with boards, executives, employees and unions

Testimonials

Testimonials are shown following this page.

TESTIMONIALS

Comments Generally Follow Order Work is Completed

“We use Ross Ardrey...He does a great job; very thorough and thoughtful, lots of experience.”

- Director, Business and HR Services.

“Ross is a good project planner. He revised the proposal to pick up on my suggestions.”

- City Manager

“Ross has had contracts here going back 15+ years doing classification work, compensation work, and studies wherein both classification and pay were studied. Ross is a solid practitioner in classification and compensation and has a good systems overview as to how classification families are intertwined. He is very personable, a capable statistician, and County employees and managers enjoy working with him.”

- Manager, Compensation

“In 25 years as a city manager Ross’ labor market surveys are the most thorough I’ve seen.”

- City Manager

“Ross is a fantastic interviewer. He is very easy to talk with.”

- Lift Operator (Teamsters)

“We love Ross to bits here ... Our folks can be tough to please but even when it's been information they don't like or don't want to hear, the constant feedback I get about Ross is that people are heard with him; he listens and they feel their input is valued; this is HUGE during class/comp studies when people so frequently don't receive an increase or what they wanted. You can't go wrong with him and he really knows his stuff.”

- Director, Human Resources

“Ross did an extraordinary job of presentations with our Council and responding to questions from Council Members.”

- Mayor

Mr. Ardrey’s most recent final report presentation received standing applause from managers, non-rep, and represented employees (Teamsters) at Port of Port Townsend (October 27, 2015)

Everyone’s Efforts Are Greatly Appreciated

**CIVIL SERVICE COMMISSION
CLASSIFICATION & SPECIFICATION PLAN & POLICY
CITY OF SPOKANE – CIVIL SERVICE**

Authority:

Spokane City Charter Article VI, Section 52: The Civil Service Commission is authorized to classify all positions of the City and of the Park Board except seasonal positions and the appointive positions mentioned in the Charter.

&

Rule III, Section 1 – Merit System Rules of the Civil Service Commission, City of Spokane: Authorizes the development and maintenance of a classification plan for all classified position.

INTRODUCTION TO CLASSIFICATION

This document describes the classification plan policy for the Civil Service Department of the City of Spokane. The plan contains grade and classification lists, career field charts depicting normal lines of progression from one job to another, and specifications for all Civil Service classified positions in the service of the City of Spokane.

Classification is a vital function within the City of Spokane's Civil Service, which manages a range of classifications to determine appropriate placement within City departments. It plays an important role in:

- recruitment and selection;
- the designation of salaries by Human Resources ;
- comparison of position functions for pay equity purposes; and
- development and maintenance of the City of Spokane's class specifications and allocation standards.

DEFINITION

Classification is a process by which jobs of a common nature with similar duties and responsibilities are grouped together. The dictionary definition of classification is "A systematic arrangement in groups or categories according to established criteria."

1. "Groups" or "categories" are the classes of work, each described in a class specification.
2. "Systematic arrangement" is performed on a variety of work categories, including:
 - a. The kind of work performed;
 - b. Its difficulty and complexity considering the work's variety and scope and controls on the work;
 - c. The non-supervisory independence and authority granted;
 - d. The supervisory responsibilities of directing the work of other employees.

3. "Established criteria" is applied in two ways:

The first is the basis for combining positions into classes. A "class" groups positions sufficiently similar in duties, and responsibilities so that each position in the group can be given the same

classification title and assigned the same minimum requirements in terms of knowledge, skills and abilities; each classification is recruited and filled using one set of selection methods.

The second is the method used in quantitative job evaluation methodology to determine the relative job value of positions and classes based on the job content. This is used to determine:

- a. The class level within an established sequential group or series of classes of the same occupational field that an individual position should be allocated to;
- b. The number of sequential levels of classes with discernibly different job content complexity that should comprise a particular group or series of classes, or line of progression.

Classification is based upon the *objective elements* of a position that include the nature, scope, and level of duties and responsibilities; the relationship of the position to other positions in the department; supervision given/received; the exercise of independent judgment, and other critical job related criteria. The class description/specification is the foundation of the classification process because it is the primary tool used to accurately define and describe examples of the current duties and responsibilities of a position.

THE PURPOSE AND STANDARDS OF CLASSIFICATION:
(References: Uniform Guidelines on Employee Selection Procedures
and Office of Personnel Management Classification Standards)

A classification plan, in addition to providing the cornerstone for building strong selection and compensation programs, aids in budget and organizational planning and analysis. Most importantly, the classification plan is the basic tool for making salary decisions that are defensible, non-discriminatory, and reasonable in comparison to similar work being carried out in all areas of City government.

Purpose: A classification plan is a management tool that promotes the following:

- Provision of comparable treatment of individuals and career progressions amongst the various departments;
- Maximization of utility in recruitment, selection, transfer, and flexibility in staff utilization among the various departments;
- A basis for systematic determination of appropriate compensation by Human Resources in relation to the difficulty and complexity of the work performed.

Qualitative Standards: Position classification ultimately provides:

- Achievement of an equitable relationship among the classes of similar scope and complexity, and a logical distinction between classes of discernibly different scope and complexity;
- Aid in the recruitment and selection of a competent and qualified workforce and in the elimination of artificial barriers to employment actions by identifying job related essential tasks, as well as job related minimum requirements and knowledge, skills and abilities;
- Aid in the analysis of arising circumstances that can be resolved by developing class concepts and classes that clearly describe the work within the organization (classification studies);
- Responsiveness to changing or emerging technologies, and changes in organizational structure or operating methodologies; and
- Facilitation of the allocation of positions, and limitation of unplanned reclassification by establishing clear and distinct classes and by eliminating redundant or overlapping classes.

All classifications with the exception of those exempted by the City Charter are required to be adopted or deleted as necessary, by the Civil Service Commission. No work once classified may be filled by any other means other than through the classified recruitment. (**Authority: *Spokane City Charter Article VI, Section 52 & CS Rule III, Section 6***)

CITY OF SPOKANE CLASSIFICATION SPECIFICATIONS

A classification specification should contain a formalized summary of the nature of work and responsibilities within the classification, followed by distinguishing characteristics, supervision exercised, and examples of work performed. It should also contain specific materials and equipment used in the performance of the work as well as a description of the knowledge, skills, abilities, physical demands and working conditions. The classification specification should also contain a measurable enumeration of the minimum education and experience necessary at the time of hire, and any license or certification requirements.

Jobs with equivalent duties and responsibilities are to be grouped together under one classification title. Specification code numbers (SPN) are to be assigned to each classification specification. Related classifications are to be assigned to a broad job category or career field and then further subdivided into sub-career fields directly associated with that group of classifications. Each career field is required to have a chart which outlines the normal lines of progression from a lower to a higher classification. In some instances, provision may be made to move from one career field to another when the duties of a classification in one field tend to qualify an employee for a classification in another field.

Classification specifications explain and describe the many classes of work. They are not intended to be all-encompassing, or to restrict or limit the duties any one employee in a given classification may be required to perform, as long as the “other duties as assigned” are in keeping with the nature of work as defined for that classification and relate to the essential functions. The classification specifications should be read and interpreted in their entirety, and in relation to other specifications. Particular phrases or given examples of work should not be isolated and treated as the full definition of the class.

GRADING

(Authority: *Charter, Article VI, Section 53; Rule III, Section 5*)

Each classification is to be assigned a numerical grade. The numerical grade provides the level of the position within the job category and overall within the City. The Office of Personnel Management’s Classifier’s Handbook is used as a reference tool to create classifications and a Factor Evaluation System for the assignment of classification grades. Classification grades are not required to be used for salary assignment by Human Resources, but may be used and referred to as needed to ensure pay equity.

CLASSIFICATION PLAN COMPONENTS

The classification plan consists of:

- Classification Specification Organization
- Outline of Occupational Titles
- Classification Allocation Register

- Class Specifications
- Position Descriptions – from Position Description Questionnaires (PDQ's)
- Position Description Questionnaire Template
- Position Reclassification Questionnaire Template

MAINTENANCE OF THE CLASSIFICATION PLAN:

The Civil Service Department exercises exclusive authority over the position classification plan and provides, on its own initiative or upon request of a department head, all of the required services to the department to maintain the plan, such as classifying/reclassifying positions; establishing, modifying or deleting classes or class group series; conducting desk/field audits; preparing or modifying class specifications (descriptions); conducting essential tasks/functions analyses, etc.

CLASSIFICATION SPECIFICATION ORGANIZATION

The various sections, and the terminology used in the sections, should be interpreted as follows:

CLASSIFICATION TITLE: (*Authority: Rule III, Section 4*)

This is a brief, descriptive designation of the type of work performed. Where there is more than one designation in a series, Roman numerals may be used to designate the level with "I" always indicating the lowest level. A convenient working title may be used by an employee in daily contacts with the public; however the classification title is the official Civil Service title and is the only one which is authorized for use in official correspondence pertaining to the employee.

When writing a new specification, research is conducted on titles and job duties on the US Department of Labor O*Net resource center website (www.onetcenter.org). This provides consistency of classification titles and specifications, which in turn allows for meaningful comparisons within a given industry.

HEADER INFORMATION: At the top of the classification specification document are the following identifying fields:

Class Title, Class Code (SPN), Salary Range (determined by Human Resources), Grade (salary plan assigned), Department, FLSA status, Reports to (direct supervisor's classification), EEO-4 code, Bargaining Unit (identifies the representing bargaining unit), and Date (established or last revised).

JOB SUMMARY: This section is a summary of the general character of the work/nature of work.

DISTINGUISHING CHARACTERISTICS: This section emphasizes those basic factors which identify the level of one classification in relation to another, or within a line of progression.

SUPERVISION EXERCISED: This section identifies both the degree of supervision received by the employee and that which is exerted over the employee's subordinates. When a degree of "responsibility" is mentioned, it refers to the individual's accountability to the immediate supervisor for the employee's own actions and those of any subordinates, and must be read in relation to established

law, rules or department policy. Consider the extent of the individual's responsibility for supervising and/or training others; whether the control is technical or administrative; and the size and level of the unit supervised in relation to the total structure of the department.

EXAMPLES OF DUTIES: This section provides the reader with illustrations of the essential functions and requirements of the actual work performed. It is not intended to be a comprehensive listing of all functions and duties performed, nor to imply that all positions within the same classification perform all the duties listed. Other duties assigned must conform to the nature of the work defined for the classification and relate to the essential functions. The performance of one or several of the duties is not conclusive evidence that the job should receive that classification; it must also meet the standards established in the specification, and must establish a preponderance of the work.

KNOWLEDGE, SKILLS AND ABILITIES: This section lists the knowledge, skills, abilities, and other characteristics which are necessary for successful performance of the work. These qualities are used as a guide in preparation of examinations and supervisors should use them as a guide when evaluating an employee's performance of duty.

PHYSICAL REQUIREMENTS: This section establishes any specific physical requirement necessary to perform the essential functions of the job such as lifting items of a certain weight; climbing ladders; speaking to large groups of people; see graphs and color variations of charts, etc.

MINIMUM EDUCATION AND EXPERIENCE: This section establishes the minimum background which ordinarily would be necessary for successful performance of the work. Applicants must equal or exceed these requirements to be eligible for consideration unless the Civil Service Commission officially waives a specific requirement due to circumstances such as a shortage recruitment. The minimum requirements as listed are not intended in any way to refer to or evaluate present employees in those positions.

In those instances where a classification is normally restricted to promotion from within the classified service, applicants must hold the classifications and/or meet the requirements listed in the Promotional Requirements. This section also lists any license, certificate or other special qualifications which may be imposed by law, practice or special conditions. The Civil Service Rules allow acceptance of applications only as defined in an examination announcement, which posts the existing minimum requirements. It is therefore imperative that all interested parties promptly report to the Commission any apparent error, omission, or required updates, in order that necessary adjustments or amendments may be made.

FACTOR EVALUATION SYSTEM AND WEIGHTING DEGREES

Creation of an updated methodology for factor weighting is underway.

APPENDIX

The appendix contains the current titles of each classification and the lines of progression to the classification whether through open entry or promotion.



Civil Service:

Fair. Fast. *Friendly.* **Forward.**

CLASSIFICATION PLAN

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SECTION I – CLASSIFICATION PLAN CONCEPTS

THE PURPOSE OF A CLASSIFICATION PLAN

A Classification Plan is a systematic framework for grouping jobs into common classifications based on similarities in duties, responsibilities, and requirements.

The purpose of a Classification Plan is to provide an appropriate basis for making a variety of decisions, such as the:

- Development of job-related recruitment and selection procedures
- Clear and objective appraisal of employee performance
- Development of career paths, training plans, and succession planning
- Design of an equitable and competitive salary structure
- Organizational development and change management
- Provision of an equitable basis for discipline and other employee actions

In addition to providing the basis for various human resources management and process decisions, a Classification Plan can also effectively support systems of administrative and fiscal control. Grouping of positions into an orderly classification system supports planning, budget analysis and preparation, and various other administrative functions.

Within a Classification Plan, classifications can either be broad (containing a number of positions) or narrow (emphasizing individual job characteristics). Broad classifications are indicated when:

- Employees can be hired with a broad spectrum of knowledge, skill, and/or academic preparation and can readily learn the details of the City, the team, and the position on-the-job; or
- There is a need for flexibility of the assignment within an organization due to changing programs, technologies, or workload.

Civil Service's Classification Plan is reflective of a combination of these two sets of factors and is the most practicable in our changing environment and service delivery expectations.

THE DIFFERENCE BETWEEN POSITIONS AND CLASSIFICATIONS

"Position" and "Classification" are two terms that are often used interchangeably, but have very different meanings. As used in this Plan:

- The description of a position often appears as a job description or working desk manual, going into detail regarding work process steps, while a classification description emphasizes the general scope and level of responsibilities, plus the knowledge, skills, and other requirements for successful performance.
- A classification or class may contain only one position or may consist of a number of positions. When you have several positions assigned to one class, it means that the same classification title is appropriate for each position; that the scope, level, duties, and responsibilities of each position assigned to the class are sufficiently similar (but not identical), and that the same core knowledge, skills, and other requirements are appropriate for all positions in the class.

When positions are classified, the focus is on assigned job duties and the job related requirements for successful performance, not an individual employee capabilities or amount of work performed. Positions are thus evaluated and classified on the basis of such factors as knowledge and skill required to perform the work, the complexity of

the work, the authority delegated to make decisions and take action, the responsibility for the work of others and/or for budget expenditures, contacts with others (both inside and outside of the organization), and the impact of the position on the organization and working conditions.

THE RELATIONSHIP OF A CLASSIFICATION AND COMPENSATION

Classification is the description of the work and the requirements to perform the work. This is separate and distinct from determining the worth of that work in the labor market and to the organization. This function is performed by Human Resources.

CLASSIFICATION DESCRIPTION FORMAT

The classification descriptions are based upon information provided by employees, managers, and supervisors during classification review processes and job analyses. These descriptions provide:

- A written summary documenting examples of the work performed by the incumbents of these classifications;
- Distinctions among the class levels and series; and
- Documentation of requirements and qualifications to assist in the recruitment, selection, and career development process.

Just as there is a difference between a position and a classification, there is also a difference between a position description and a classification description. A position description, often known as a “desk manual”, generally lists each duty an employee performs and may also have information about how to perform that duty. A classification description normally reflects several positions and is a summary document that does not list each duty performed by every employee. The classification description is intended to indicate the general scope, level of responsibility, and requirements of the classification, not detail-specific position responsibilities.

The sections of each classification descriptions are as follows.

TITLE

This should be a brief and descriptive of the classification and consistent with other titles in the classification plan and occupational area. The title of a classification is normally used for organization, classification, and compensation purposes. However, working titles may be used within a department or team to differentiate an individual.

DEFINITION

This provides a capsule description of the classification and should give an indication of the range of activities, duties, or responsibilities that an employee is reasonable expected to perform. The phrase “performs related work as required” is not meant to unfairly expand the scope of the work performed, but to acknowledge that classifications change and that not all duties are included in the classification description.

CLASS CHARACTERISTICS

This section clarifies the most important aspects of the classification series and distinguishes between the lower and higher levels within the class series, or from a similar classification in a different occupational series.

SUPERVISION RECEIVED AND EXERCISED

This section specifies the type and level of work direction or supervision received and exercised within each level of the class series. This assists the reader in defining where each class level “fits” in the organization.

EXAMPLES OF TYPICAL JOB FUNCTIONS

This section provides a list of the major and typical duties, intended to define the scope and level of the job and to support the Qualifications, including Knowledge and Abilities. Similar to the classification specifications, this list is meant to represent the nature and level of duties of the assignment and are not intended to be an exhaustive list.

The omission of specific statements of duties does not exclude them from the position if the work is similar, related, and or a logical assignment to the position. The duties included in this section would be applicable to the specific position.

PHYSICAL DEMANDS

This section identifies the basic physical abilities required for performance of the work. These are not presented in great detail (although they are more specifically covered for documentation purposes in the PDQs) but are designed to indicate the type of pre-employment physical examinations (i.e., lifting requirements and other unusual characteristics are included, such as “finger dexterity needed to access, enter, and retrieve data using a computer keyboard”) and to provide an initial basis for determining reasonable accommodation for ADA purposes.

ENVIRONMENTAL ELEMENTS

These can describe certain outside influences and circumstances under which a job is performed; they give employees or job applicants an idea of certain risks involved in the job and what type of protective gear may be necessary to perform the job. Examples are loud noise levels, cold and/or hot temperatures, vibration, confining workspace, chemicals, mechanical and/or electrical hazards, and other job conditions.

QUALIFICATIONS

A listing of the job-related knowledge, skills, and abilities required to successfully perform the work. They must be related to the duties and responsibilities of the work and capable of being validated under the Equal Employment Opportunity Commission’s Uniform Guidelines on Selection Procedures. Knowledge (intellectual comprehension) and Abilities (acquired proficiency) should be sufficiently detailed to provide the basis for selection of qualified employees.

A listing of educational and experience requirements that outline minimum and alternative ways (substitutions) of gaining the knowledge and skills required for entrance into the selection process. These elements are used as the basic screening technique for job applications.

Licenses and/or certifications identify those specifically required in order to perform the work. These certifications are often required by an agency higher than the City (i.e., the State) and can therefore be appropriately included as requirements.

FAIR LABOR STANDARDS ACT (FLSA)

One of the major components of the job analysis and classification review is the determination of each classification’s appropriate FLSA statutes, i.e., exempt vs. non-exempt from the FLSA overtime rules and regulations. This is a function that is performed by Human Resources for the City of Spokane.

As a note, although it is more common for all positions within a classification to be under the same FLSA status, potentially there could be both exempt and non-exempt positions within the same classification.

CLASSIFICATION STRUCTURE AND ALLOCATION FACTORS

The Classification Plan provides a systematic classification structure based on the interrelationship between duties performed, the nature and level of responsibilities, and other work-related requirements of jobs.

A Classification Plan is not a stable, unchanging entity. Classification Plans may be updated and revised by conduction classification studies that are organizational wide (review of all classifications and positions) or position-specific. The methodology used for both types of studies are the same, as outlined above.

For either type of study, when identifying appropriate placement of new and/or realigned positions within the classification structure, there are general allocation factors to consider. By analyzing these factors, we will be able to change and grow the organization while maintaining the classification plan.

TYPE AND LEVEL OF KNOWLEDGE AND SKILL REQUIRED

This factor defines the level of job knowledge and skill, including those attained by formal education, technical training, on-the-job experience, and required certification or professional registration. The carrying levels are below.

THE BASIC OR ENTRY-LEVEL INTO ANY OCCUPATIONAL FIELD

This entry-level knowledge may be attained by obtaining a high school diploma, completing specific technical course work, or obtaining a four-year or advanced college or university degree. Little to no experience is required.

THE EXPERIENCED OR FULLY COMPETENT-LEVEL IN ANY OCCUPATIONAL FIELD

This knowledge and skill level recognizes a class that is expected to perform the day-to-day functions of the work independently, but with guidelines (written or oral) and supervisory assistance available. This level of knowledge is sufficient to provide on-the-job instruction to a fellow employee or an assistant when functioning in a lead capacity. Certifications may be required for demonstrating possession of the required knowledge and skills.

THE ADVANCED LEVEL IN ANY OCCUPATIONAL FIELD

This knowledge and skill level is applied in situations where an employee is required to perform or deal with virtually any job situation that may be encountered. Guidelines may be limited and creative problem solving may be involved. Supervisory knowledge and skills are considered in a separate factor and should not influence any assessment of this factor.

MANAGEMENT RESPONSIBILITY

This factor defines the team and/or program management responsibility, including short and long-range planning, budget development and administration, resource allocation, policy and procedure development, and supervision and direction of staff.

It should be noted that at all levels, responsibilities may include partial or full project or program management responsibility such as developing work plans consisting of mission, objectives, scope of work, budget, schedules, baseline requirements, and implementation strategies; identifying strategic, project management, and external issues; recommending solutions; and implementing solutions to manage risks and issues for assigned studies, projects, and/or programs.

NO ONGOING DIRECTION OF STAFF

The employee is responsible for the performance of his or her own work and may provide side-by-side instruction to a co-worker.

TEAM LEADER

The focus of the job is on the supervision and coordination of assigned teams and also includes hands-on participation in the work activities of those supervised. The employee makes effective recommendations and/or carries out selection, performance evaluation, and disciplinary procedures.

MANAGER

The employee is considered management, often supervising multiple teams through Team Leaders or management of complex, multi-disciplinary, and/or strategic programs. In addition to the responsibilities outlined above, responsibilities include allocating staff and budget resources among competing demands and performing significant program and service delivery planning and evaluation. Normally, this level would be titled a program or division manager.

The Team Leader spend a portion of their time performing the same duties as those supervised within their sub-unit(s), while a Manager spends a majority of their time on administrative, long- and short-term planning, and budgeting responsibilities. The managerial-level develops, recommends, and sets the programs, projects, goals, and policies and procedures of teams and programs, while the Team Manager is more involved in the day-to-day implementation and execution of those programs, projects, policies, and procedures.

EXECUTIVE MANAGEMENT

The employee has administrative responsibility for all organizational programs, projects, and operations, and generally reports to a Division Head.

SUPERVISION RECEIVED

DIRECT SUPERVISION

Direct supervision is usually received by entry-level employees and trainees, ie., employees who are new to the organization and/or position they are filling. Initially under close supervision, incumbents learn to apply concepts and work procedures and methods in assigned area of responsibility to resolve problems of moderate scope and complexity. Work is usually supervised while in progress and fits an established structure or pattern. Exceptions or changes in procedures are explained in detail as they arise. As experience is gained, assignments become more varied and are performed with greater independence.

GENERAL SUPERVISION

General supervision is usually received by the experienced and fully competent-level employees, i.e., employees who have been in a position for a period of time and have had the opportunity to be trained and learn most, if not all, duties and responsibilities of the assigned classification. Incumbents are cross-trained to perform the full range of technical work in all of the areas of assignment.

At the experienced-level, positions exercise some independent discretion and judgement in selecting and applying work procedures and methods. Assignments and objectives are set for the employee and established work methods are followed. Incumbents have some flexibility in the selection of steps and timing of work processes.

Fully competent positions receive only occasional instruction or assistance as new or unusual situations arise and are fully aware of the operating procedures and policies of assigned projects, programs, and team(s). Assignments are given with general guidelines and incumbents are responsible for establishing objectives, timelines, and methods to deliver work products. Work is typically reviewed upon completion for soundness, appropriateness, and conformity to policy and requirements, and the methodology used in arriving at the end results are not reviewed in detail.

GENERAL DIRECTION

General direction is usually received by senior level or management positions. Work assignments are typically given as broad, conceptual ideas and directives and incumbents are accountable for overall results and responsible for developing guidelines, action plans, and methods to produce deliverables on time and within budget.

ADMINISTRATIVE AND POLICY DIRECTION

Administrative direction is usually received by executive management in classifications. The incumbent is accountable for accomplishing agency-wide planning and operational goals and objectives within legal and general policy and regulatory guidelines. The incumbent is responsible for the efficient and economical performance of the organization's operations.

PROBLEM SOLVING

This factor involves analyzing, evaluating, reasoning and creative thinking requirements. In a work environment, not only the breadth and variety of problems are considered, but also guidelines, such as supervision, policies, procedures, laws, regulations, and standards available to the employee.

STRUCTURED PROBLEM SOLVING

Employees learn to apply concepts and work procedures and methods in assigned area of responsibility and to resolve problems and issues that are specific, less complex, and/or repetitive. Exceptions or changes in procedures are explained in detail as they arise.

INDEPENDENT, GUIDED PROBLEM SOLVING

Work situations require making independent decisions among a variety of alternatives; however, policies, procedures, standards, and regulations and/or the Team Leader are available to guide the employee towards problem resolution.

APPLICATION OF DISCRIMINATING CHOICES

Work situations require independent judgement and decision-making authority when identifying, evaluating, adapting, and applying appropriate concepts, guidelines, references, laws, regulations, policies, and procedures to resolve diverse and complex problems and issues.

CREATIVE, EVALUATIVE, OR CRITICAL THINKING

The work involves a high-level of problem-solving requiring analysis of unique issues or increasingly complex problems without precedent and/or structure and formulating, presenting, and implementing strategies and recommendations for resolution.

AUTHORITY FOR MAKING DECISIONS AND TAKING ACTION

This factor describes the degree to which employees have the freedom to take action within their job. The variety and frequency of action and decisions, the availability of policies, procedures, laws, and supervisory or managerial guidance, and the consequence or impact of such decisions are considered within this factor.

DIRECT, LIMITED WORK RESPONSIBILITY

The employee is responsible for the successful performance of his or her own work with little latitude for discretion or decision-making. Work is usually supervised while in progress and fits an established structure or pattern. Direct supervision is readily available.

DECISION-MAKING WITHIN GUIDELINES

The employee is responsible for the successful performance of their own work, but able to prioritize and determine methods of work performance within general guidelines. Supervision is available, although the employee is expected to perform independently on a day-to-day basis. Emergency or unusual situations may occur, but are handled within procedures and rules. Impact of decisions is normally limited to the team, project, or program to which assigned.

INDEPENDENT ACTION WITH FOCUS ON WORK ACHIEVED

The employee receives assignments in terms of long-term objectives, rather than day-to-day or weekly timeframes. Broad policies and procedures are provided, but the employee has latitude for choosing techniques and deploying staff and material resources. Impact of decisions may have significant team, program, or agency-wide service delivery and/or budgetary impact.

DECISIONS MADE WITHIN GENERAL POLICY OR ELECTED OFFICIAL GUIDANCE

The employee is subject only to the policy guidance of elected officials and/or broad regulatory or legal constraints. The ultimate authority for achieving the goals and objectives of the City are with this employee.

INTERACTION WITH OTHERS

This factor includes the nature and purpose of contacts with others, from simple exchanges of factual information to the negotiation of difficult issues. It also considers with whom the contacts are made, from co-workers and the public to elected or appointed public officials.

EXCHANGE OF FACTUAL INFORMATION

The employee is expected to use ordinary business courtesy to exchange factual information with co-workers and the public. Strained situations may occasionally occur, but the responsibilities are normally not confrontational.

INTERPRETATION AND EXPLANATION OF POLICIES AND PROCEDURES

The employee is required to interpret policies and procedures, apply and explain them, and influence the public or others to abide by them. Problems may need to be defined and clarified and individuals contacted may be upset or unreasonable. Contacts may also be made with individuals at all levels throughout the City.

INFLUENCING INDIVIDUALS OR GROUPS

The employee is required to interpret laws, policies, and procedures to individuals who may be confrontational or to deal with members of professional, business, community, or other groups or regulatory agencies as a representative of the City.

NEGOTIATION WITH ORGANIZATIONS FROM A POSITION OF AUTHORITY

The employee often deals with the Board of Directors, elected officials, government agencies, and other outside agencies, and the public to advance and represent the priorities and interests of City and member jurisdictions, provide policy direction, and/or negotiate solutions to difficult problems.

WORKING CONDITIONS/PHYSICAL DEMANDS

This factor includes specific physical, situational, and other factors that influence the employee's working situation. Even if classifications perform work in a normal office or similar setting during regular office hours, it is important that this factor be considered when allocating a position to the classification structure.

NORMAL OFFICE OR SIMILAR SETTING

The work is performed in a normal office or similar setting during regular office hours (occasional overtime may be required, but compensated for). Responsibilities include meeting standard deadlines, work extended hours, and maintain attention to detail at a computer or other machinery, deal with difficult people, or regularly perform moderate physical activity.

VARIED WORKING CONDITIONS WITH SOME PHYSICAL OR EMOTIONAL DEMANDS

The work is normally performed indoors, but may have some exposure to noise, heat, weather, or other uncomfortable conditions. Stand-by, call back, or regular overtime may be required. The employee may have to meet frequent deadlines, work extended hours, and maintain attention to detail at a computer or other machinery, deal with difficult people, or regularly perform moderate physical activity.

DIFFICULT WORKING CONDITIONS AND/OR PHYSICAL DEMANDS

The work has distinct and regular difficult demands. Shift work (24-7 or rotating) may be required; there may be exposure to hazardous materials or conditions; the employee may be subject to regular emergency callback and extended shifts; and/or the work may require extraordinary physical demands.

JOB AUDIT FACTORS

Based on the above factors, in the maintenance of the classification plan, when an employee is assigned an additional duty or responsibility and/or a request is received for a change in classification, it is reasonable to ask:

- What additional knowledge and skills are required to perform this duty?
- How does one gain this additional knowledge and skills—through extended training, through a short-term seminar, through on-the job experience, etc.?

- Does this duty or responsibility require new or additional supervisory responsibilities?
- Is there a greater variety of, or are there more complex, problems that need to be solved as a result of this new duty?
- Does the employee have to make a greater variety of, or more difficult, decisions as a result of this new duty?
- Are the impacts of decisions greater because of this new duty (effects on staff, budget, team or City-wide activities, and/or relations with other agencies)?
- Are guidelines, policies, and/or procedures provided to the employee for the performance of this new duty?
- Is the employee interacting with internal and external stakeholders more frequently, or for a different purpose as a result of this new assignment?
- Have the working or physical conditions of the job changed as a result of this new assignment?

The analysis of those factors outlined above, as well as the answers to these questions will help to guide the placement of specific positions to the existing classification structure and/or revision of an entire classification structure.

CLASSIFICATION LEVELS

Within the classification structure, classifications can be generally categorized according to the following levels:

- Trainee
- Entry
- Experienced
- Fully Competent
- Senior
- Manager
- Executive

Classifications may consist of multiple levels called a classification series [such as Laborer I (entry) and Laborer II (fully competent)], or consist of a single level [such as Welder (fully competent)]. The existence of levels depends on the availability of work and the City's needs and priorities.

It should be noted that even though two classifications are allocated to the same level, this does not mean that both classifications are equitable in terms of compensation. The levels within the classification series are distinguished from one another based on the classification factors discussed above, as well as the responsibility and complexity of the work performed.

Below are the general definitions of each level.

TRAINEE

This classification may be used for persons who have completed academic requirements but are working toward professional certification or registration, for persons for whom experience is a prerequisite for entrance to graduate school, or for persons who have received a degree or diploma but are taking additional coursework or need work experience for a specific career field. Assignments help the City achieve program and project objectives and provide the incumbent with on-the-job exposure in a professional or technical field of study related to City services, programs, and projects.

ENTRY

Initially under close supervision, incumbents learn to apply concepts and work procedures and methods in assigned area of responsibility to resolve problems of moderate scope and complexity. Work is usually supervised while in progress and fits an established structure or pattern. Exceptions or changes in procedures are explained in detail as they arise. As experience is gained, assignments become more varied and are performed with greater independence.

EXPERIENCED

Incumbents in this class provide support to assigned programs, projects, and services on assigned team(s). Positions perform work of lesser complexity and/or a specific phase of a larger or more complex program or project under the guidance an Associate or Senior Analyst. Positions exercise some independent discretion and judgment in selecting and applying work procedures and methods. Assignments and objectives are set for the employee and established work methods are followed. Incumbents have some flexibility in the selection of steps and timing of work processes.

FULLY COMPETENT

Incumbents independently perform assigned duties; develop solutions to a wide range of issues; demonstrate independent judgment in selecting methods and techniques for obtaining solutions; and/or serve as a professional-level resource for issues which are complex in nature and diverse in scope. Positions at this level have experience that enables them to represent the City to Boards, other public agencies, legislators, private and community organizations, regulatory and governmental agencies, and the public. Positions at this level receive only occasional instruction or assistance as new or unusual situations arise and are fully aware of the operating procedures and policies of assigned projects, programs, and team(s). Assignments are given with general guidelines and incumbents are responsible for establishing objectives, timelines, and methods to deliver work products. Work is typically reviewed upon completion for soundness, appropriateness, and conformity to policy and requirements, and the methodology used in arriving at the end results are not reviewed in detail.

SENIOR

Incumbents serve as a technical expert in multiple disciplinary and/or programmatic areas using initiative and resourcefulness in deviating from traditional methods or researching trends and patterns to develop new methods, criteria, or proposed new policies and procedures. Positions in this class are typically assigned to manage large, complex, and multi-disciplinary projects, programs, studies, and initiatives that involve contact outside of the agency and the ability to manage multiple stakeholder interests, require a high level of technical expertise and acumen in support of management and/or Board priorities, strategic initiatives, and directives, and are of high visibility and sensitivity to the City in areas of its core business initiatives. The work involves a high-level of problem-solving requiring analysis of unique issues or increasingly complex problems without precedent and/or structure and formulating, presenting, and implementing strategies and recommendations for resolution. Work assignments are typically given as broad, conceptual ideas and directives and incumbents are accountable for overall results and responsible for developing guidelines, action plans, and methods to produce deliverables on time and within budget.

MANAGER

Manages all activities related to assigned teams, programs, and projects including short- and long-term planning and development and administration of team policies, procedures, and services. This class provides assistance to the Executive in a variety of administrative, coordinative, analytical, and liaison capacities. Successful performance of the work requires knowledge of public policy, City functions and activities, and the ability to develop, oversee, and implement multiple programs, projects, and services in assigned area of responsibility. Responsibilities include coordinating the activities of assigned teams with those of other teams and outside agencies and managing and overseeing the complex and varied functions of assigned teams. The incumbent is accountable for accomplishing team planning and operational goals and objectives and for furthering City goals and objectives within general policy guidelines.

EXECUTIVE

Oversees, directs, and participates in all activities of City operations, including enforcement of all City policies and procedures and local, state, and federal regulations, the conduct of all financial activities, and the efficient and economical performance of City operations.

SECTION II – PLAN ADMINISTRATION

The Classification Plan is administered by Civil Service. Classification descriptions shall be made available as general descriptions of the work performed. The provisions of the Classification Plan are to be observed in the handling of all personnel actions and activities.

Requests for the addition of new positions and classifications and/or reclassification of an existing position should follow the established policies and procedures. A regular employee may request a review (job survey) of their classification assignment. The request must specify the reason the employee believes the classification should be reviewed.

Any decisions related to the addition of new positions and classifications, or reclassification of an existing position are in the authority of the Chief Examiner and Civil Service Commission.

Title changes may be recommended and implemented via Civil Service Commission action for existing classifications. Typically, title changes are recommended to more clearly reflect the level and scope being performed, as well as to establish consistency with the labor market and industry standards.

Finally, the Classification Plan is not a static, unchanging entity. The Classification Plan will be reviewed on a regular, ongoing basis, and may be amended or revised as required. Amendments or revisions to the Classification Plan will be published and dated as they become available.

GLOSSARY OF TERMS

1. **Administrative Work:** Nature of work that requires the exercise of analytical ability, judgment, and discretion and the application of a substantial body of knowledge of principles, concepts and practices applicable to one or more fields of administration or management. While these positions do not require specialized education, they do involve the type of skills (analytical, research, writing, judgment) gained through a college-level education or through progressively responsible work experience.

Administrative professional level work may be performed as part of the principal mission or program of an agency or subcomponent, or it can be performed as a service function that supports the agency's mission or program. Employees engaged in administrative professional level work are concerned with analyzing, evaluating, modifying, and developing basic programs, policies, and procedures that facilitate the work of departments and their programs. They apply knowledge of administrative analysis, theory, and principles in adapting practice to the unique requirements of a specific program.

2. **Administrator:** An administrator serves as a technical expert and resource in a specialized, functional area by resolving complex, technical issues and designing systems, processes, guidelines, rules, and standards that are critical and directly impact the ongoing operations and policies in the functional area.
3. **Advanced Level:** A concept that appears in some classification specifications intended to describe work that is beyond the journey level within a class series. Not all positions are expected to attain the advanced level. The classification specification defines the requirements for the advanced level in terms of duties and responsibilities. "Senior" will typically be used in job titles to denote the work as lead or advanced in nature.
4. **Allocation:** The initial assignment of a position to the appropriate classification (WAC 357-01-020).
5. **Allocation Pattern (Distinguishing Characteristics):** A description of different job or position types used within a classification or classification series. Allocation patterns identify different job types within a classification or different levels within a classification series.

For example, within the Information Systems Analyst classification series, the class specification identifies the following allocation pattern for Analysts: the Information Systems Analyst I classification level is used as the entry level progressing to the journey level; the Information Systems Analyst II classification level is the journey level; and the Senior Information Systems Analyst classification level is the advanced level. Representative positions within a class specification can also be considered allocation patterns. However, it is possible that not all allocation patterns will be identified in the class specification.

6. **Best Fit:** Positions are classified based on the majority of duties performed (more than 50 percent) of the work assigned to and performed by the position when compared to the class concepts and definition of the classification specification or through other methods of position analysis. Position analysis defines the nature and character of the work through the use of any or all of the following: definition statements; listing of areas of specialization; representative examples of work performed; allocation patterns of representative positions; job evaluation guide charts, standards or factors;

statements of inclusion and exclusion; licensure or certification requirements; and other such information necessary to facilitate the assignment of positions to the appropriate classification.

7. **Class of Positions:** A grouping of positions that perform similar duties and responsibilities and require similar knowledge, skills, and abilities; and are sufficiently alike to warrant like treatment in personnel processes such as testing, selection, transfer, and promotion.
8. **Class Series:** A grouping of job functions having similar purpose and knowledge requirements, but different levels of difficulty and responsibility (WAC 357-01-080). A class series concept describes the overall purpose, duties, and general responsibilities of classes in a series. Not all series have a class series concept; however, if one exists, it is typically found at the entry level of the class series.
9. **Classification Specification:** An official document that defines the nature and character of the work of the class through the use of any or all of the following: definition statements; listings of areas of specialization; representative examples of work performed; allocation patterns of representative positions; job evaluation guide charts, standards or factors; statements of inclusion and exclusion; and such other information necessary to facilitate the assignment of positions to the appropriate classification.
10. **Developmental Level:** An intermediate progression level between the entry and journey levels within a classification series. At a developmental level, the employee is given progressively more complex assignments and/or receives decreasing levels of supervision compared to that at the entry level. This process is designed to enable the employee to develop the competence necessary to independently perform the full range of job duties at the journey level. Usually, developmental levels are contained within the entry level class specification wherein an employee typically reaches the developmental level upon passing an original-entry probationary period of one year.
11. **Entry Level:** The first level in a progression classification series. Entry level positions typically function under close supervision, and for a majority of the time, perform the least complex duties assigned to that position type. Employees at the entry level may perform only parts of a process, procedure, or project; perform the less complex processes, procedures, or projects assigned to that position type; and often function under the direction or mentoring of a more experienced employee in that occupational area.
12. **Journey Level:** The classification level that any employee in any position allocated to that classification series can reasonably expect to achieve. This class level is then determined to be the full working level for all positions with similar duties and responsibilities in that series. Journey level employees must satisfactorily perform the full range of job duties assigned to that position type under general supervision.
13. **Lead Worker (or Team Leader):** An employee whose permanently assigned duties include training, assisting, guiding, instructing, assigning and reviewing the work of permanent full-time equivalent classified employees in the lead worker's work unit as assigned and documented on the work unit's organization chart. Lead workers do not have supervisory authority as defined under RCW Sections 41.80.005(13) and 41.59.020(4)(d). "Senior" will typically be used in job titles to denote the work as lead or advanced in nature.

Usually, lead workers will be required to lead the work of two or more employees in order to be credited with lead worker duties. Lead workers cannot "share" the responsibility of leading the work of employees. For example, if two positions lead the work of one employee each and together jointly lead the work of one more employee, neither position will meet the definition of

lead worker. In certain circumstances, leading the work of one other employee may justify lead worker status, if the employees are located in a geographically remote office or are in the field.

Note: Departments use a variety of other terms to describe non-supervisory leadership positions such as project manager, project leader, team leader, project team leader, and project coordinator. These terms are not synonymous with lead worker and additional analysis is required to determine if individuals in these roles function as lead workers. Also, the classification significance of these roles cannot be determined in the abstract and must be evaluated based on the specific class factors and definitions contained in the relevant class specification.

As a general rule, when the work of the lead worker is significantly *different* from that of the work s/he leads or the lead worker performs advanced level duties while leading journey level employees, a separate lead work level is likely to exist within the classification series. When the work of the lead worker is significantly *similar* to the work of others s/he leads, the lead work function is likely to be described within the journey level classification definition.

14. **Manager:** 'Managerial employee' means any employee who:

- a. Formulates Citywide policy or directs the work of a department;
- b. Is responsible to administer one or more Citywide policies or programs of a department;
- c. Manages, administers, and controls a functional area or subdivision of a department, including the physical, financial, or personnel resources;
- d. Has substantial responsibility in personnel administration, legislative relations, public information, or the preparation and administration of budgets; or
- e. Functionally is above the first level of supervision and exercises authority that is not merely routine or clerical in nature and requires the consistent use of independent judgment.

(RCW Section 41.06.022)

15. **Paraprofessional Work:** Work that is similar to "professional" work but does not have the breadth and depth of true professional work. A paraprofessional employee performs duties that are a narrow, specialized subset of professional duties, does not perform the full range of duties assigned to professional employees, or performs duties of lesser scope, impact, and complexity than duties assigned to professional employees. Paraprofessional duties support the work of professional employees.

A paraprofessional employee may carry out or implement plans or projects that are developed, planned, and managed by professional employees, based on extensive experience and supplemental on-the-job training rather than on formal academic education in the discipline itself. Paraprofessional work is performed in a narrow or highly specialized area of the overall occupation and requires a high degree of practical knowledge and skill. The paraprofessional employee often works with considerable independence for significant periods of time. This independence, however, does not alter the nature and character of the work, which is to support a professional discipline. "Specialist" will typically be used in job titles to denote the work as paraprofessional in nature.

16. **Position:** A group or set of duties and responsibilities, which require the services of an employee on a part-time or full-time basis (WAC 357-01-240).

17. **Position Description:** An official document that assigns specific duties and responsibilities to a position.
18. **Professional Work:** Professional work requires a high order of analytical ability combined with a comprehensive knowledge of (1) the functions, processes, theories, and principles of the occupational area; and (2) the methods used to gather, analyze, and evaluate information. "Analyst" or "Coordinator" will typically be used in job titles to denote the work as professional in nature.

Professional work cannot be standardized or routine and requires independent judgment and discretion. It involves many "gray areas" that require substantial analysis and judgment to reach the appropriate conclusion and requires education and training in the principles, concepts, and theories of the occupational area. These are most often gained through the completion of a four-year degree in a specified curriculum at a college or university. In a limited number of circumstances, such knowledge may be gained through on-the-job experience.

Professional work requires creativity, analysis, evaluation, and interpretation. It involves applying or interpreting natural law, principles, or theory; evaluating the research of others; and assessing the need for and validity of proposed changes and improvements in procedures and methods. Professional responsibility involves the ability to reason from existing knowledge to unexplored areas; to adapt methods to circumstances that deviate from the standards; and to stay abreast of and evaluate technical subjects, analyses, and proposals.

'Professional employee' means:

- a. Any employee in the classified service who is engaged in work:
 - i. Predominantly intellectual and varied in character as opposed to routine mental, manual, mechanical or physical work;
 - ii. Involving the consistent exercise of discretion and judgment in its performance;
 - iii. Of such a character that the output produced or the result accomplished cannot be standardized in relation to a given period of time;
 - iv. Requiring knowledge of an advanced type in a field of science or learning customarily acquired by a prolonged course of specialized intellectual instruction and study in an institution of higher learning, as distinguished from a general academic education or from an apprenticeship or from training in the performance of routine mental, manual or physical processes; or
 - b. Any employee in the classified service who:
 - i. Has completed the courses of specialized intellectual instruction and study described in par. (a)(iv); and
 - ii. Is performing related work under the supervision of a professional person to qualify to become a professional employee as defined in par. (a)."
19. **Progression Series:** A multiple-level classification series where employees are expected to progress by reclassification to a higher level if they satisfactorily perform the full range of duties assigned to the higher level classification for a majority of the time. Progression series often have some combination of entry, journey and advanced level classifications.

20. **Reallocation:** The assignment of a position to a different class (WAC 357-01-270), based upon:

- a. A change in concept of the class or series,
- b. The creation of new classes,
- c. The abolishment of existing classes,
- d. A change in the pay range of the class,
- e. The correction of an error in the previous assignment of a position,
- f. A logical change in the duties and responsibilities of a position, or
- g. A change in the level of accountability of a position such as that resulting from a re-organization when the change in level of accountability is the determinant factor for the change in classification.

21. **Reclassification:** The assignment of a filled position to a different class, based upon a logical and gradual change to the duties or responsibilities of a position or the attainment of specified education or experience by the incumbent.

22. **Supervisor:** Any individual “who has authority, in the interest of the employer, to hire, transfer, suspend, lay off, recall, promote, discharge, direct, reward, or discipline employees, or to adjust employee grievances, or to effectively recommend such action, if the exercise of the authority is not of a merely routine nature but requires the consistent exercise of individual judgment” (RCW 41.80.005(13)) and whose principal work is different from that of subordinates.” The term “supervisor” shall include only those employees who perform a preponderance (more than 25 percent) of the above-specified acts of authority. (RCW 41.59.020(4)(d)).

Preponderance can be met in two ways. An employee is a supervisor if s/he spends a preponderance of his or her time performing one or more of the statutory supervisory duties. An employee who spends less than a preponderance of their time performing supervisory activities but performs a preponderance of the type of supervisory activities enumerated in RCW 41.80.005(13) may also be considered a supervisor.

Usually, positions will be required to supervise the work of three or more permanent, full-time equivalent, classified employees in order to be credited with supervisory duties because the amount of time required to support the supervisory designation is likely justified by the supervision of at least three employees. Supervising fewer than three employees may not meet the *de minimis* test for supervisory duties. Supervisors cannot “share” supervision of employees.

23. **Supervisory Levels:** Supervision required is determined by the following:

- Amount of higher-level oversight the employee receives.
- Latitude the employee has in determining which work methods and priorities to apply.
- Scope of decision-making authority delegated to the employee.
- Extent to which the employee’s completed assignments are reviewed.

There are four basic types of supervision:

- a. **Direct/Close Supervision:** Implies that the work is performed according to detailed instructions and that the supervision is available on short notice. Typically, this level of supervision is exercised over entry-level laboring, clerical and technical classifications.
 - Supervisor or lead provides daily oversight of work activities.

- Employee is given specific instructions regarding duties to perform, assignments to complete and sequence of work steps and processes to follow.
 - Employee follows clearly defined work procedures, processes, formats, and priorities.
 - Work is frequently reviewed for accuracy, completion, and adherence to instructions and established standards, processes and procedures.
- b. **General Supervision:** Implies that the work is performed independently. The incumbent seldom refers matters to the supervisor except for clarification of policy. Typically, this level of supervision is exercised over entry-level paraprofessional and professional classifications and all journey-level classifications.
- Employee performs recurring assignments without daily oversight by applying established guidelines, policies, procedures and work methods.
 - Employee prioritizes day-to-day work tasks. Supervisor provides guidance and must approve deviation from established guidelines, policies, procedures and work methods.
 - Decision-making is limited in context to the completion of work tasks. Completed work is consistent with established guidelines, policies, procedures and work methods. Supervisory guidance is provided in new or unusual situations.
 - Work is periodically reviewed for compliance with guidelines, policies and procedures.
- c. **General Direction:** Implies that the incumbent proceeds on his/her own initiative while complying with policies, practices and procedures prescribed by the supervisor. The supervisor generally answers questions only on the more complex phases of the work. Typically, this level of supervision is exercised over supervisory laboring and clerical classifications or lead/advanced-level professional classifications.
- Employee independently performs all assignments using knowledge of established policies and work objectives.
 - Employee plans and organizes the work and assists in determining priorities and deadlines. May deviate from standard work methods, guidelines or procedures in order to meet work objectives.
 - Employee exercises independent decision-making authority and discretion to decide which work methods to use, tasks to perform and procedures to follow to meet work objectives.
 - Completed work is reviewed for effectiveness in producing expected results.
- d. **Administrative Direction:** Implies that the incumbent is free to plan, develop, and organize all phases of the work necessary for its completion, within broad program guidance. Generally, the incumbent can develop and utilize any procedure and methods which do not conflict with major policies. Typically, this level of supervision is exercised over managerial and supervisory professional classifications.
- Employee works independently within the scope and context of rules, regulations, and employer objectives.
 - Employee independently plans, designs and carries out programs, projects and studies in accordance with broad policy statements or legal requirements.
 - Employee exercises independent decision-making authority for determining work objectives and goals to be accomplished.
 - Completed work is reviewed for compliance with laws and regulations and adherence to program goals, objectives, budgetary limitations, and general employer policies.

24. **Support (Clerical) Work:** Involves proficiency in one or more functional areas in certain limited phases of a specified program. The work usually does not require knowledge of the interrelationships among functional areas or organizations. “Assistant” or “Clerk” will typically be used in job titles to denote the work as supportive in nature.

Employees follow established methods and procedures. They may occasionally develop work plans or recommend new procedures related to individual assignments or the immediate work unit. Support work can be performed based on a practical knowledge of the purpose, operation, procedures, techniques, and guidelines of the specific program area or functional assignment. Employees learn to do the work on the job, sometimes requiring many years of experience, and may attend specific training courses related to their work.

25. **Technical Work:** Similar to “paraprofessional,” this is work that is similar to professional work but does not have the breadth and depth of true professional work, usually in a scientific or technical field such as electronics, computers, etc.

Technical employees carry out or implement plans or projects based on extensive experience and supplemental on-the-job training rather than on formal academic education in the discipline itself. They carry out tasks, methods, procedures, and/or computations that are laid out either in published or oral instructions and covered by established precedents or guidelines. Technical work is performed in a narrow or highly specialized area of the overall occupation and requires a high degree of practical knowledge and skill, care and precision.

A technical employee does not perform the full range of duties assigned to professional employees, but does perform duties that are a narrow, specialized subset of the professional duties or performs duties of lesser scope, impact, and complexity than duties assigned to professional employees. Technical duties support the work of professional employees. A technical employee may carry out or implement plans or projects that are developed, planned, and managed by professional employees.

Some technical work may appear similar to that performed by employees doing beginning-level professional work in the same general occupational field. The experienced technical employee often works with considerable independence for significant periods of time. This independence, however, does not alter the nature and character of the work, which is to support a professional discipline. “Technician” will typically be used in job titles to denote the work as technical in nature.

APPENDIX II

MINIMUM QUALIFICATIONS GUIDELINES

Minimum qualifications are the minimum amounts of education or experience and the minimum level of knowledge, skills, abilities, licensures, certifications and other job-related requirements that must be met for a candidate to be considered for a position. Listing reasonable levels of minimum qualifications, in part to meet the requirements of the Americans with Disabilities Act (ADA) and to allow us to create a reasonably large and diverse pool of applicants, meets many business and compliance-related needs of the City. Minimum qualifications should not negatively affect the classification grade level of a position.

When establishing minimum qualifications, we must be careful to ensure that they are directly related to the essential functions of the job. The risk of minimum qualifications that are too high is the potential for disparate impact on underrepresented and protected groups. For example, by stating that a Master's degree is required, Civil Service is essentially stating that even if someone had 15+ years of directly related experience, we would not consider them without a Master's degree. Requiring a Master's degree for an Accounting Clerk would probably not be defensible. However, there are times when requiring higher levels of education or specific experience and skills is acceptable. The key is tying the minimum qualification to an essential function – to the reason the job exists in the first place.

Although qualifications will vary by position, it is good practice to compare to similar classifications and make the attempt to define approximately the same number of years and same level of educational requirements for positions within the same levels of duties and responsibilities. The type of experience or education can and will vary.

Using Equivalencies – An equivalency is a minimum qualification that allows for experience to substitute for some education, or education to substitute for some experience. For example, five years' experience is required, or a combination of experience and education totaling five years. Here is the dilemma. How much does education count? What type of education? Does a Master's degree substitute for all the experience? Are we saying that it's okay if the candidate has no experience whatsoever? Is it okay if the candidate has experience and just a high school diploma? It is just not clear.

The problem with equivalencies is that they ultimately don't define what the minimum qualification is and therefore, a person screening for minimum qualifications is left to guess what the equivalency means. This can create challenges for Civil Service when asked to defend the screening out of a candidate based on something in the equivalency. The advantage to equivalencies is they create flexibility and broaden the applicant pool. We can still do this by listing clear and reasonable minimum qualifications and then screening for equivalent substitutions.

Civil Service aims to move towards more clear, defensible and well-communicated minimum qualifications while preserving the right of hiring managers to select for interviews and hire who they wish in accordance with Civil Service rules (as long as applicants meet the minimum qualifications). Our goal is to develop minimum qualification standards that truly communicate the minimums and meet the requirements under the ADA as well as equal opportunity principles and practices.

PROCEDURE

All Civil Service classification specifications include a section listing the minimum requirements to qualify for a job. This section further states if substitutions for the education and experience requirements are accepted for that job. Class specs will have one of the following: no substitutions, a list of specific substitutions, or the following statement:

Any equivalent combination of education, training and experience may also be qualifying.

So, what does that mean? Any equivalent combination of education, training and experience means the applicant can trade related education and/or experience to meet the minimum requirements of the job. The purpose of this guide is to provide examples of how applicants may utilize their education and/or experience to qualify for a job with the City.

When considering an applicant's qualifications and whether they meet those specified in a job announcement, the following education and experience equivalencies will apply (unless otherwise specified in the job announcement).

Note: These are general guidelines only and should not be used to supplant proper screening of the applicant's education, training and experience; coupled with the analyst using independent judgment based on their knowledge of the position gained by working with subject matter experts to develop corresponding examinations.

Assessing Education

Educational requirements in the minimum qualifications are used when specific job knowledge is necessary or when education is considered a likely substitute for skills acquired through direct work experience.

The analyst should review education when a degree or specific coursework was advertised as a qualification, or when an applicant does not have enough work experience to qualify without considering education background.

College degrees must be earned from an accredited institution in order to be counted toward qualifying for a position. Refer to the **College Accreditation and Degree Recognition Guidelines**. International degrees may be accepted if they have been documented to be evaluated for equivalency/accreditation.

Determining College Credit Hours

When converting credit hours to years of college attended, 30 semester hours or 45 quarter hours equal one year. Use the chart below for information on how to calculate equivalent months of work experience by college credit hours.

Semester Hours Earned	Quarter Hours Earned	=	Equivalent Months of Experience
2.5	3.75	=	1
5.0	7.5	=	2

7.5	11.25	=	3
10.0	15.0	=	4
12.5	18.75	=	5
15.0	22.5	=	6
17.5	26.25	=	7
20.0	30.0	=	8
22.5	33.75	=	9
25.0	37.5	=	10
27.5	41.25	=	11
30.0	45.0	=	12

Determining Credit for Vocational and Technical Schools

Vocational and/or technical schoolwork is usually calculated as classroom hours. It may substitute for experience when specifically designed as such in the class specification.

Classroom Hours	Equivalent Months of Experience
60	1
120	2
180	3
240	4
300	5
360	6
420	7
480	8
540	9
600	10
660	11
720	12

Substituting Education for Experience

Some minimum qualifications are written with an educational requirement first, followed by an alternative that allows for work experience to substitute for education. If no alternative is listed, no substitution is allowed. Some class specifications limit how much education can be substituted for work experience.

Assessing Past Work Experience

When a Bachelor's degree is required, the equivalency statement on the class specification will be: "An equivalent combination of education, training and experience may be qualifying. Generally, one year of **directly related, full-time experience** is considered equal to 30 semester hours or 45 quarter hours. When an equivalency is allowed, a ratio of 1:1 will be used for applicants/incumbents with less than a college education. This means that one year of directly related full-time experience may be substituted for one year of required education and vice versa.

Directly related experience is defined as **compensated** or **uncompensated** work, performed by the applicant on behalf of a recognized entity, that:

- 1) Can be matched to the primary essential duties and responsibilities listed in the class specification;

EXAMPLE: For professional/managerial positions (such as Senior Project Manager, Administrative Specialist, Supervisory Business Systems Analyst, etc.) **both the nature and the level** of an applicant's previous experience must be essentially equivalent to the primary duties and responsibilities of the position as they appear in the class specification.

OR

- 2) Has provided the applicant with sufficient knowledge, skills, and abilities to successfully perform the essential functions of the position with a reasonable amount of on-the-job transitional training.

EXAMPLE: The position of Information Systems Analyst I requires a Bachelor's degree and no experience. However, under the provisions of item 2 above, an applicant with four years of directly related experience as a Programmer Analyst for a software company may meet the minimum education requirements, provided that the general nature of the experience is consistent with the knowledge, skills and abilities of the position as they appear in the class specification.

For example, an applicant/incumbent that has received a high school diploma will need to have four years of related full-time experience to substitute for the Bachelor's degree. "Related experience" means if the position requires a Bachelor's degree in finance, the work experience must be finance-related, such as research and analysis of financial data, performing financial projections, etc. Use the chart below for information on how to calculate equivalent education/experience in 30 semester hour or 45 quarter hour increments.

Semester Hours Earned	Quarter Hours Earned	=	Degree Equivalent	=	Years of Experience Equivalent
30	45		-		1
60	90		Associate's		2
90	135		-		3
120	180		Bachelor's		4
Varies	Varies		Master's		6
Varies	Varies		PhD/Doctorate		8

Full-Time vs. Part-Time Work

To receive credit for full-time employment, an applicant must work at least 40 hours per week. One full-time year of experience at 40 hours per week is considered to be 2,080 hours. Part-time experience is pro-rated, using 40 hours per week as "full-time" for computation. Use the chart below for general guidelines on how to determine equivalent part-time experience for one full-time year of work credit. Note: You can also use the "Work Experience Rating" tab in NEOGOV to determine more accurate calculations on crediting part-time experience in less (or more) than one year increments.

PART-TIME EXPERIENCE	=	FULL-TIME EQUIVALENCY CREDIT
5 hours per week	=	1.5 months
10 hours per week	=	3 months
15 hours per week	=	4.5 months
20 hours per week	=	6 months
25 hours per week	=	7.5 months
30 hours per week	=	9 months
35 hours per week	=	10.5 months

OR

Internships / Work Study / Volunteer and Trainee Work Experience

All of these are considered valid experience if they are relevant to the job at hand and if the applicant specifies the hours and dates worked.

The credited amount of directly related part-time, student, and volunteer experience is obtained by prorating hours actually worked on a weekly basis against a standard 40-hour week.

EXAMPLE: An applicant has 3 years of directly related part-time work experience at 10 hours per week. When calculating years of credited experience, the actual hours per week (10) are divided by the standard hours per week (40) to obtain an appointment percentage ($10/40=0.25$). The number of stated years of experience (3) is then multiplied by the appointment percentage to obtain the credited amount of service ($3 \text{ years} \times 0.25 = 0.75 \text{ years}$).

Overtime Credit

Extra length of employment credit cannot be given for overtime worked in any one job. If an applicant has worked 50 hours per week, credit is given for 40 hours, or full time employment.

Simultaneous Employment

If an applicant worked two or more jobs simultaneously, experience in all of the jobs may be used to qualify the applicant for the job, provided the duties are appropriate to the job classification and can be verified. The actual hours worked in each job must be calculated, up to what is considered full time work.

Military Work Experience

Military work experience is considered valid if substantiated with discharge documentation (DD-214). In some cases, military experience is so diverse that granting full-time credit for it would be inappropriate. Under these circumstances, use your best judgment and/or confirm with the hiring manager that a portion or all of the experience is related and should be credited.

APPENDIX III

CLASS SERIES DOCUMENTS

This section will include all Series and a table of contents showing where current SPN's fall in the structure.