



County of Los Angeles CHIEF EXECUTIVE OFFICE

POLICY/PROCEDURES/GUIDELINES

Subject: CLASSIFICATION PRINCIPLES, CONCEPTS, AND TERMS	Approved By: Sachi A. Hamai, <i>Sachi A. Hamai</i> Chief Executive Officer
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PURPOSE

The purpose of this policy is to establish and define classification principles, concepts, and terms to assist line departments' human resources staff in administering and maintaining the Classification Program.

POLICY

The principles and concepts of classification play an integral part in the development of policies, procedures, administration, classification structure, and maintenance of a Classification Program. They also serve as a foundation for program standards for all classification activities and must be understood by all involved in the classification process.

An effective classification program requires the consistent application of a clear set of recognized principles and corresponding procedures in carrying out classification activities. Such consistent application is critical given the definition of classification:

A set of individual positions, suitable for similar treatment with respect to pay, examination procedures, and work assignments that are clustered or grouped by virtue of the similarity of the nature of work performed, the level of job complexity

and responsibility required, the knowledge, skill, and ability requirements, and the working conditions.

BASIC FOUNDATION PRINCIPLES

Several basic principles are fundamental building blocks in the development of a classification plan although there are many other concepts and definitions that directly impact the administration of an effective classification program. A more comprehensive glossary of classification principles, concepts, and terms is provided later in this section.

PRINCIPLE #1 - JOB DESIGN

It is a function of management to design the organizational structure, identify the kind of work to be performed, and assign the work to a job to achieve the organization's mission, goals, and objectives. A job is a work assignment with a specific set of duties and responsibilities differing to some degree from other work assignments. All positions having fundamentally the same duties and responsibilities are assigned to one job. *For example:* The function of the office receptionist is considered a job.

PRINCIPLE #2 - POSITION vs. JOB

A position is defined as a group of duties and responsibilities assigned by management to be performed by one employee. The position may be full-time or part-time; occupied or vacant; temporary or permanent. It is created and can be changed by management. In fact, an organization is managed by the way the administrator assigns work to the various positions. A job can be done by one or many positions. *For example:* The Medical Records Department staffing includes the following:

- Five (5) Medical Record File Clerks;
- One (1) Receptionist;
- One (1) Medical Record Supervisor; and
- Three (3) Billing Clerks.

As shown above, the department has four (4) jobs and ten (10) positions.

PRINCIPLE #3 - CRITERIA FOR ALLOCATING A POSITION TO A CLASS

The allocation of a position to a class is based on the following position allocation factors:

- The similarity of work activities (i.e., same kind, occupation, subject matter, profession);
- The similarity of minimum qualification requirements;
- The skill, ability, and job-related knowledge requirements;

- The level of difficulty, complexity, and responsibility;
- The commonality of working conditions;
- A single examination procedure is appropriate for all positions in the class; and
- Transfers of incumbents to another position within the class result in fully competent performance after a relatively short period of orientation and training.

PRINCIPLE #4 - INTERNAL EQUITY

The principle of internal equity sets the foundation for an equitable classification plan and ensures the fair and equal treatment of employees within an organization. The application of the principle provides for the "equitable allocation of positions with similar duties and responsibilities" and is consistent with the compensation principle of "equal pay for equal work."

PRINCIPLE #5 - CLASS SPECIFICATION

In a classification system, the official class specification serves as the primary assessment instrument for all classification allocation decisions. It describes the principal characteristics of the work; defines the level of duties and responsibilities; and provides examples of duties, qualifications, and other factors necessary to distinguish the class from other classes. The class specification is intended to be descriptive and not restrictive; the duties listed are representative and not all inclusive.

PRINCIPLE #6 - HIGHEST LEVEL DUTIES

Positions are allocated to classes on the basis of the highest-level duties and responsibilities performed regularly and continuously.

PRINCIPLE #7 - DIFFERENT LEVEL = DIFFERENT CLASS

Differences in classification levels are in proportion to the differences in difficulty, responsibility, and qualification requirements of the work.

PRINCIPLE #8 - PERMANENT vs. PROJECTED OR TEMPORARY DUTIES

Position analysis and the allocation of a position will only consider the duties and responsibilities currently assigned and performed on a regular, permanent basis. Department management's intentions to restructure position content are typically not considered during the evaluation process.

PRINCIPLE #9 - NON-CLASSIFICATION FACTORS - RELEVANCY

Classification is concerned with the job content of a position. Concepts of amount of work, employee performance, seniority, desire to pay employees more money, overtime, and related workload characteristics are not relevant in the classification and allocation process.

I. DEFINITIONS

Ability - The capacity or propensity to "acquire skill"; apply knowledge in a mental capacity; a present competence to perform an observable behavior that results in an observable product (i.e., ability to interpret, apply, and explain complex rules and regulations). Abilities are broader and more abstract aspects of human performance than knowledge or skills. However, the possession of an ability implies the possession of a prerequisite knowledge. *For example:* Knowledge of arithmetic operations is required for numerical reasoning ability.

Administration - Commonly used term indicating the top levels of management in an organization. Positions with overall management responsibility for determining and/or participating in policy making, formulating long-range objectives and programs, and reviewing implementation of programs for conformance to policies and objectives; developing budgets and allocating resources; and other activities.

Administrative Work - Involves the application of a substantial body of knowledge of principles, concepts, and practices applicable to one or more fields of administration or management. While positions in this occupational group do not require specialized education, they demand the type of skills (analytical, research, writing, judgment) typically gained through a college-level education, or through progressively responsible experience.

Administrative work may be performed as a part of the principal mission or program of a department or it can be performed as a service function that supports the department's mission or program. Employees engaged in administrative work are concerned with analyzing, evaluating, modifying, and developing the basic programs, policies, and procedures that facilitate the work of line departments and their programs. They apply a knowledge of administrative analysis, theory, and principles in adapting practice to the unique requirements of a particular program. It also requires the exercise of analytical ability, judgment, discretion, and personal responsibility in the performance of a variety of assignments. *For example:* Administrative Assistant, Program Specialist, Health Program Analyst, Staff Analyst, and Management Analyst.

Allocation - The act of assigning a position to the most appropriate class.

Allocation Factors - A statement describing the basic element(s) of either duties or responsibilities which, when applied to a given position, indicates kind and level of work

being performed. The traditional classification factors used to evaluate positions and assign them to an appropriate classification are as follows:

- Education, experience, and knowledge;
- Scope and impact of work;
- Supervision exercised;
 - How the work is assigned and reviewed.
 - Measuring the degree of independence for decision making.
- Problem solving and complexity;
 - Nature of assignment.
 - Difficulty in identifying what needs to be done.
 - Difficulty and originality involved in performing the work.
- Supervision received/nature and extent of guidelines;
- Scope and effect of decision making;
 - Consequences of decisions and errors. For example, a wrong decision by an employee may have repercussions for the department and the County, and these repercussions could subject the County to both legal and financial liabilities. This is especially important for high-level managers and executives that speak on behalf of a department head.
- Nature and purpose of work contacts;
- Working conditions; and
- Physical demands.
 - Nature, frequency, and intensity of physical activity required of the job.

Assistant - The term "assistant" is typically used when a position provides support to the immediate supervisor by assuming a portion of the program responsibility within the organization. Assistants also share authority for actions taken to carry out the operational activities of the assignment; provide direct support in all phases of the organization's functions and are normally expected to act for, or on behalf of, the supervisor in his/her absence. *For example:* Assistant Director, Assistant Manager, and Assistant Chief.

At the Level of - A class is "at the level of" when the two classes compared:

- Are at the same organizational level;
- Perform similar kinds or nature of work;
- Have like degrees of responsibility;
- Require similar knowledge, skills, and abilities; and
- Are usually compensated at the same level.

Although salary level may be used as a guide, the level of responsibility and required knowledge, skills, and abilities are the true tests of whether two classes are "at the level of."

Audit or Job Audit - The purpose of a job audit is to review or study a position(s) by interviewing the incumbent, his or her supervisor, and/or higher-level manager to determine what kind and level of duties are assigned to the position. Usually job audits are conducted at the job site.

Authority - The right to take independent action; to direct the actions of others. As applied to functional or staff authority, it is the right to direct other units of the organization only with regard to the functional specialty of the directing manager.

Benchmarking - A standard or point of reference. Usually refers to a methodology used to search out the best practices in an industry that leads to improved organizational performance.

Benchmark Jobs - A benchmark job describes actual duties, responsibilities, and work situations that are typically representative of significant numbers of positions in the occupation. Benchmarks are described in terms of the job evaluation factors used in the classification plan to document the class characteristics and level. Benchmark jobs individually or collectively can be considered stable and representative of all the jobs found in a larger group of jobs in an organization.

The distribution of benchmarks is usually established so that there is a good vertical and horizontal cross-section of all jobs in the organization. Benchmark jobs are used to collect external salary survey data.

Bureau - An organizational entity that has responsibility for a major portion of a department's mission and is typically comprised of one or more divisions. A Bureau Director reports directly to the Director or Chief Deputy of a department.

Class/Classification - A position or a group of positions, regardless of location, which are sufficiently alike with respect to their assigned duties, responsibilities and qualifications.

Classification Actions - There are three (3) types of classification actions:

- Original Allocation - First time a position has been allocated. No incumbent status is involved.
- Reclass (Reallocation) - Reclassification of existing position to a different class. The allocation can be to a higher, lower or lateral class.
- Title Change - All positions in the existing class are allocated to a new title.

Classification Method of Job Evaluation - A job evaluation method that compares positions on a whole job basis and assigns the position to an occupational category, class series, and level within a series. Pre-defined classification specifications with

classification standards are established as the criteria for allocation of positions to the class.

Classification Questionnaire - See *Position Review Questionnaire*.

Class Series - See *Schedule A*.

Classification Plan - The official structure of the County of Los Angeles classification system based on the evaluation and categorization of positions according to the nature and level of work performed. The plan includes the classification specifications with classification standards for allocation, program policies, procedures, regulations, and other official documents used to administer the system.

Class Specification - The class specification is the official document that sets forth the title, definition, allocation standards, typical duties, and minimum requirements for each class in the County classified service. The class specification provides for a description of the class as a whole. Class specifications usually consist of the following parts:

- a. A title that is descriptive, brief, and consistent with other titles in the plan.
Each class of positions has an item number that identifies the class. Numbers appearing in columns headed "Item No." indicate the respective item number of the classes.
- b. A definition consisting of a brief overall statement of the kind and level of work included in the class.
- c. A statement of classification standards provides the principal characteristics and level of work performed by positions in the class and distinguishes the class from other classes in the series or related classes.
- d. Examples of typical duties performed in positions in the class. This statement does not attempt to be exhaustive but merely gives samples of the significant and typical duties assigned to positions in the class. It does not restrict the assignment of duties not specifically listed. Essential duties may also be included.
- e. Minimum requirements consisting of the experience, education, license, or other special requirements and the knowledge, skills, and abilities needed in order to perform the work.
- f. Physical class designates the physical requirements of positions assigned to the class.

Clerical Work - Clerical occupations involve structured work in support of administrative office programs or other business operations. Clerical work is performed in accordance with established policies, procedures, or techniques and require training, experience, and a working knowledge related to the tasks to be performed. The work activities typically involve general office or program support duties such as preparing, reviewing, and verifying documents; processing transactions; maintaining office records; locating and compiling data or information from files; keeping a calendar and informing others of deadlines and other important dates; and using keyboards to prepare typewritten documents or store or manipulate information for data processing use. The work requires a knowledge of an organization's rules, some degree of subject matter knowledge, and skill in carrying out clerical processes and procedures. *For example:* Intermediate Typist Clerk, Account Clerk I, and Sheriff Station Clerk I.

- **Specialized Clerical Work** - Specialized clerical work involves difficult and responsible office work having broad working knowledge of a special subject matter or office procedure and practice.
- **Highly Specialized Clerical Work** - Highly specialized clerical work involves a comprehensive and extensive working knowledge of an occupation or complex subject matter, procedures, or practice.

Competencies - The underlying knowledge, skills, abilities, and behaviors that are essential to perform the work competently. Sometimes referred to as "core competencies."

County Department - The largest organizational unit of County government as shown in Title 2. Administration. Chapter 2 of the Los Angeles County Code. Department also includes commissions, districts, and courts.

Desk Audit - See *Audit*.

Division - A major organizational structure of a County department that has responsibility for a specific segment of the work of that department. In a division, the accountabilities of the division chief include administrative responsibility as well as directing the technical work of subordinate staff. Normally, supervision is exercised through subordinate supervisors and management staff, but in small departments it is possible for the division head to combine these supervisory duties with administrative responsibilities. Organizational components of a division include sections, units, groups, and teams.

Duty - One or more activities performed in carrying out job responsibilities.

Element - The smallest step that is practical to subdivide any work activity without analyzing separate motions, movements, and mental processes involved. *For example:* Sorts lab slips in numerical order.

Employee - An employee is a person legally employed to perform the work of a position. The employee holding the position is the incumbent.

Essential Job Functions - The content, nature, or functions of a job that are fundamental to its existence and not marginal. Essential job functions are identified by management on a position-specific basis and are identified in the position description or other documents within the department or organizational unit. They may be based on frequency of a task performed, the consequences of not requiring that a task be performed, or other critical factors. Essential functions are those that an individual who holds the position must be able to perform with or without reasonable accommodation (*Reference: The Americans with Disabilities Act [ADA]*).

Examples of Duties - Statements located on the class specification describing duties and tasks that are typically assigned to positions in the class. Examples of duties are generally listed in the order of importance and frequency of occurrence, based on job analysis. The examples of duties appearing at the beginning of the list are most typical and most important for a majority of positions in the class. The statements are examples only and may not encompass every task assigned to every position in the class.

Excessive Layering - When an organization is split into many small segments thereby increasing the number of supervisory or management personnel.

Executive - A position responsible for directing or assisting in directing the overall activities of a department, district, or equivalent. Usually a department head and senior level managers.

Experience Requirement - The type and amount of prior work experience required to meet the minimum qualifications for a class as listed under the Minimum Requirements section of the class specification.

Fragmentation - When management takes higher level duties of a single position and divides the higher-level duties among other positions with the objective of obtaining a higher class and higher salary grade for all positions.

Functional Title - An unofficial designation used to identify a position with a particular function within an organization. Such titles may not necessarily meet the concepts contained within the official classification specification.

Grade - A level of work or range of difficulty, responsibility, and qualification requirements.

Group - See *Schedule A*.

Guideline - A policy or written statement that may be issued by any organizational entity for the purpose of providing future direction, clarification, or other necessary or useful information to guide a particular work activity and process.

Incumbent - The employee occupying a position.

Job - A work assignment with a specific set of duties and responsibilities differing to some degree from other work assignments. Any number of positions may be assigned to one job.

Job Analysis - Job analysis, as used in position classification, involves the activity of gathering, organizing, and analyzing information about a position's assigned duties and responsibilities, work objectives, and other distinct requirements. Job analysis is used to assist in the recruitment and selection, training and development, ADA placement analysis, and other human resources activities.

Job Description - A written document that provides a current description of the essential duties, responsibilities, and demands of the job in sufficient detail to permit determination of the level and scope of the job relative to other jobs. Job descriptions are also used to provide incumbents with duties and responsibilities and management's performance expectations.

Job Design - The process of designing organizational hierarchies, structuring work functions, and establishing positions within an organization to carry out the mission purposes and objectives. Jobs are designed by management and assigned to positions.

Job Evaluation - A formal systematic method of appraising the relative value of jobs within an organization. Job evaluation identifies, analyzes and measures jobs using factors such as knowledge required, education and experience, complexity, problem solving, supervision exercised and received, working conditions, etc. The end result of the job evaluation process is the assignment of a position to a class.

Job Factors - See Job Evaluation. The elements or constituent parts of jobs, which when analyzed, permit measurement of and comparison between jobs. These measurements and comparisons provide the basis for determining the worth of jobs relative to one another. Also, serves as the basic element of a job evaluation manual against which all jobs will be compared. The characteristics or features of a position that contributes to the successful performance on the job.

Job Family - A collection of jobs that have the same nature or kind of work or related common job content (engineering), but differing in levels of responsibilities, skill, occupational qualifications, or working conditions. Often a job family represents a hierarchy of work levels in two or more class series (Engineer I, Engineer II, and Engineer III; Valuation Engineer I and Valuation Engineer II; and Cadastral Engineer).

Job Responsibility - One or a group of duties that identifies and describes a major purpose or reason for the existence of the job.

Judgment - The responsibility to make decisions and/or take actions of increasing complexity, importance, and consequence in order to carry out work assignments. The degree of judgment exercised is affected by the type and amount of direction or guidelines typically available to employees in the class.

Key Jobs - See *Benchmark Jobs*.

Knowledge - An organized body of factual or procedural information necessary to function in a position, breadth (various types required), and knowledge may be the combined result of formal education, experience, and training. The various levels of knowledge required is a distinguishing feature reflecting what is typically expected at various levels within a class series and/or between classifications. However, it is not expected that any one incumbent must possess all knowledge listed on a class specification in order to be reallocated from one level to another. Knowledge ranges from limited to extensive:

- **Some knowledge:** Implies familiarity with the beginning or intermediate level principles and terminology peculiar to a particular occupation or career field.
- **Considerable knowledge:** Implies sufficient knowledge of a particular occupation to enable the employee to work effectively, with considerable independence in normal work situations. This level of knowledge is usually required at the experienced level in the occupation.
- **Thorough knowledge:** Implies an advanced knowledge of the subject matter of an occupation, such as to permit solution of unusual and complex work problems as well as advising others on technical questions.
- **Extensive knowledge:** Implies an unusually broad and specialized mastery of the knowledge associated with an occupation.

Knowledge Worker - An employee whose primary contribution is knowledge of a specific subject. Generally differentiated by ability to solve problems and develop new resources in the specific field of expertise rather than performing manual or interpersonal tasks. These employees may apply theoretical and analytical knowledge, acquired through formal education, to apply information in order to perform multidisciplinary, complex and unpredictable work. They analyze information and apply expertise in a variety of areas to solve problems, generate ideas, or create new programs and services.

Lead - See *Levels of Responsibility or Levels of Work*.

Levels of Responsibility or Levels of Work - A key determinant of the position classification to determine worth or value of a class. A class series reflects the differing levels of work within an occupational group. The level considers the role of the position in the organizational hierarchy and the difficulty and complexity of assigned work:

- **Trainee Level:** This level implies positions are being oriented/trained to work in a specific occupation that may include formal classroom training or on-the-job training. The job emphasis is on learning, not doing. Use of "trainee" implies promotion of an employee to the sub-journey or journey level upon successful completion of training. *For example:* Associate Agricultural/Weights and Measures Inspector and Fire Fighter Trainee.
- **Sub-journey Level:** Positions working in a developmental capacity with increased responsibility for performing a range of journey level assignments. The incumbent typically possesses the knowledge to do the job, but lacks professional experience in the field. It also requires the exercise of analytical ability, judgment, discretion, and personal responsibility in the performance of a variety of assignments in the field. *For example:* Accountant I and Agricultural/Weights and Measures Inspector I.
- **Journey Level:** The most typical and predominant level in a classification series. Positions are at full performance level and assigned the full-range and diversity of work. In any given organization, positions at this level may operate with fairly significant freedom from day-to-day supervision and need little or no guidance on such matters as selecting appropriate problem-solving methods and techniques, locating appropriate regulations, or applying proper procedures to carry out work. *For example:* Accountant II, Agricultural/Weights and Measures Inspector II, Medical Record Technician II, and Fire Fighter.
- **Senior or Advanced Journey Level:** Used to indicate a technical specialist or expert in the field of work. These positions have regular and recurring responsibility for the most specialized and complex assignments (over 50 percent of the time). A senior typically serves as a "resources specialist" to their peers, to lower classes, or to the public on non-routine problems or issues and have specialized expertise in one or more areas of the work of the class. Work is beyond the scope of duties normally assigned at the journey level and requires a higher level of knowledge, skills and abilities. A "senior" is distinguished from a "lead" in that a "lead position" performs work similar to that of a journey-level position, but is also involved in training staff and coordinating workflow and staff assignments. This level has fewer positions allocated. *For example:* Accounting Systems Analyst II, Fire Fighter Specialist, and EDP Senior Program Analyst.
- **Lead Level:** Positions that act as team or group leader to at least two (2) or more journey or lower level employees with responsibility for assigning, coordinating, and reviewing the work, ensuring proper work methods are followed, and

providing technical assistance and training. Positions spend no more than 50 percent of the time performing similar duties as the positions that they lead. *For example:* Accountant III, Senior Medical Records Technician, and Agricultural/Weights and Measures Inspector III.

NOTE: Generally, lead and senior level responsibilities are evaluated to be of equal level and are included in the same class.

- **Principal Level:** The "advanced professional expert" in a technical field of work where assignments are highly complex and new, unusual or unprecedented in nature. Most class series will not include a Principal level. Typically, these positions have such specific requirements that they are not appropriately part of a series. These positions are found only in occupational areas where there is a body of technically diverse and complex work. Usually, there is a senior level between principal and journey. *For example:* Principal Accounting Systems Technician, and Principal Real Property Agent.
- **First-level Supervisor:** Positions are responsible for the quantity and quality of work performed by lower level non-supervisory staff usually three (3) to ten (10) employees. Provides direct administrative and technical supervision to include planning, assigning, and reviewing work of staff, evaluating employee performance, approving leaves of absence, counseling, and recommending discipline. Position does not regularly engage in the same work as subordinates more than 40 percent of the time.
- **Second-level Supervisor:** Positions involved in the integration and coordination of several functions or programs through subordinate level supervisors. Considered the first level of management.
- **Manager Level:** Positions that manage people, places, and things. Managers are responsible for making major recommendations and taking actions that have a direct and substantial effect on the agency and the programs. Managers organize, plan, implement, and control functions and programs; develop and implement policies, procedures, and guidelines; formulate short-term and long-term goals and objectives; direct and supervise staff through subordinate supervisors; allocate resources; formulate budgets; determine staff training needs; etc.

Managers report to high-level officials. In general, a manager level class should be used to indicate a level of organizational control, complexity and responsibility higher than a first level supervisor. Management levels vary significantly based on the kind and level of subordinate staff, size, scope and complexity of programs managed, impact of decision making on department, problem solving, nature and purpose of contacts, education and experience requirements, etc.

- **Executive Level:** Department head or senior level positions that report directly to the department head.

Minimum Requirements - Represents the lowest qualification needed for eligibility for the class and may include a test as part of the minimum qualification.

Mission – A statement of organizational purpose for each department and subdivision within County government.

Mixed Position - Position where the duties and responsibilities are covered by two (2) or more occupational series (Nursing Attendant and Custodian) or where the position regularly performs different levels of work (Truck Driver and Laborer). The proper class of such a position is determined by an evaluation of the highest level regularly assigned duties, which are paramount to the reason the position was established.

Organizational Hierarchy or Structure - Describes the organization's chain of command and placement of positions in the organizational hierarchy. The organization structure determines, in part, the kinds, levels, and work arrangements existing among positions.

Position - Duties and responsibilities assigned by management to be performed by one employee. A position is the basic unit of an organization. Under this definition, the position may be full-time or part-time; occupied or vacant; temporary or permanent. Positions are created by management and changed by management based on the needs of the organization.

Position Management - A carefully designed position structure that blends work to be performed and the skills and assignments of employees with the objective of successfully carrying out the organization's mission.

Position Review Questionnaire - A written statement prepared by the incumbent as part of the classification study of his or her position, listing and describing the specific duties and responsibilities of his or her position. The questionnaire lists and describes the major duties and responsibilities with percent of time, supervision given and received, education and training requirements, problem solving, limits of authority, etc. The position review questionnaire includes appropriate comments from the incumbent's supervisor and higher-level management.

Professional - Work where the predominant and essential functions require knowledge in a field of science or learning characteristically acquired through education or training equivalent to a bachelor's or higher degree in a specialized field as distinguished from general education. Work is professional when the position exercises discretion, judgment, or personal responsibility for the application of an organized body of knowledge that is consistently studied to make discoveries and interpretations and to improve data, materials, methods (e.g., mathematics, engineering, medicine,

psychology, etc.) *For example:* Registered Nurse, Psychologist, Attorney, and Environmental Health Specialist.

Professional Experience - Work experience gained in a professional occupation or classification subsequent to receiving a bachelor's degree or its equivalent.

Reclassification or Reallocation - A classification action resulting in the change of the allocation of a position from one classification to a different classification based upon an official classification study. A position may be considered for reclass to higher, lower, or lateral level allocation when the duties and responsibilities meet the concept for a different classification.

Reasonable Accommodation - Under ADA, reasonable accommodation is an adjustment so that an individual with a disability can perform the essential functions of the job. Reasonable accommodations may include:

- Making existing facilities readily accessible to and usable by individuals with disabilities;
- Job restructuring, part-time or modified work schedules and/or reassignment to a vacant position;
- Acquiring or modifying equipment or devices;
- Making appropriate adjustment or modifications of examinations, training materials, or policies;
- Providing qualified readers or interpreters; and
- Other similar accommodations for individuals with disabilities.

Schedule "A" - The schematic outline of all classes in the County service, arranged by service, series, and group:

- **Service:** A grouping of the classification plan comprising all series within related occupations, professions or activities; or a number of class series related by broad similarity of work (e.g., health service, fiscal, clerical, administrative, and special services, and artisan and mechanical services).
- **Series:** A series is a unit of the classification plan comprising all classes within a given occupation, profession or activity with ascending levels of responsibility. It may include groups of classes or classes only (e.g., Lifesaving Series, Fire Protection Series, Professional Engineering Series, and Psychology Series).
- **Group:** A group is a unit of the classification plan comprising all classes within a particular subdivision of an occupation, profession, or activity. *For example:* The Dental Assistance Group is part of the Dentistry Series. The Dentistry Series is part of the broader health services occupational service.

Schedule "B" - The compendium of specifications for all classes in the classified service of the County of Los Angeles.

Service - See *Schedule A*.

Skill - An acquirable behavioral attribute or level of proficiency demonstrated by a person in performing a mental or physical activity of a work assignment.

- Skill depth refers to the thoroughness and proficiency within an increasingly complex, specialty or discipline having varied, interrelated parts or elements.
- Skill breadth refers to proficiency across a skill range, skill areas, work specialties, and/or discipline.

Span of Control - The number of subordinates under a supervisor, usually three (3) to ten (10) but depends on the level of staff supervised.

Staff Capacity - When used in a minimum requirement for a County class, the words, "in a staff capacity," "performing staff work," or "in the performance of staff functions," or any similar phrase containing the word "staff" means: having done work in an organization, the primary purpose is to assist and support administration in the efficient operation of its function by doing research into matters such as:

- a. Utilization of personnel;
- b. Allocation of funds/budgeting;
- c. Workloads and workload fluctuations;
- d. Legislative analysis;
- e. Programs or procedures for accomplishing work objectives; and
- f. Developing recommendations as a result of the above research.

Supervision - A position that has formal technical and administrative responsibility for the supervision of at least three (3) subordinate employees typically in the same or related occupational series. The supervisory employee may not engage regularly in the same work as his/her subordinates more than 40 percent of the time. The responsibilities delegated to a supervisory position are to direct employees and ensure the satisfactory performance of work objectives. This formal authority includes establishing job descriptions, assigning and reviewing work, approving absences and leave requests, evaluating performance, taking disciplinary actions, and counseling.

Supervision Exercised - Refers to the amount of supervision provided to a subordinate in the performance of his/her job.

- **Immediate or Close Supervision:** Frequent and detailed review of work. Instruction, advice, and assistance readily available, or work is determined by well-defined procedures, methods, and practices.
- **General Supervision:** General direction and review of work provided to subordinates; however, review may be frequent but not usually detailed. Emphasis is placed on quality of completed assignments. Work is determined by broadly defined policies, procedures, and practices.
- **Broad Supervision:** Instruction, advice, and assistance available at request of employee. Review of work is not detailed and usually emphasizes accomplishment of broad work unit objectives rather than specific work assignments.
- **Administrative Direction:** Advice and assistance limited to accomplishment of broad agency objectives and policies.

Tasks - A coordinated series of work elements used to produce an identifiable and definable output; one or more elements of distinct activities that constitute logical and necessary steps in the performance of work by the worker.

Technical Work - Occupations that require a combination of basic scientific or technical knowledge and manual skill that can be obtained through specialized post-secondary school education or through equivalent on-the-job training. Work does not usually require a four (4) year college degree. Positions in these occupations may involve substantial elements of the work of the professional or administrative field, but requires less than full knowledge of the field involved. Technical positions 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. Depending upon the level of difficulty of the work, these procedures often require a high degree of technical skill, care, and precision. *For example:* Programmer and Operator, Photographer, Investigator, Dental Technician, Licensed Vocational Nurse, and Drafter.

Trainee Level - See *Levels of Responsibility* or *Levels of Work*.

Unclassified - County positions designated in Section 33 of the County Charter as unclassified and not subject to Civil Service protection. They include: elected officials, all head of County agencies and departments, certain positions in the Sheriff, District Attorney and Assessor's offices, members of certain boards and commissions, officers and persons serving without compensation, and others.

Working Title - See *Functional Title*.

DEPARTMENTAL CONTACT

For guidance on specific issues regarding classification program policies and procedures, contact the Chief Executive Office, Classification Section at (213) 974-8481.



County of Los Angeles CHIEF EXECUTIVE OFFICE

POLICY/PROCEDURES/GUIDELINES

Subject: CREATING A NEW CLASS	Approved By: Sachi A. Hamai, <i>Sachi A. Hamai</i> Chief Executive Officer
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Policy Last Updated: January 15, 1999	

PURPOSE

The purpose of this policy is to provide uniform policies, procedures, and guidelines to govern the establishment of a new class for inclusion in the Classification Plan (Plan).

POLICY

A new County class is created only when the level and complexity of the duties and responsibilities of a position are significantly different from those of existing County class.

1. When possible, departments are encouraged to use existing classes, develop generic classes, or revise class specifications when the duties and responsibilities of a position are similar in level and kind to an existing County class.
2. The Chief Executive Office (CEO) makes the final determination on the necessity of a new class, the class specification and the salary. If there is disagreement with the department regarding creation of a new class, efforts will be made to resolve the issue(s).

3. CEO retains the authority for approving new classes in order to ensure consistent and equitable allocation of positions within the Plan.

I. DEFINITIONS (for the purpose of this policy)

A new class is defined as "the creation of a class in the Classification Plan with a new title, definition of work, class allocation standards, examples of duties and minimum requirements based on a review of the duties and responsibilities of a position(s)."

II. GENERAL GUIDELINES

INTRODUCTION

Under Civil Service Rule 5, a new class should be created when it has been determined that the duties and responsibilities of a position or positions are unique in terms of character, difficulty and responsibility, and do not meet the specifications for any existing class. The Rule also provides that all classes involving the same character of work but differ as to level of difficulty and responsibility be assembled into the same series. All series within the broad occupational field are then assembled into the same service.

PROCEDURES

A recommendation for the creation of a new class results from a classification study of a position or departmental organizational study:

A. Line Department

Department human resources' staff conducts classification studies of positions in accordance with procedures for conducting a classification study. If the classification study findings determine that a new class is warranted, the department will submit a complete "new class request package" that includes the following:

1. Justification for New Class

A Classification Study Report (CSR) must be completed, Parts I and II (Attachment A). The classification study of the position must clearly demonstrate the need for a new class and the level requested. In the CSR, Part II, Basis for Findings, the analyst must document the purpose of the job, organizational setting, reporting relationships, duties and responsibilities, and an analysis of why the position does not fit the current class or other County classes that perform similar work. A thorough

analysis of the position is an important factor in determining the need for a new position.

For some classification studies, the justification and analysis will be relatively simple and straightforward. For example, a new class is requested in a job family where there is no supervisory class to supervise subordinate staff. Because of the expansion of a program, the number of positions have increased to a level where a supervisor is needed.

Also, if there is an incumbent performing the duties of the proposed new class, a classification questionnaire must accompany the request for a new position.

2. Draft Class Specification

The draft class specification for the new position should follow the established CEO format (see Section 330, "Writing a Class Specification"). However, there are a number of sections of the class specification that require special attention:

- **Definition** - This section is a brief description of the purpose, scope, and kind level of work performed by the class. It provides information on "why" this classification exists in the Plan.
- **Class Standards** - This section identifies the criteria for allocation to the class. It is important that the standards define the level of work performed, reporting relationships, differences between this class and other lower or higher-level classes in the series, and other distinguishing class characteristics. In summary, the class standards typically reinforce those factors that contribute to the need for a new class.
- **Examples of Duties** - These should be arranged in logical sequence that list eight (8) to ten (10) significant duties. The examples of duties should be illustrative of the typical duties performed by positions in the class and not considered as all encompassing.
- **Minimum Requirements** - In drafting the minimum requirements for the new class, consider the knowledge, skills, and abilities required to perform the tasks listed in the examples of duties and the level of responsibilities identified in the class standards. From this analysis, make a determination as to the experience and/or education requirements that contribute to competent performance on the job.

- License - Identify any license or certification necessary for appointment to class that is used in the performance of the job or required by government/regulatory agency.

3. Current and Proposed Department and Section Organization Charts

A current and proposed organization chart must be submitted for each new class requested showing where the position is placed in the department's organizational structure. The organization chart should include all positions in the division/section/unit and their relationships.

4. Basis for Salary Recommendation

The basis for the salary recommendation for the new class must be documented on the Salary Squib for New Classifications form (Attachment B). The form includes the proposed salary schedule or Management Appraisal and Performance Plan (MAPP) range for the new class, external salary survey data, and internal salary relationships with other classes.

In developing a salary recommendation, the analyst should:

- Identify any comparison problems and the impact on the established internal relationships of classes within the series and with closely related series.
- Consider established supervisory differentials for related occupational groups. Ensure that a minimum salary differential of 2.7846 percent is established between the higher-level class and the lower-level class (for MAPP, there should be a minimum of a one range differential). After discussions with the impacted department(s) and a detailed review of how the new class fits into the organizational hierarchy, a higher differential may be considered.
- Obtain external salary survey data from the top ten counties in California, private agencies, or published salary surveys, where appropriate.

5. Complete Special Medical or Physical Requirements Findings Form

CEO Classification staff will secure approval of the Special Medical or Physical Requirements Findings form (Attachment C) for the new class from the Department of Human Resources' Occupational Health Program.

B. CEO Review and Approval Process

CEO Classification staff will respond to the request for a new class within 60 calendar days of submission by the department. In some instances, factors such as external classification surveys or labor union consultation may warrant an extension beyond 60 days. The process is as follows:

1. CEO will review the department's classification study report and other documentation submitted with the request for a new class. The analyst will evaluate the duties and responsibilities of the position against the existing class specifications to determine if a new class is warranted. The review will also explore alternative strategies to meet the needs of the department.
2. If a decision is made that a new class is needed, the analyst will work with the department's human resources staff to finalize the class specification. When appropriate, the analyst will recommend revisions to the class title, class specification, and/or minimum requirements. The analyst may also recommend the development of a generic class for future utilization by all County departments.
3. Once the class specification and salary level are approved, CEO will submit a letter to the department with the recommended classification findings.
4. If the proposed new class meets the criteria for bargaining unit representation, CEO Classification notifies CEO Employee Relations who has primary responsibility for consultation with the employee organization on the new class and salary. The line department's human resources staff will also participate in the consultation session with the employee organization. Once consultation with the appropriate bargaining unit is complete, the final class specification should be returned to CEO Classification for implementation.
5. The CEO analyst will coordinate the Fair Labor Standards Act (FLSA) and employee benefits designation for the new class with the CEO Compensation staff.
6. If the request for a new class is not approved, CEO will submit a reporting out letter with the classification findings to the line department with reasons for denial of the new class.

C. Implementation Process (Attachment D)

After resolution of the class specification and/or salary issues:

1. CEO staff will include the new class on the next Countywide Reclass Board letter that is submitted to the Board of Supervisors (Board) for review and approval once every four (4) months. New non-represented classes are submitted to the Board for approval once CEO finalizes the class specification and salary issues with the department. A new class that is subject to representation by a bargaining unit is usually submitted to the Board after the department has completed the consultation process with the union.
2. CEO notifies the department of agenda date of the Board letter and anticipated effective date of the new class.
3. CEO Compensation will incorporate the new class specification in Schedule B, the official filing system for all County class specifications, and will send a copy to line departments once it is approved by the Board.

DEPARTMENTAL CONTACT

For guidance on specific issues regarding classification program policies and procedures, contact the Chief Executive Office, Classification Section at (213) 974-8481.

TO: Chief Executive Office
Classification Administration

FROM: _____
Departmental Human Resources Manager or Administrative
Deputy

(Department)

SUBJECT: **CLASSIFICATION STUDY REPORT
PART I. TRANSMITTAL OF FINDINGS**

1. Study Number:

2. Job Identification:

- A. Incumbent's Name:
- B. Incumbent's Payroll Class:
- C. Class of Position:
- D. Functional Job Title:
- E. Division:
- F. Section/Unit:
- G. Immediate Supervisor's Class:
- H. Position Identification Number:

3. Finding:

- A. No Change []
- B. Reallocate to _____

(1) [] Up (2) [] Down (3) [] Lateral

C. Summary of Justification for Reallocation:

Classification Study Report
Part I. Transmittal of Findings
Study Number:
Page 2

4. Follow Up:

- A. This change will be included in the next quarterly Countywide Reclass Board letter

Anticipated Agenda date: _____

Anticipated Operative date: _____

CEO Analyst

Study Number:

CLASSIFICATION STUDY REPORT PART II. BASES FOR FINDINGS

1. Assigned Duties (Describe/list):
2. Reasons for Finding (consider how finding relates to current and proposed classes in terms of class definition, classification standards, and/or duties; how position has changed since prior study or original allocation; relationship with other positions in various classes considered; other studies reviewed).

Classification Study Report
Part II. Bases for Findings
Study Number:
Page 2

3. Class Specification:

A. Does finding of study meet the class description?

☐ Yes

☐ No

B. If no, how does it deviate?

C. If revision in specification is necessary, complete Class Specification Change Form.

4. Study

A. Requested by:

Name

Title

B. Completed by:

Name

Title

C. Reviewed by:

Name

Title

SALARY SQUIB FOR NEW CLASSIFICATIONS

TITLE: _____ ITEM NUMBER: _____

FORMER TITLE(S):

RECOMMENDED SALARY:

DATE SCHD NOTE**DUTIES:** (use no more than two or three lines)**BASIS OF SALARY RECOMMENDATION:****A. Prevailing wages:** (show central tendency measures)**B. Internal Relationships:****C. Benchmark Item Number:****Title:****BENEFIT INFORMATION:**☐ Savings☐ Flex Benefits☐ Exempt☐ Horizons☐ Choices☐ Non-Exempt☐ Options**Review (For CEO use only):**

Date: _____ Departmental Contact: _____

Date: _____ CEO Budget Approval: _____

Date: _____ CEO Employee Relations: _____

Date: _____ CEO Classification: _____

Date: _____ CEO Compensation: _____

SPECIAL MEDICAL OR PHYSICAL REQUIREMENTS FINDINGS**CEO Classification to Complete:**

Item No. **Classification Title:**

This is a new classification and a classification specification is attached.

This is an existing classification with revisions, addition, or deletions to job duties and the explanation of the change and/or class specification is attached.

In accordance with findings from the job description, CEO Classification staff finds that the Physical Class designation to appear on the Classification Specification is # _____ (see definitions below).

2 - Light Work:

This class includes administrative and clerical positions requiring light physical effort that may include occasional light lifting to a 10 pound limit and some bending, stooping, or squatting. Considerable ambulation may be involved.

3 - Moderate Work:

This class requires that the incumbent stand or walk most of the time with bending, stooping, squatting, twisting, reaching, working on irregular surfaces, occasional lifting of objects weighing over 25 pounds, and frequent lifting of 10-25 pounds.

4 - Arduous Work:

This class involves frequent heavy lifting over 25 pounds, often combined with bending, twisting, or working above ground on irregular surfaces. It includes those positions that occasionally demand extraordinary physical activity such as those in Safety positions.

DHR Occupational Health Program to Complete:

Do you concur with the physical class finding that will appear on the classification specification?

Yes

No

Are there vision, hearing, or other special requirements?

Yes

No

If "Yes" to the questions above, please comment or describe below:

Comments:

DHR Occupational Health Review:

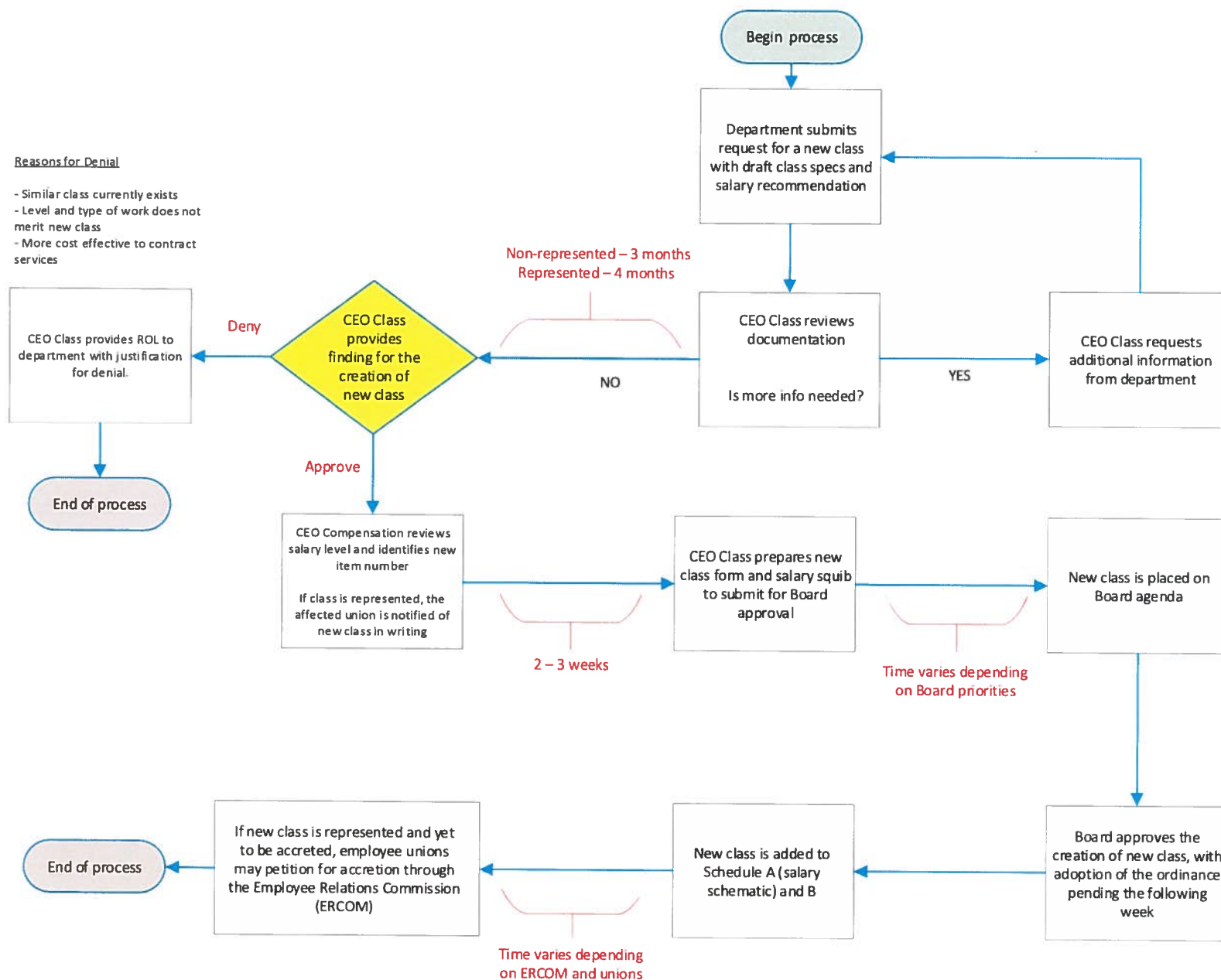
(Signature)

Telephone:

Date:

Return to:
Chief Executive Office
Classification & Compensation Administration Division
500 West Temple Street, Room 526, Los Angeles, CA 90012

Creating A New Classification





County of Los Angeles CHIEF EXECUTIVE OFFICE

POLICY/PROCEDURES/GUIDELINES

Subject: GUIDELINES FOR REVISING CLASS SPECIFICATIONS	Approved By: Sachi A. Hamai, <i>Sachi A. Hamai</i> Chief Executive Officer
	Effective Date: September 27, 2018
Policy Number & Filing Instructions: Policy No.: CL-007 Name of Policy: Guidelines for Revising Class Specification (Section I of the CEO Administrative Services Policy and Procedures Handbook)	Distribution: All CEO Employees
Policy Last Updated: March 12, 1997	

References:

Civil Service Rule 3.01(G), 3.03 and 5.

PURPOSE

The purpose of this directive is to establish and formalize uniform guidelines for the revision of class specifications.

POLICY

The Chief Executive Officer has delegated to line departments, subject to review by the Chief Executive Office (CEO), the responsibility for the continued maintenance of class specifications (Schedule B), which are unique to a department. Departments also may propose revisions to a specification of a shared class with the consent of all other departments utilizing the class. CEO has lead responsibility for the maintenance of class specifications for common countywide classes.

All revisions to class specifications must be approved by the CEO. All title changes must be approved by the Board of Supervisors. Class specification revisions for represented classes require union consultation.

I. DEFINITIONS (for the purpose of this policy)

Class Specification: A class specification is a detailed description of the key characteristics of a class and distinguishes one class from all others. It consists of the following essential components:

- The Title that is descriptive, brief, and consistent with other titles in the Classification Plan (Plan).
- The Definition that consists of a brief overall statement of the kind and level of work included in the class. It provides information on “why” this classification exists in the Plan.
- The Classification Standards that defines the differences in level and responsibilities of one class from other related classes and identifies reporting relationships. Standards further define the class concept and principal characteristics of the class.
- The Examples of Duties that are typically performed by positions in the class. This list does not attempt to be all inclusive, but only identifies the most significant and representative duties assigned to positions in the class.
- The Minimum Requirements that identifies the minimum education and experience needed in order to perform the work. The Minimum Requirements can also include additional or alternative requirements for specific positions within a class. License(s) and the Physical Class requirements necessary to perform the essential duties are also included.

Classes, and jobs within classes, evolve for many reasons and under many influences. Therefore, the corresponding class specifications will also need to be amended periodically. To keep them current, class specifications should be reviewed and revised as often as necessary, but minimally every ten (10) years. When revising a class specification, considerations should be given on how proposed revisions to one class might affect other classes within the series or related classes.

II. GENERAL GUIDELINES

Indications of a Need for Revision:

1. To reflect changes or advances in a field or technology, e.g., change from a manual system to an automated one.

2. To conform with legal or educational requirements that were not previously applicable, e.g., the addition of a license, registration, certification, degree, or specific credentials.
3. To add significant or delete obsolete functions.
4. To reflect gradual growth of a class, or a significant number of positions in a class, that results in additional or changed duties and responsibilities.
5. To reflect changes in any of the following components of a class specification:
 - A. Title: The title must accurately describe the job. Titles should not be changed to convert generic classes into department specific classes, to provide a salary adjustment, to change the benefit package, or to attempt to sever a represented class from a bargaining unit. Reminder: A change in title requires Board approval.
 - B. Definition: The definition can be amended, but the class concept cannot be changed (e.g., the definition cannot be changed to add high-level staff assignments if the class is a first-line supervisor, or it cannot be changed to add professional duties to a clerical class). The following is an example of a class definition:

Class: Accounting Systems Technician

Definition: *Performs professional accounting systems analysis work in connection with the internal audit, development, evaluation and review of large-scale and complex fiscal control systems for State and federally financed welfare and other programs.*

- C. Classification Standards: Standards can be revised to clarify how a class differs from other classes (distinguishing characteristics); to add significant knowledge and skills demanded of positions in the class (level defining characteristics); or to clarify responsibility and accountability (scope and level of responsibility and consequence of error). The following is an example of a classification standard:

Positions allocable to this (indicate level of class in the series such as entry, journey, lead, or supervisory) class are typically located in (describe department, division, or other assignment location that the positions are allocable to). Positions receive (indicate type of supervision received such as technical or administrative) from (insert title of supervisor) and are responsible for (describe major activities and accountabilities which give indication of the relative level of difficulty and responsibilities of positions in this class). Assignments are made in terms of (indicate the type of work

direction received). Incumbents must possess (indicate required knowledge, skills, and abilities). Positions are distinguished (describe distinguishing characteristics of the class to illustrate how it differs from other higher, lower, or related classes).

- D. Examples of Duties: Duties consistent with the class concept can be added while those inconsistent with the class concept can be deleted. Reminder: This section of the class specification is not a comprehensive list of every duty associated with the class, but rather those that are most representative of the level of the class. Avoid using department-specific duties if the class is shared with other departments. Essential functions of the class, particularly physical demands, must be described to conform to Americans with Disabilities Act (ADA) guidelines on job descriptions.
 - E. Minimum Requirements: Can be amended based on the evaluation of what is absolutely necessary to perform the duties of the class. Reminder: If the proposed change is for an exam and is above the minimum level needed to perform the job, consider increasing the Selection Requirements in the exam instead of revising the Minimum Requirements in the class specification. Requirements must be job-related and in compliance with Equal Employment Opportunity guidelines and ADA regulations.
- 6. To reflect an amended class concept, such as, when a related class is either added to, or deleted from, the hierarchical family of related classes.
 - 7. To reflect jobs within the class as they actually exist.

Procedure after determining the need to revise an existing class specification.

Department-specific Classifications:

- 1. The department initiating the action must submit the proposed class specification revision electronically to CEO Classification. Provide a completed Class Specification Change Form (Attachment A) and a draft copy of the revised specification with changes clearly indicated (existing language being proposed for deletion should be stricken out and new language should be underlined and typed in red).
- 2. Within thirty (30) working days of the receipt of the change request, CEO Classification staff will review it for conformance to established standards and practices, and respond to the department. If a problem is identified, Classification staff will contact the department to resolve any issue.
 - A. If the class is not represented, the department will be advised when CEO has approved revision of the specification.

- B. If the class is represented, CEO Classification will notify the appropriate employee organization and offer to consult. If consultation is requested, CEO Classification will coordinate with the CEO Employee Relations staff to conduct the meeting. Upon completion of this process, CEO Classification will advise the department of the results of the consultation and provide final approval.
 - C. Whether the class is represented or non-represented, the class specification change is effective upon final approval by CEO.
3. CEO Classification staff inputs the revised specification into NeoGov where all class specifications (Schedule B) are maintained. CEO Classification will notify the appropriate departments after the class specification has been updated.

Shared Classifications:

If the proposed class specification changes are to a class that is used by other departments, their concurrence must be obtained. Prior to submitting the proposed revision to CEO Classification, the department initiating the action must consult with the affected departments. e-HR can be used to determine which departments have a particular class. The Staffing Ordinance can be found in the County Code (Title 6, Division 3 – Departmental Provisions) can also be used. Additionally, if you need help identifying other departments that may have the same class, contact CEO Classification.

After concurrence from the affected departments has been obtained, the initiating department can submit the proposed changes to CEO Classification (see steps 1-3 above). Be sure to include a list of the other departments using the class and a copy of their Statement of Concurrence when submitting the request to CEO.

DEPARTMENTAL CONTACT

For guidance on specific issues regarding classification program policies and procedures, contact the Chief Executive Office, Classification Section at (213) 974-8481.

CLASS SPECIFICATION CHANGE FORM

INSTRUCTIONS: Step 1 - Department to complete numbers 1 through 7 and submit to Chief Executive Office (CEO) Classification

1. **CLASS:** **ITEM NO.**

2. **DEPARTMENT:**

3. **CONTACT:**

4. **ATTACH A COPY OF THE CURRENT SPECIFICATION WITH REVISION(S) CLEARLY INDICATED.**

5. **REASONS FOR REVISION:**

6. **THIS IS A (SELECT ONE): DEPARTMENT-SPECIFIC CLASS SHARED/COUNTYWIDE CLASS**

For shared/Countywide classes, attach a list of other departments in which this class is found and a copy of their Statement of Concurrence with the proposed revision.

7. **This is a represented class Bargaining Unit: This is not a represented class**

For represented classes, CEO will contact the union and offer to consult. For non-represented classes, no union consultation is necessary and CEO approval is final.

Step 2 - CEO to complete and return to the department.

8. **Class specification is approved:**

As submitted As amended

Class specification is not approved (check all that apply):

Class specification is not in approved format

Impact on County Classification Plan

CEO/Employee Relations concerns

Does not comply with EEO guidelines and/or ADA guidelines

Other:

CEO Representative:

Date:

CEO Manager:

Date:

Note: Send copy to CEO/ER if classification is represented

Step 3 - CEO to complete

9. **There are changes to the revision after consultation with the Union (copy attached as well as Statement of Concurrence from other departments) Meeting Date:**

There are no changes as a result of consultation with the Union. Meeting Date:

Step 4 - Final CEO Approval following completion of consultation process

CEO Representative:

Date:


CEO Manager:

Date:



County of Los Angeles CHIEF EXECUTIVE OFFICE

POLICY/PROCEDURES/GUIDELINES

Subject: WRITING A CLASS SPECIFICATION	Approved By:  Sachi A. Hamai, Chief Executive Officer
Policy Number & Filing Instructions: Policy No.: CL-011 Name of Policy: Writing a Class Specification (Section I of the CEO Administrative Services Policy and Procedures Handbook)	Effective Date: September 27, 2018 Distribution: All CEO Employees
Policy Last Updated: January 15, 1999	

References:

- County Charter
- Civil Service Rules

PURPOSE

The purpose of this Chief Executive Office Policy is to provide for the consistent application of policies, procedures, and guidelines by line departments' human resources staff in writing new and revised class specifications.

POLICY

1. A class specification shall be established and maintained for all classes in the classified service.
2. Each class specification shall conform to the established format that includes:
 - a. Official class title;
 - b. Class definition;

- c. Class allocation standards;
- d. Typical examples of duties;
- e. Minimum requirements; and
- f. Physical class.

I. GENERAL GUIDELINES

INTRODUCTION

The official class specification is a key element of the County Classification Plan (Plan). Civil Service Rule (CSR) 5.01 requires that a class specification be developed and maintained for each class in the classified service as necessary to meet the needs of the service, for the allocation of new positions, and the reallocation of existing positions. Further, the CSR states that the class specification must: 1) define the class sufficiently to provide the standards for allocation; 2) give examples of the more significant and typical duties assigned to positions in the class; 3) establish the minimum requirements for applicants for positions in the class; and 4) list any unusual physical requirements.

A fundamental principle in classification is that the class specification should describe and define the nature and scope of responsibilities, work activities, qualifications, and other level defining characteristics of the class so that it is distinguished from other classes in the classification structure. This information is typically referred to as "allocation criteria factors" and serves as the basis for assignment of a position to the class.

ESSENTIAL COMPONENTS OF A CLASS SPECIFICATION

There are six (6) major sections of a class specification: Title, Definition, Classification Standards, Examples of Duties, Minimum Requirements, License and Physical Class. Following is a discussion of the principles and guidelines for each:

1. Class Title

The title on the class specification is the official class title for use in all personnel records, personnel and payroll transactions, County budget, financial documents, recruitment and examination bulletins, and other public records. The purpose of a class title is to communicate an immediate understanding and identification of the job. The title should be consistent with the occupational titles currently established in the Plan. In selecting a class title, there are a number of criteria to consider. Specifically, the title should be:

- Clear and descriptive of the work performed by positions in the class. If a position is a supervisor or manager, it is appropriate for the title to reflect those duties and responsibilities. Titles such as Administrator, Chief, and Manager are used to reflect the level of responsibility inherent in the position assignment;
- Representative of the full range of positions or functions that could potentially be allocated to the class;
- Consistent with commonly understood language in the occupational field and/or specific vocation; and
- Indicative of rank or place in the class or occupational series if a job family has various levels.

EXAMPLES OF TITLES IN A SERIES

Accountant I
Accountant II
Accountant III

If a generic title is used, be sure that the class specification definition and standards allow for the allocation of future positions to the class.

The official class title does not preclude line departments from using informal "functional" or "working" titles for administrative purposes. For example, a department may have an official Intermediate Clerk title for a position whose functional title is Medical Records Clerk.

2. Class Definition

This section is a brief description of the purpose, scope, and kind level of work performed by the class. It provides information on "why" this classification exists in the Plan. The following are good examples of class definitions:

Class:	Accounting Systems Technician
Definition:	Performs professional accounting systems analysis work in connection with the internal audit, development, evaluation and review of large-scale and complex fiscal control systems for State and federally financed welfare and other programs.

Class: Construction Inspector

Definition: Under supervision, inspects the work of construction contractors, subcontractors, material suppliers, private parties, or other agencies involved in the construction, maintenance, or repair of various types of permitted activities and/or public works infrastructure including but not limited to flood control and water conservation facilities, bikeways, roads, and highways, bridges, aviation facilities, sewers, storm drains, and water systems to ensure compliance with applicable regulations, laws, ordinances, construction standards, and approved plans and specifications.

Class: Delinquent Accounts Investigator

Definition: Performs routine and complex investigations and collections of delinquent accounts payable to the County.

3. Class Standards

The class standards are an important aspect of the class specification. Standards further define the class concept, principal characteristics of the class, the level of difficulty and responsibility of positions in the class, as well as those characteristics that distinguish the class from other classes. These standards reinforce or emphasize those factors or criteria that are most significant in determining whether a position should be allocated to the class.

CSRs require positions be allocated based on, but not limited to, level of difficulty, responsibility and qualifications. To meet these requirements, the following types of allocation factors should be addressed in the class standards:

- Type of position (clerical, professional, supervisory, management, technical) and the nature of work performed;
- Level of class in the series (entry, journey, lead or specialist);
- Supervisory reporting relationships;
- Major activities and accountabilities that give some indication of the relative level of difficulty and responsibilities of positions in the class;

- Level of supervision and work direction given and received;
- Distinguishing characteristics of the class to illustrate how the class differs from the higher, lower, or related classes;
- Working conditions should be defined if the physical class designation is either "3 - Moderate" or "4 - Arduous" (see Page 11).

Example: "Incumbents in this class are required to stand and/or walk for long periods of time; work outdoors during all seasons; bend, stoop, squat and crawl into pipes to inspect for proper installation; climb through fences, up and down ladders, walk on graded and ungraded slopes, and step and jump over physical barriers to complete assignments."

- Knowledge, skills, and abilities required for the class, especially when they are significant to the classification allocation decision; and
- Unique or specialized type(s) of assignments of positions in the class should be defined where appropriate. Note: Although some assignments may be different and unique, the work performed can be of equal level difficulty and responsibility.

It cannot be overemphasized that the "class standards" provide "allocation factors" and other essential characteristics of positions in the class. The standards must be complete enough for other analysts to make future allocation determinations. Listed below are a few examples of acceptable class standards:

Class:	Appraiser
Class Standards:	Positions allocable to this class report to a Supervising Appraiser and are responsible for performing journey-level appraisal duties such as collecting and analyzing appraisal data to determine appropriate market values, estimating construction costs and determining depreciation, and conducting on-site inspections of new and improved residential, commercial, industrial, and rural property or business personal property for assessment purposes. Positions require the application of a thorough knowledge of all factors affecting property appraisal, as well as the ability to apply appropriate property appraisal principles, techniques, procedures, and laws in the appraisal of a wide variety of real or personal property.

Class: Appraiser Trainee

Class Standards: Positions allocable to this class receive technical supervision from higher level appraisers and administrative supervision from a Supervising Appraiser. Positions are characterized by their participation in a formal training program consisting of classroom instruction and on-the-job training designed to teach the techniques and procedures used in real and personal property appraisals and to prepare incumbents for higher-level appraisal positions. Under close supervision, Appraiser Trainees learn various appraisal methods which involve the application of appraisal principles and practices used in the valuation of real and personal property for assessment purposes.

Class: Safety Inspector

Class Standards: Positions allocable to this class typically report to a Safety Officer and serve as technical occupational and environmental safety specialists. These positions are distinguished from the lower level class of Safety Assistant by their responsibility for conducting the more complex safety engineering inspections to identify hazards and to ensure that the department's safety programs conform to established regulations. Incumbents are required to have an in-depth knowledge of departmental safety practices and federal, State, and local regulations related to specific worker safety and workers compensation programs. These programs include such areas as occupational safety, industrial hygiene, hazard recognition, environmental consultation, asbestos, hazardous materials management, safety auditing, and inspection of operations for hazardous conditions. Incumbents must also have the ability to communicate effectively in writing, possess good oral presentation skills, and have the ability to provide technical direction to Safety Assistants and other less experienced staff.

4. Examples of Duties

When the duties of the position are defined, the major functions or responsibilities are stated in terms of the things, services, or information that the incumbent is expected to produce.

The "Example of Duties" on the class specification is a listing of the major duties of position(s) in the class. Typically, major duties:

- Are level defining and represent the primary reasons for the position's existence;
- Occupy the majority of the employee's time;
- Can stand alone as complete and meaningful areas of job performance; and
- Govern the qualification requirements for the class.

In contrast, minor duties generally occupy a small portion of time, are not the primary purpose that the position was established, and do not determine the qualification requirements or the classification level (level defining).

The "Examples of Duties" focus on the kind and level of work performed by the majority of positions allocated to the class. Most jobs can be described in eight (8) to ten (10) duties that are not inclusive of the work performed in any one or all positions. It is also important to note that individual positions within the class need not perform all the examples of duties to be considered for inclusion in the class. Some positions may perform duties that are not listed in the "Examples of Duties." However, this is not inconsistent because the class specification describes the essential level and type of work responsibilities and activities.

When drafting duties for the class specification, the goal is to answer the "what, why and how" of the duty. Generally, duties are listed according to their relative importance in determining the level of a class. Duties may also be listed by percentage of time spent for each, from most to least frequent, or in the sequential order they are performed. Following are guidelines for drafting "Examples of Duties":

- Start sentences with an active verb such as "files," "operates," "plans," "inspects," etc.;
- Specify the most significant duties first;
- Be comprehensive, but not exceedingly detailed;
- List only those duties that are typical of positions assigned to the class. If there are distinct job assignments within a class, duties may be listed first for one job assignment and the other assignment next;

- Avoid using vague expressions and indefinite or ambiguous terms such as "assists," "coordinates," and "liaisons" in the duty statements. For example, "assists in preparing report" should not be used for "calculates monthly expenditures and enters figures on the expenditure report"; "conducts research" should not be used for "searches files"; or "coordinates administrative functions of the unit" should not be used for "prepares monthly workload reports, orders supplies, prepares bi-weekly time cards, etc." If these words are used, the examples of the specific tasks must be included;
- Include duties that demonstrate or explain a distinguishing characteristic of the class. For example, if a distinguishing characteristic of a position is "lead responsibility," include appropriate duties that list the tasks that characterize this responsibility;
- Avoid terms such as "more complex," "performs more difficult work," or "highly-responsible work" in the duty statement unless the difficult, complex elements of the job are pointed out by specific examples, such as:

"Prepares valuations of the more complex and sensitive properties involving eminent domain, partial takes, special benefits, severance damages, consequential damages and relocation, alteration or demolition damages."
- Eliminate phrases that convey no meaning outside the immediate office, such as specific names of organizations, projects, assignments, forms, acronyms and others. These only make the class specification become outdated faster. It is better to describe the work performed rather than detailing names, places and dates, and other specific titles.

5. Minimum Requirements (MRs)

The County Charter and CSRs outline certain general requirements that applicants for County jobs must possess. The MRs establish experience, education, and/or training standards for the recruitment and examination of qualified candidates to fill positions. The MRs bring to the examination prospective applicants who are presumed to have an adequate background to perform the work, after a normal break in period, of any position in the class. Persons with similar backgrounds compete in the same examination to determine which persons are best qualified to do the job.

The levels of general educational development, experience, and knowledge and skills normally acquired on the job should be stated and interpreted as the "minimum" level needed to successfully perform the job. The requirements

should be realistic in view of, and supported by, the job duties and responsibilities. Avoid "inflated" requirements that may act as artificial barriers and screen out potential candidates who are actually qualified to perform the work. Inflated MRs make recruiting more difficult and salaries paid are higher than needed. Further, inflated requirements often have an adverse impact on women and minorities and expose the County to charges of unfair discrimination and violation of Title VII of the Civil Rights Act of 1964.

A. Principles for Writing Minimum Requirements

The following principles should be considered when constructing the MRs:

1. Write the requirements with as much flexibility as possible by listing suitable alternatives to the needed education and experience;
2. Do not infer a need for specific experience or training to the exclusion of all other alternatives merely because the experience or training seems related to the job. Look for options that combine education and training alternatives as a way to achieve the requirements for the job;
3. Do not attempt to write MRs that measure every aspect of a job. Some knowledge, skills, and abilities (KSAs) may be better measured by using other tests and need not be translated into experience or education requirements;
4. Consider whether MRs are needed when routine KSAs can be quickly and easily learned on the job;
5. Consider the amount of training that is to be given on the job. If a class has an existing training program, or if one can be reasonably developed, the requirements must reflect only those KSAs needed for training. However, if such a training program is not feasible, requirements may be set to reflect the need for immediate competency;
6. Describe "at the level of" with specific types of duties, not just the class title. For example, "one year of experience at the level of Head Clerk or higher in the supervision of staff involved in financial data acquisition, eligibility determination, or the billing of patients";
7. Describe the degree and type of experience needed rather than just state "highly responsible" or "five (5) years progressively responsible" in the MRs;

8. Use qualitative terms (kinds of experience and training) rather than merely quantitative (amount of experience) whenever possible;
9. Establish MRs that are broad and general and yet capable of interpretation by the applicant, the examiner, and personnel responsible for acceptance of applications;
10. Ensure that the requirements are compatible with the duties of the class as set forth in the class specification;
11. Maintain a consistent pattern in writing MRs for classes in a series as well as for related classes;
12. Write requirements that are equally applicable for departmental promotional, interdepartmental promotional, and open competitive examinations. For example: The MRs may be designed to require experience in a County class (or classes) under one option and require experience in more general terms under another option;
13. Consider all possible sources of recruitment in drafting MRs. For example, identify what positions are logical recruitment sources; what KSAs an employee must have to be successful on the job; and what kinds of experience and training applicants are apt to possess; and
14. Do not write desirable qualifications as part of the minimum requirements.

B. Establishing Minimum Requirements

The formal education, training, and experience requirements established for a class must be inferred from and justified by KSAs that are required for successful performance on the job. KSAs are defined as:

Knowledge: A body of information that is normally learned through formal training, although such training can be on-the-job. Knowledge is usually of a factual or procedural nature that is applied directly to the performance of a task and makes for successful performance.

Skill: Skill is a present, observable level of competence in performing specific tasks and generally describes an attribute with a physical component (such as typing, using equipment, tools, etc.).

(A present, observable competence to perform a learned psycho-motor skill, such as typing or operating a switchboard.)

Ability: Typically defined as the application of a knowledge in a mental capacity; a present competence to perform an observable behavior that results in an observable product (i.e., ability to interpret, apply and explain complex rules and regulations).

The job analysis conducted on the position, including information provided on the classification questionnaire, will provide sufficient details to identify the KSAs needed to perform the major duties. Also, the supervisor or internal or external "subject matter experts" in the profession or occupational field will usually be able to assist in determining appropriate KSAs or alternative patterns of training and experience suitable for demonstrating achievement of the KSAs.

C. Writing KSAs

When you begin writing the KSA statements for the major duties identified for the positions in the class, consider each of the following factors:

- What knowledge/skills/abilities are required;
- To what extent or in what context are knowledge and abilities to be used; and
- How much knowledge and abilities are required.

The KSA statements should be as specific as necessary to describe the actual KSA requirements.

<p>Example: Incumbents must have a basic knowledge of statistics including mean, standard deviation and standard error of measurement to interpret exam item analysis report.</p>
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Additionally, the statements should not be statements with the words "ability to" or "knowledge of" inserted in front of the duties listed on the class specification. A KSA statement form is included in the Appendix.

D. Translating KSAs to Education, Training, and Experience

Once identified, the KSAs must be translated into years of education, training, and experience. The process begins with reviewing the KSAs and identifying the various education and experience alternatives to achieve the KSAs. Look at the entire spectrum of KSAs for the job as a whole to determine education, training, and experience.

In most cases, you will find there are several alternative ways to obtain the KSAs that will result in several options of specific education alternatives, years of experience, and possibly a combination of education and experience substitutions. Note that formal education cannot be the only qualification requirement at the exclusion of an experience alternative unless it can be clearly demonstrated that such education is the only means of obtaining the knowledge, skills, and abilities necessary to perform the work of the class.

For many professional classes, a degree is the only way that critical KSAs can be obtained or state law requires a degree. For example, a physician must be an M.D.; a physical therapist must have a degree, etc. However, where the basic qualification is a license or certification required by a governing agency, the MRs should be limited to the possession of the license or certification, unless the class requires other specialized, supervisory or administrative duties.

E. When to Require Specific KSAs Rather than Training, Education, and Experience or as Additional Qualifications

There are some classes where it is either policy or it is more practical for the MRs to list the KSAs themselves instead of a description of formal training and experience in the specific occupations. These classes fall into two (2) major groups:

- Those classes with easily-measured KSAs (e.g., typing at the rate of 40 words per minute); and
- Executive positions where the minimum requirement will include desirable qualifications that are based on identifiable KSAs.

6. License

This section should identify any license or certification necessary for appointment to the class that is used in the performance of the job or required by a government agency.

EXAMPLES

- A valid California Class "C" Driver License or the ability to utilize an alternative method of transportation when needed to carry out job-related essential functions; and
- Appointees must meet certification requirements established by the California State Board of Equalization within one (1) year of employment.

7. Physical Class

Physical Class is a designation of the physical effort required in the performance of the work assigned to the position. The County has three (3) "Physical Class" designations that are used on the class specification which are as follows:

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| 2 - Light: | This class includes administrative and clerical positions requiring light physical effort that may include occasional light lifting to a 10-pound limit, and some bending, stooping or squatting; considerable walking may be involved. |
| 3 - Moderate: | This class designation requires that incumbents stand or walk most of the time, with bending, stooping, squatting, twisting, reaching, working on irregular surfaces, occasional lifting of objects weighing over 25 pounds, and frequent lifting of 10-25 pounds. |
| 4 - Arduous: | A class designation of "4" involves frequent heavy lifting over 25 pounds, often combined with bending, twisting, or working above ground on irregular surfaces. It also includes those positions that occasionally demand extraordinary physical activity such as those in safety positions. |

CEO Classification will secure approval of a change in the physical requirements for the class from the Department of Human Resources' Occupational Health Program.

For additional information, please refer to Section 320, Guidelines for Revising Class Specifications.

DEPARTMENTAL CONTACT

For guidance on specific issues regarding classification program policies and procedures, contact the Chief Executive Office, Classification Section at (213) 974-8481.