

Mariposa County

Job Classification Plan



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I. INTRODUCTION

Purpose

A well-defined job classification system is the foundation on which an organization manages its most important resources – people. To this end, Mariposa County has developed a Classification Plan to achieve many aspects of its human resources management goals.

This Classification Plan serves as the official guidelines and policies¹ for Mariposa County's classification system. Good classification systems and plans include current, complete, and accurate class specifications, a classification hierarchy, definitions of classification levels, important allocation factors, supervisory/reporting relationships, supervisory types and definitions, class/position study procedures, career ladders, and all policies that relate to County job classes.

Further, the purpose of classification of positions is to (1) classify positions according to their common characteristics of kind of work, level of difficulty, degree of responsibility, qualification requirements, and other factors outlined later in this Plan; and (2) begin the initial formulation of policies and procedures, development of occupational structures and preparation of classification standards, technical evaluation guides, and other reference materials concerning classification work processes. The paramount qualification requirements of positions included in this Plan are the knowledge, abilities, and skills in position analysis and evaluation to determine appropriate pay scale, occupational grouping and job families, title, and functional level (or difficulty level) of positions.

While this Plan does not directly address the County's compensation plan, for salary administration, the Plan serves as the foundation of the County's compensation philosophy and approach for administering the various policies and procedures for ensuring that actions related to pay are fair, equitable, and consistent. Overall, the Plan serves as an aid to understanding the relationship of pay and position classification to appropriate and fair compensation, assignment of management responsibilities, and to other specialized fields of personnel management.

Benefits of a Classification Plan

A classification plan is the foundation for almost all other human resources functions. It is the basis for hiring, legal compliance, and performance management, including coaching and mentoring, workforce planning, compensation, employee relations, promotions,

¹ Note: If there is any conflict between provisions of this Plan and the language contained in the contracts (MOUs) or any resolution authorizing pay and benefits between the County and a recognized employee organization, or with Chapter 2.68 of the County Code, the provisions contained in the memorandum of understanding, resolution authorizing pay and benefits, or Chapter 2.68 of the County Code shall take precedence.

transfers, and training and development. In particular, the following personnel functions benefit greatly from having a good classification in place:

Recruitment and Hiring:

Well-written job descriptions serve as communication tools that allow both employees and candidates to clearly understand the expectations of the role, its essential duties, and the competencies, educational credentials, and experience required for the role. Doing this well can improve both internal and external recruitment, and can assist in retaining and motivating the best talent by ensuring that employee expectations are aligned with business expectations of what the role entails.

Compensation:

While the direct compensation probably should not be included in the job description, the job description should allow you to do research to determine the market value of that role. It should also allow HR to assess the internal value – to see how a position fits within your compensation structure as compared to other jobs. If done well, the job description will help HR assess where the job falls within any existing pay structures so that you don't create inequity or compression issues when filling the role.

Legal Compliance:

While maintaining job descriptions is not required by law, doing so can help the County stay in compliance with many existing employment laws. Here are some examples:

- ♦ **Fair Labor Standards Act.** Good job descriptions help to ensure proper classification of roles as exempt vs. non-exempt, which will then affect the overtime eligibility of the person filling the role.
- ♦ **Equal Pay Act of 1963.** This law is aimed at abolishing disparity based on gender. Obviously, good job descriptions should not indicate that there are gender pay differences or bias with regard to the position.
- ♦ **Title VII of the Civil Rights Act of 1964 Employment Act.** A good classification plan prohibits unlawful discrimination against any individual with respect to hiring, compensation or other terms, conditions and privileges of employment based on race, color, religion, sex, national origin or age. By matching up the best candidates based on factors that are relevant – as noted in the job description – the County will be able to better prove that its employment decisions were taken based on the ability to perform the job, not based on illegal factors.
- ♦ **Occupational Safety and Health Act (OSHA).** By describing the working conditions in a good job description, the County is also setting out how to safely perform the job. This is also an opportunity to note whether the employee will need to be able to perform hazardous activities.
- ♦ **Equal Employment Opportunity.** A good job description allows the County to conduct a fair selection process, such as interviewing without leaving out any groups of potential candidates.

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- ♦ **Americans with Disabilities Act.** The job description can be an essential component in determining the essential functions of the job when working out reasonable accommodations for disabled individuals. The job description should directly specify the essential and non-essential job functions, and should be periodically reviewed for accuracy on this point.

Workforce (People) Planning:

Without a sound and comprehensive classification plan, the County will not be fully positioned to address its current and future workforce and workforce planning efforts. Workforce planning is the strategic alignment of an organization's human capital with its business/service direction. It includes the methodical process of analyzing the current workforce, determining future workforce needs, identifying the gap between the present and future, and implementing solutions so the organization can accomplish its mission, goals, and objectives.

People planning is critical to the County's business. A full list of well-developed job descriptions across the organization shows all of the roles for the organization, and thus can show what roles are not filled and help with future planning. Job descriptions can note the role of the position within the organization and the future career path so that recruitment is forward-looking to future roles. Hiring managers can then consider whether a candidate is fit for not just the current vacancy, but also consider the fitness of the individual for future advancement.

Training, Development, and Performance:

Job descriptions can be matched up with the performance evaluation system to identify areas where additional training and development is needed. They also serve as the basis for performance management systems by clearly defining those job knowledge and ability factors that relate to successful job performance.

Conceptual Plan

This Plan presents a conceptual framework for the classification plan and identifies grades that reflect distinct differences in levels of work as determined through the use of established allocation factors and class concepts. The concepts addressed in this Plan include:

- ♦ Classification Levels
- ♦ Classification Series
- ♦ Job Description Format
- ♦ Definitions of Levels of Supervision
- ♦ Allocation Factors

II. CLASSIFICATION PLAN

The classification structure assists in providing a logical, consistent, and fair system, and helps applicants, employees, and managers in understanding job duties, responsibilities, qualifications; ensures equal pay for equal work; and provides valuable information in organizational planning and analysis, staff development, and performance management.

The County takes a broad approach to classification. Broad classification concepts provide a general fit of an employee to the classification and focus on the broader knowledge, skills, and abilities (KSAs) common to a large number of positions. There is a less exact fit of the employee to the position in this design, but management flexibility is greatly expanded and compensation is more easily managed.

Job Families and Classification Levels

Position classification represents the grouping of all jobs within the County into a systematic classification structure based on the duties performed, nature and level of responsibilities, and other work-related requirements of the jobs. The highest category of positions are job families which are groupings of jobs with similar functions, roles, or skills. Each position is assigned to a job family during the classification process based on the general roles, functions, and skills needed for that position. For instance, "Account Clerk II" is a specific class assigned to the Clerical job family.

Each job family consists of different levels and job classifications. Once the appropriate job family has been selected, the job classification is determined based upon the duties performed, scope of responsibility, level of skill, education requirements, and the potential impact the position has on the County's operations. Job families are groupings of jobs related by common vocations/professions. Accordingly, they have many similarities. Jobs in a job family are similar in that they:

- ◆ require similar types of knowledge, skills, and abilities (competencies), although in varying degrees of complexity and difficulty;
- ◆ have a continuum of knowledge, skills and abilities that represent a career path from the lowest to the highest level job;
- ◆ possess associated and related key behaviors; and
- ◆ have similar market competitive pay characteristics and conditions.

Within the classification plan, it is possible to generally categorize classifications according to the following levels:

Class Level

- Entry
- Journey
- Advanced Journey
- Lead
- Supervisor
- Manager
- Assistant/Deputy Director
- Director/County Administrative Officer

Within each job family, there may exist a classification at every level or only at selected levels. Not all job family or classification groups require all of the above levels. The specific required levels within a job family reflect the organization and type/amount of work required and should be tailored to the County’s needs and priorities.

In some positions, there may not be a need for functions to be performed at the entry level. Therefore, there would be no entry-level classification in that particular job family or class series. Furthermore, it is important to note that while two given jobs may both contain, for example, a journey-level classification, the two journey-level classes will likely be treated differently for compensation purposes. Distinctions between class levels for all types of job families may be expressed in terms of the general amount of responsibility to be assumed within each class level. The following subsections generally define the responsibilities to be assumed at each class level identified.

<i>Term / Level</i>	<i>Definition And Basic Information</i>
ENTRY	“Entry” is the first level in a series. Employees hired into Entry level classes often have limited work experience and require on-the-job training. Assignments are generally limited in scope and are performed within a procedural framework established by higher level employees. However, some Entry level classes are an “entry” into the series and may still require experience and/or education as minimum qualifications. In the case of true Entry level (limited experience), as experience is acquired, the employee performs with less immediate supervision. “Entry” class titles are generally followed by the Roman numeral I, such as “Accounting Assistant I.”

<i>Term / Level</i>	<i>Definition And Basic Information</i>
JOURNEY	<p>“Journey” commonly follows the Entry level and is the fully trained level in either a class or in a class series. “Journey” class titles are generally followed by the Roman numeral II, such as “Accounting Assistant II.” If a Journey level class is a standalone class with no other levels, then the title will not contain a modifier such as “I,” “II,” or “Senior.”</p> <p>Incumbents at the Journey level are expected to be fully competent to independently perform the position’s full range of duties. They may also assist in training and providing direction to others.</p>
ADVANCED JOURNEY	<p>“Advanced Journey” follows the Journey level and is the third level in a class series, although this level is not common. An “Advanced Journey” class title typically includes “III” in the title, but only if there is a class series with lower level classes (Entry and Journey) below it and if it is distinguished from the lower levels by being the “highly specialized” level.</p> <p>The Advanced Journey level is the “highly specialized” level but may also include lead or full supervisory duties, depending on the broadness of the class.</p> <p>Not all class series include an Advanced Journey level. If this level is needed, its duties should be clearly distinguished from the Journey level and not simply be a “time-in-grade” level. The “Distinguishing Characteristics” section of the job description may include examples of duties to assist in clarifying the Advanced Journey from the Journey levels of responsibility, and the advanced duties should account for at least 50% of the work time.</p>
LEAD	<p>“Lead” commonly follows the Journey level and may be the second or third level in a class series. The “Lead” classes provide indirect or “lead” supervision to at least three employees. This level is often called the “Senior” level in its title. Many times a class can serve as both a Leadworker and/or an Advanced Journey level class, which could include employees who are just Advanced Journey level, others who are just Leadworkers and others who are both.</p>

Term / Level**Definition And Basic Information**

Incumbents in Lead functions, or “Leadworkers,” are typically responsible for providing lead supervision to a group of at least three lower level regular staff while performing the day-to-day work themselves (temporary or other non-regular staff does not count under this definition), typically at a higher complexity level. Supervision is not the Leadworker’s full-time responsibility. Typical lead duties are to: train and provide ongoing guidance to staff; assign and monitor work; and assist in providing information to the supervisor in areas such as employee selection, performance evaluations, and coverage schedules. Leadworkers are typically not responsible for hiring/firing, corrective action, or preparing performance evaluations, though they provide input for the evaluations.

SUPERVISOR

“Supervisor” commonly follows either the Journey or Advanced Journey/Lead levels. Though some positions at the Journey level and up may have supervisory responsibilities (see levels above), classes at the Supervisor level typically have primary responsibility for full-time supervision of staff, including hiring/firing, corrective action, and completing and conducting performance evaluations. Supervisors work closely with Managers in regard to major or sensitive issues.

Supervisors may conduct day-to-day work similar to their subordinates in type but usually perform the more difficult or sensitive work in addition to supervising staff. (Incumbents responsible for supervising “functions” but not supervising staff do not carry the title of “Supervisor.”) The primary reason the class exists is to supervise regular County employees.

The term “full supervisory responsibility” relates to two dimensions: the responsibility for the entire range of supervisory tasks and the amount of time spent performing those tasks. As a rule of thumb, a class is considered a “full Supervisor” if it has responsibility for providing “direct” supervision for at least 40% of the time. Other classes, whether they are typically considered Journey or Advanced Journey, may provide direct supervision; however, once the threshold of direct supervisory responsibility exceeds 40%, then the need for allocation to a “full Supervisor” class is warranted.

Not all class series include a Supervisor level. If included, their duties should be clearly distinguished from those of any Lead positions, since there may be overlapping duties.

Term / Level	Definition And Basic Information
MANAGER	“Manager” classes perform full functional management responsibility for a division of a department or a work unit where the work is of a highly specialized and technical nature. “Manager” commonly follows the Supervisor or Advanced Journey/Lead level. The Manager level differs from other levels in that incumbents in management positions have: (1) significant responsibility for managing at least 3 employees and for formulating, administering, or managing the implementation of policies or programs; (2) responsibility for directing the work of others; or, (3) significant responsibility for overseeing and planning future delivery of services within the County.
ASSISTANT /DEPUTY DIRECTOR	Not all departments require an Assistant or Deputy department head level. Some reasons for this extra level of management are: (1) the department is very large and flat; (2) the department is made up of diverse divisions requiring multiple areas of expertise; and, (3) as a temporary measure, this level could be used as a succession planning tool. The Assistant/Deputy Director supports the Director by providing additional administration oversight and support.
DIRECTOR	“Director” classes recognize positions with full responsibility for the administration and oversight of the activities and operations of a distinct department.
COUNTY ADMINISTRATIVE OFFICER	The County Administrative Officer is considered to be a Director classification, but has responsibility for the development of the County’s budget. provides guidance to the Board of Supervisors regarding the overall County organization and operations and ensures implementation of the County’s Code regarding on-going operations issues.

Flexibly-Staffed Classifications

1. Flexible staffing exists when a classification series has two or more levels and an employee can be initially appointed to any level in the series, depending upon experience and/or education, and can be promoted from one level in the series to another without further testing. The purpose of using this type of classification structure is not to just give employees more money for doing the same job (grade creep); rather, there needs to be some rationale for its use, such as a classification that has several positions allocated to it in one department and the need to bring in new employees at a lower level, or to recognize a level that handles the most complex duties of a class. It would not be expected to have a flexibly-staffed class series for only one or two positions in a class.

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2. The two levels (and sometimes three levels, although not common) in a flexibly-staffed class series are essentially the same job (though the scope of duties is more limited at the entry level), and it is the employee's performance that warrants promotion to the Journey level, rather than a change in the position. Specifically, after putting in at least the required time-in-grade, if an employee is performing the full scope of the position's duties and **is doing so independently and with little direction**, then promotion to the Journey level class is warranted. Flexible-staffing is the only case in any classification decision where the performance of the employee is the major consideration. All other class decisions consciously remove the employee out of the equation with the entire focus now placed only on the duties and responsibilities of the position, irrespective of the incumbent and his/her performance.
 3. Promotion from the first level to the second level **is not a vested right after serving time in grade**. Recommendations to be promoted within a flexibly-staffed class series should be based on the following criteria:
 - ◆ the employee is allocated to a position that has been designated as flexibly-staffed;
 - ◆ the employee has passed his/her probationary period in the lower flexibly-staffed classification;
 - ◆ the employee meets all of the education and experience requirements for the higher flexibly-staffed classification, including the stated time-in-grade requirement;
 - ◆ the employee is performing the full range of duties in the higher classification; and
 - ◆ the employee's overall job performance is consistently meeting standards, as detailed in recent performance evaluations.

Major characteristics of flexible-staffing are:

- ◆ ability to hire employees at any level in the classification series;
- ◆ ability to recognize performance and to promote staff based on demonstrated knowledge, skills, and abilities, independence of work performance, and a specific amount of time-in-grade experience; and
- ◆ ability to promote from one level to the next without further examination.

Classification Series

A classification series is a set of two or more classes within a job family that are closely related in terms of work performed and distinguished primarily by the level of responsibility and scope of duties assumed. Within a class series, it is possible to distinguish general categories or levels based upon factors such as the scope of responsibility assumed, the training and experience required to perform assigned duties, and the nature of supervision received and exercised. Also, common titling designations are generally used to clearly define the applicable class levels.

Summary of Designations:

The following indicates, for each of the defined class levels, the titling, the distinctions, the scope of duties assumed, the general experience and training required, and the nature of the supervision received and exercised that typically reflect each level.

Entry Level (“I” Classes)

Employees hired into Entry level classes often have limited work experience and require on-the-job training. Assignments are generally limited in scope and are performed within a procedural framework established by higher-level employees. As experience is acquired, the employee performs with less immediate supervision. “Entry level” can also mean entry into a class series. For instance, “Fiscal Officer I” is the entry into the Fiscal Officer series; however, it is not an Entry level class, as it requires a college degree and prior related experience.

Journey Level (“II” or “No Designation” Classes)

Journey level classes recognize positions that require the incumbent to work under general supervision and within a framework of established procedures. Incumbents are expected to perform the full range of duties with only occasional instruction or assistance. Positions at this level frequently work outside the immediate proximity of a supervisor. A journey level position is fully trained in the scope of duties associated with this level and work is normally reviewed only on completion and for overall results.

Advanced Journey/Highly Specialized (“III” or “No Designation” Classes)

Advanced Journey/Highly Specialized level classes recognize positions that perform a full range of duties, possess special technical or function expertise, and are assigned specialized duties. They typically are assigned significant responsibilities above the Journey level that require specialized knowledge, skills, abilities, and experience, and exercise independent judgment in the performance of their duties. The standard for allocation of this class level is that the position is responsible for performing the highly specialized work for a preponderance of the time. III’s may also provide supervision to lower level staff.

Lead Level (“Senior” Classes)

The Lead level class provides indirect supervision to at least three employees and is designated with a “Senior” in the class title. When both the Lead and the Advanced Journey level classes are combined in an either/or/and class, it will be designated with a “III” (see above).

Job Description Format

The County's class specifications are descriptive and explanatory in defining classes. Each job description may contain all or part of the following information:

Class Title:

The class title is a brief and descriptive designation of the type of work performed. The class title on payrolls, budgets, personnel reports, and other official forms and reports will provide a common reference to the position. It should be understood that the class title is selected to serve this purpose and is not to be construed as limiting the use of working titles. Where there is more than one class in an occupational series, prefixing or suffixing modifiers are to be used to indicate levels, e.g., Accountant "I" and "II" and Administrative Assistant "I" and "II." Numerical suffixes are preferred to the use of indicators such as "Trainee," "Junior," "Assistant," "Associate," etc. The "III" designation is used for the Advanced Journey or Highly Specialized levels. The use of "Senior" denotes a Lead level class. The use of "Manager" denotes a division head, and the use of "Director" indicates the department head.

Introduction to Organization:

Just after the class title with no header is a brief introduction to the specific organization/ department and office/ work unit with a high level overview of the class.

Definition:

This section is a general description of the work and includes a brief, concise definition of the primary responsibilities assigned to positions in the class. When the classification concepts define entry level work as routine duties within an assigned functional area of work, the definition should reflect this. When the classification concepts define the responsibilities of a manager as assuming full line and functional responsibility for a division and for the development and implementation of divisional goals, objectives, policies, and priorities, the definition should reflect the above-listed range and level of assigned responsibilities. The definition should be supported by the duties.

Distinguishing Characteristics:

This section, when used, describes the level of work in relation to higher or lower classes in the same series and further expounds on the basic definition. The section identifies the qualities of a class that separate it from other levels of work in the series, and if necessary, from other class series. It is this section that is most important in determining the class to which a particular position belongs by distinguishing the:

- ◆ Entry from the Journey level;
- ◆ Journey level from the Entry and Advanced Journey level;
- ◆ Advanced Journey and/or Lead from the Journey level; and
- ◆ the class series from other, similar related classes.

Examples of Essential Functions:

This section is intended to enable the reader to obtain a more complete concept of the actual work performed in positions allocated to this class. It lists typical essential duties that are common to positions of the class. These examples show the range of duties performed by employees in the class. The list is descriptive, but not limiting. It is not intended to describe all the work performed in all positions allocated to the class. This section merely serves to illustrate the more typical portions of the work.

The duties are written in general terms, but enable the reader to obtain a more complete concept of the actual work performed. The list is not intended to describe all the work performed in all positions in the class, nor do all examples apply to all positions allocated to the class. In the more populated classes, only one portion of one work example may apply to a given position. Duties are generally listed in descending order of importance or percentage of time spent relative to other duties. The statement "Performs related duties as required" is included in all job descriptions to maintain the general approach to classification and to provide flexibility to management in assigned duties.

Employment Standards (Required Knowledge, Skills, and Abilities):

This section lists the knowledge and abilities that the duties of the class require and that applicants for positions in the class must possess at a minimum to be qualified. Personal characteristics commonly required of all employees, such as honesty, industry, and freedom from habitual use of intoxicating beverages or drug addiction, should not be listed, since they are implied as required standards for all classes.

Typical Working Conditions:

This section addresses the specific work environment where the employees work, typically in an office environment or in the field.

Typical Physical Requirements:

This section outlines the type of work environment in which workers perform their essential functions, and the mobility, lifting, vision, dexterity, hearing/talking, emotional/psychological, and environmental requirements.

Minimum Qualifications:

This section lists the educational background and work record that would typically indicate that an applicant would possess the knowledge and abilities to be successful in the job. This section can contain more than one qualifying education and experience pattern. If additional experience and/or education can substitute for the listed requirements, a specific substitution pattern should be identified. It should be stressed that this section does not in any way refer to the qualifications of present employees.

Additional Requirements:

In certain classifications, legal or special provisions require possession of a specific license or certification issued by a board of licensure as a condition of employment or continued employment and can also be listed here. This section also includes any special requirements of unusual conditions that apply to the class, such as an age requirement and ability to work weekends and holidays.

JOB DESCRIPTION FORMAT

CLASS TITLE

INTRODUCTORY PARAGRAPH *(With no header)*

DEFINITION

DISTINGUISHING CHARACTERISTICS

SUPERVISION RECEIVED AND EXERCISED

(Only for supervisors and managers)

EXAMPLES OF ESSENTIAL FUNCTIONS

Depending upon assignment, duties may include, but are not limited to, the following:

End with: Performs related duties as assigned.

EMPLOYMENT STANDARDS

Knowledge of:

Ability to:

Skill in:

TYPICAL WORKING CONDITIONS

MINIMUM QUALIFICATIONS

Experience:

Education:

Substitution:

Physical Requirements

Additional Requirements:

Creation Date:	
Revision Date:	

Definitions of Levels of Supervision

The following terms may be used to denote the levels of supervision received and exercised by positions in the various classes of work:

Direct Supervision:

The basic characteristics of direct supervision are the assignment of tasks; the observance, review, and evaluation of performance; the administration of line personnel functions (e.g., selection, discipline, grievances, privileges); and responsibility for the worker, as well as the work. The gradations of direct supervision are described below in terms of supervision received by employees.

Immediate Supervision

The employee works in the presence of his/her supervisor or in a situation of close control and easy reference. Work assignments are given with explicit instructions or are so routine that few, if any, deviations from established practices are made without checking with the supervisor. This type of supervision generally is exercised over the Entry level in a technical or clerical series and Trainee level in a professional series.

General Supervision

Assigned duties require the exercise of judgment or choice among possible actions, sometimes without clear precedents and with concern for the consequences of the action. The employee may or may not work in proximity to his/her supervisor. This type of supervision typically pertains to the Journey levels in a technical or clerical series and the Entry level in a professional series.

Direction

The employee receives general instructions regarding the scope of and approach to projects or assignments, but procedures and techniques are left to the discretion of the employee. This category is usually applied to Journey level professional positions and Advanced Journey level technical and clerical positions, in which employees are expected to operate with a reasonable degree of independence.

General Direction

The employee is responsible for a program or function and is expected to carry out necessary activities without direction, except as new or unusual circumstances require. This category is usually reserved for Supervisor level or Advanced Journey level professional classes.

Administrative Direction

The employee has broad management responsibility for a large program or set of related functions. Administrative direction is usually received in terms of goals;

review is received in terms of results. This category is usually reserved for administrators, managers, or assistant directors.

Policy Direction

This category is reserved for department heads, division managers, and assistant/County managers.

Indirect Supervision:

Indirect supervision is characterized by some form of authority over the work of employees not under direct supervision. In other words, the “supervisor” who provides indirect supervision is responsible for the work, but not for the worker. The descriptions above were written in relation to the employee under direct supervision; the following subsections describe persons with responsibility for exercising indirect supervision.

Technical Supervision

The “supervisor” is responsible for prescribing procedures, methods, materials, and formats as a technical expert in a specialty. S/he may produce or approve specifications, guides, lists, or directions. S/he may give direction to employees, but usually on “how” and “why,” and does not assign tasks or observe and evaluate performance. Technical supervision is related to an occupational specialty or function, not to specified employees.

Functional Supervision

The “supervisor” is responsible for a project or recurrent activities that involve tasks performed by persons over whom s/he has authority to give direction in regard to that project or activity, even though those employees are under the direct supervision of someone else. Functional supervision may include technical supervision, but goes beyond it in that the supervisor schedules and assigns tasks, monitors progress, reviews results, evaluates the employee regarding the area of assignment, and is the person responsible for the completed work product.

Occupational Groups and Job Description Language

The following defines the six major occupational categories that cover the County’s job classifications, and outlines the appropriate job description language required for each occupational category and the specific working levels, if any:

Executive Management – This category is reserved specifically for the County Administrative Officer and the County Department Heads; positions at this level may be responsible for directly managing one or more departments within the County, or may have responsibility for policy development at the highest level within the County. The title shall include the term “At-Will.”

- Definition Section: Work mainly involves problem solving and mediating highly conflicting, unexpected and unusual problems involving multiple groups. This section will also include the following language: “This is an at-will position that is outside of the regular position/employee system.”

Employment in this position may be terminated with or without cause or notice, at any time, at the will of the County in its sole discretion.”

- Level of Supervision Received: This class works under administrative direction from the Board of Supervisors, which includes broad management responsibility for a large program or set of related functions. Work is usually received in terms of goals; review is received in terms of results.
- Level of Supervision Exercised: This class may provide direct and/or indirect supervision to lower level personnel.

Management – This work involves formulating, evaluating, authorizing and interpreting policy for a distinct organizational unit in a division of a department.

- Definition Section: Work mainly involves problem solving and mediating highly conflicting, unexpected, and unusual problems involving multiple groups.
- Level of Supervision Received: This class works under administrative direction, which includes broad management responsibility for a large program or set of related functions. Work is usually received in terms of goals; review is received in terms of results.
- Level of Supervision Exercised: This class may provide direct and/or indirect supervision to lower level personnel.

Supervisory – This work involves planning, scheduling and assigning work for others to perform; reviewing, evaluating, and reporting on the performance of those supervised; and recommending changes to management for better achieving the objectives of the organization. Such work constitutes the major part of the work of those job classifications.

- Definition Section: Work mainly involves having primary responsibility for full-time supervision of staff, including hiring/firing, corrective action, and completing and conducting performance evaluations.
- Level of Supervision Received: This class works under direction, receiving general instructions regarding the scope and approach to projects or assignments; procedures and techniques are left to the discretion of the employee.
- Level of Supervision Exercised: This class provides direct and/or indirect supervision to lower level personnel.

Professional/Administrative – Professional – This works involves the continuous exercise of independent discretion and judgement in areas that are predominantly intellectual, philosophical, governed by conceptual understanding, analytical and varied in character. *Administrative* – This work involves obtaining and analyzing information needed by management and developing, recommending and implementing policies, systems, and procedures, as authorized.

- Entry – this is the first level in the series and assignments are generally limited in scope.

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- Definition Section: Work mainly involves the review of information, including summarization, analysis, interpretation and re-presentation in a different format.
 - Journey - this is the fully trained level within the series; incumbents are expected to be fully competent to independently perform the full range of duties.
 - Definition Section: Work mainly involves the gathering and interpretation of data dealing with problems and difficult situations. Incumbents may put forth alternative solutions for consideration.
 - Level of Supervision Exercised (if the class may be assigned supervisory responsibility): This class may provide indirect supervision to lower level personnel.
 - Advanced Journey – this is the highly specialized and/or lead level responsible for the most complex assignments. Some positions may perform full supervisory duties but do not do so for a preponderance of time (50% or more).
 - Definition Section: Work mainly involves the gathering and interpretation of data dealing with complex problems and unexpected situations, including making recommendations.
 - Level of Supervision Exercised (if the class may be assigned supervisory responsibility): This class may provide direct and/or indirect supervision to lower level personnel; however, this supervisory responsibility is not the primary purpose of the class.

Technical/Paraprofessional – This work involves the use of specific skills, knowledge and abilities acquired for use in a specialized area. Employs practical knowledge to perform learned techniques, particularly in fiscal, scientific or mechanical areas.

- Entry – this is the first level in the series and assignments are generally limited in scope.
 - Definition Section: Work mainly involves performance of prescribed tasks in predictable order with minimal exceptions to standard procedures.
- Journey – this is the fully trained level within the series; incumbents are expected to be fully competent to independently perform the full range of duties.
 - Definition Section: Work mainly involves performing prescribed tasks in a somewhat predictable order. Exceptions are regular but are carried out according to pre-determined policies or procedures.
- Advanced Journey – this is the highly specialized level responsible for the most complex assignments. Some positions may perform full supervisory duties but do not do so for a preponderance of time (50% or more).

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- Definition Section: Work mainly involves the review of information, including summarization, analysis, interpretation and re-presentation in a different format.
 - Level of Supervision Exercised (if the class may be assigned supervisory responsibility): This class may provide direct and/or indirect supervision to lower level personnel; however, this supervisory responsibility is not the primary purpose of the class.

Clerical – This work involves the transformation, organization, transmittal, recording, or maintenance of data or information. The performance of this group may involve the use of a variety of manual or electronic office equipment.

- Entry – this is the first level in the series and assignments are generally limited in scope.
 - Definition Section: Work mainly involves performance of prescribed tasks in predictable order with minimal exceptions to standard procedures.
- Journey – this is the fully trained level within the series; incumbents are expected to be fully competent to independently perform the full range of duties.
 - Definition Section: Work mainly involves performing prescribed tasks in a somewhat predictable order. Exceptions are regular but are carried out according to pre-determined policies or procedures.
- Advanced Journey – this is the highly specialized level responsible for the most complex assignments. Some positions may perform supervisory duties but do not do so for a preponderance of time (50% or more).
 - Definition Section: Work mainly involves the review of information, including summarization, analysis, interpretation and re-presentation in a different format.
 - Level of Supervision Exercised (if the class may be assigned supervisory responsibility): This class may provide direct and/or indirect supervision to lower level personnel; however, this supervisory responsibility is not the primary purpose of the class.

III. CONDUCTING CLASS/POSITION STUDIES

In addition to containing all of the agency's job classes, a classification plan also includes a systematic process for grouping jobs into common classifications based on similarities in duties, responsibilities, and requirements (knowledge, skills, and abilities). It is a way of formally describing the specific job classes of an agency to determine the appropriate class and/or level for a position or to update the specification content to more accurately describe the duties and responsibilities of a class. To properly maintain the classification plan, it is sometimes necessary to conduct classification and/or position studies, which may involve anything from just a single-position audit to determine if it is properly classified to a study of an entire classification series or organizational unit.

If a class study results in a new class, significant revisions to an existing class, or a salary change, the County will follow the provisions of the applicable MOU in communicating those changes to the Union or the applicable policy statement found in Section IV of this Plan. To help understand the process and issues related to classification studies, the information in this section provides answers to common questions about position and classification studies and outlines a typical process.

Common Class Study Questions

Why are studies conducted?

- ◆ Due to gradual changes in duties performed.
- ◆ Due to changes in organizational relationships and responsibilities.
- ◆ Due to recruitment/retention problems.
- ◆ Need for more equitable internal alignment – to establish an orderly, rational systematic structure of jobs based on their “worth.”
- ◆ To assist in setting pay rates that are comparable with related jobs in other organizations (although a compensation study would need to be conducted).
- ◆ To allow for measuring work against a common standard – plan and organize work effectively by defining work task, duties, responsibilities, functions, and related requirement.
- ◆ To identify a career ladder of progression or direction for employee advancement.
- ◆ To provide a solid foundation for addressing compensation issues (once again, a compensation study would need to be conducted).

When are studies conducted?

- ◆ As part of the County's annual Fiscal Year budget process, department heads may request class/position studies for their departments.
- ◆ Unless the class study is exceptionally large and/or the request was submitted at the end of the window period, every effort will be made to complete all the studies

by the end of the year. This will allow for all recommendations and any impact(s) from the studies to be addressed in a careful and professional manner.

What happens during a study?

The County's methodology for conducting a class study typically includes:

- ♦ maintaining reciprocal communication between HR and the study incumbent(s) and department;
- ♦ reviewing all pertinent documentation;
- ♦ providing a Position Description Questionnaire (PDQ);
- ♦ developing and/or updating classification specifications;
- ♦ conducting orientation sessions with all employees if there are several employees in the study;
- ♦ reviewing completed questionnaires;
- ♦ conducting interviews, in person or over the phone; in some cases, interviews may not be necessary;
- ♦ analyzing the data;
- ♦ coordinating an informal review process;
- ♦ developing and presenting a preliminary report; and
- ♦ developing and presenting a final report.

The PDQ is a form that is used to provide a detailed description of the duties and responsibilities of a position. If a PDQ was not submitted with the request, Human Resources will usually send the PDQ to the department for the incumbent to complete. Human Resources will research the history of the position and the class, and in many cases, interview the incumbent and the incumbent's supervisor, and, sometimes, other employees who perform similar work. These are called "audits" and are intended to:

- ♦ gather information about duties and responsibilities, not to judge work performance;
- ♦ audit both single position classes, as well as a group of position classes;
- ♦ gather information about multiple position classes, which will be audited as a group, with selected representation from each group;
- ♦ gather information from supervisors in order to provide clarification or additional information; and
- ♦ sometimes other comparable agencies with similar classes will be asked to provide information; it is also important to interview the supervisor to clarify issues or identify issues that will occur in the near future of which the employee may not be aware.

Job Evaluation

The formal job evaluation process involves thoroughly researching, analyzing, determining, and documenting the responsibilities, duties, skills, knowledge, and abilities related to a position. Human Resources looks at various factors in determining the proper class, such as, but not limited to, decision making responsibilities; scope and complexity of work; nature of contact with others; required knowledge, skills, and abilities; supervision received and exercised; working conditions; physical effort and organizational level, size, etc. After all of the relevant information has been collected, a written recommendation is prepared. The written recommendation is an analysis of the data collected in which Human Resources personnel, or their designee, will analyze data and prepare preliminary recommendations. Recommendations are then reviewed and compiled in a draft report. Recommendations may include reallocating a position to a different classification, developing a new classification, changing the classification title, modifying the class specification, or determining that the position is appropriately classified and no revisions are warranted.

The report is sent to the involved department(s) and employee(s) for review. Changes may be made based on additional information provided to Human Resources by the involved department based on Human Resources' (or the HR consultant's, if one is used) professional judgement.

If the study results in a recommendation to establish a new class or revise and/or retitle an existing class, then it may be required that the study go before the Board. Salary issues are not to be addressed in a classification study. The purpose of a classification study is to determine the appropriate classification for a given position, not to determine the appropriate salary for a classification.

How long does it take to conduct a study?

A study may take a few weeks to a couple of months. Some of the factors that affect the length of a study are the number of requests received in the class study window, the number of classes and positions included in each study, the amount of research necessary, the extent of the recommendations, the department's shifting priorities, the length of time it takes to get information from the department and/or incumbent, and the workload of Human Resources.

How is the incumbent involved in the study?

The incumbent's role is to thoroughly and accurately complete the PDQ so that Human Resources can fully understand the duties and responsibilities of the incumbent's position. Human Resources may also personally meet with the incumbent to discuss the PDQ in more detail, tour the work area, and/or possibly observe the incumbent performing certain tasks. Human Resources may also want to see samples of the incumbent's work. If the study is of an entire class with multiple incumbents, each incumbent may not be asked to provide information; rather, a representative sample will be selected and/or group interviews conducted. For single position classifications, each person generally participates in a desk audit. Human Resources may also meet with supervisors and managers to clarify information.

How is a recommendation developed?

The recommendation is based on the review of the information previously mentioned, and a comparison with the job description (also called “class specification”). A change may impact other positions in the class or another class. Some of the factors that do not influence a study are: volume of work, length of service, job stress, quality of work, status on eligibility lists, the fact that other employees are not working within their class, and the incumbent’s particular qualifications. Incumbents should remember that the study is an evaluation of a position, and is not an evaluation of their performance.

Factors that May Justify a Reclassification:

- ◆ a change in type of work/essential functions (e.g. secretary now doing accounting work for a large amount of time);
- ◆ a change in lead/supervisory responsibilities;
- ◆ a change in authority for making operational changes or in developing, recommending, and interpreting policies and procedures and the impact to the organization (work group/section only? Division? Department? Countywide impact?);
- ◆ the addition of stronger, more complex duties/removal of lower duties; and/or
- ◆ a change in organizational structure or mandate that affects reporting relationships, level in the organization, amount of management review, and/or interactions.

Factors that do NOT Justify a Reclassification:

- ◆ the performance of the incumbent in the position; reclassification should not be considered a reward or means to promote someone;
- ◆ the retention of a specific employee;
- ◆ an increase in workload that is of the same nature and level of complexity (volume) – this is a workload issue;
- ◆ a change in the emphasis of existing essential functions that are generally of the same complexity;
- ◆ knowledge, skills, and abilities possessed by the incumbent that are not required or regularly used in the position;
- ◆ technological changes or tools (i.e. new software) that do not substantially alter the essential functions of the job (particularly if the “industry” is similarly changing to the new technology); and/or
- ◆ job “stress”; perceived stress cannot be reliably measured and varies between individuals.

Allocation Factors

Allocation factors are standards that are used to measure job requirements of individual positions. These factors can be compared in order to measure the similarities and

differences among positions. The allocation factors used to develop the County's classification plan are:

- ♦ Decision-Making

Decision-making consists of (a) the decision making responsibility and degree of independence or latitude that is inherent in the position, and (b) the impact of the decisions.

- ♦ Scope and Complexity

Scope and complexity define the breadth and difficulty of the assigned function or program responsibility inherent in the classification.

- ♦ Contact with Others Required by the Job

This allocation factor measures (a) the types of contacts, and (b) the purpose of the contacts.

- ♦ Supervision Exercised and Received

This allocation factor describes the level of supervision received from others and the nature of supervision provided to other workers. It relates to the independence of action inherent in a position.

- ♦ Minimum Qualifications, which Include Knowledge, Skills, and Abilities

This allocation factor defines the required experience and education, knowledge, skills, and abilities necessary to perform assigned responsibilities.

These allocation factors are carefully and consistently applied during the analysis of each position included in the study. They are then compared with the same elements in positions that involve similar kinds of work. Not all factors will be as pertinent to all positions, and each factor is analyzed in accordance with the importance of that particular factor to the type of job.

Consideration of these allocation factors leads to the identification of various classes. More specifically, positions are typically divided first into job families and series that involve the same kind of work, and then subdivided into classes based on levels of responsibility within each group.

Positions are classified according to the nature and kind of duties assigned to the position. The assignment of additional duties of a similar nature to a position does not justify a higher classification. Problems of excessive workload are properly solved by redistributing work or adding employees, not by reclassifying existing positions.

How Class/Position Studies are Initiated

The following are standard ways classification studies are initiated during the open period (check with HR for the current classification/review timeline, which is typically during the County's Fiscal Year budget process of each year):

1. Department heads may request classification studies (usually single position reclassifications) in writing by providing information about the request such as the

reason for the request and some history/background about the position, and attaching an employee-completed Position PDQ (long-form for occupied positions; short-form for vacant positions – supervisor can complete PDQ for vacant positions). The request may be submitted without a completed PDQ, but the PDQ must be submitted within 15 days of receipt of the request. If not, then the study will roll over to the next classification review period.

2. Employees may request classification studies of their own position, but must first go through their supervisor and department head. In some cases, due to MOU language, if the request is denied by the department head, then there is no appeal or grievance. In other cases with different MOU language, employees can submit the request through their Union, to the County Administrative Officer. Any other additional steps may be allowed per specific MOU language.
3. Unions and management may agree in contract negotiations that classification/ position studies will be conducted within certain timeframes. Occasionally, a study may be agreed upon outside of negotiations to resolve a dispute or grievance.
4. A department head and Human Resources may agree that due to special circumstances, (e.g., a reorganization) a classification study is warranted.
5. The Union, on behalf of its members, may directly request a classification study. The request must be in writing to Human Resources, which states why the study is requested and outlines the changes that the position(s) have undergone over time that warrant a review. If the request is accepted, PDQs, if not already completed, will be distributed to the incumbent(s) for completion. The completed PDQs must be returned to Human Resources within 15 days. If not, then the study will roll over to the next classification study period.
6. New positions are added by the Board to a department through the normal budget process or sometimes outside of the budget process. In the case of a new position being added, information and a short-form PDQ is submitted simultaneously to both the County Administrative Officer (which justifies the need for the position and identifies the funds), and to Human Resources (which makes the decision on proper classification). Human Resources will work closely with the CAO's Office to meet the department and Board timelines.

Classification Study Findings, Results, and Effects

Classification Study Findings:

Classification actions may or may not result in what was originally anticipated by the requesting department or by Human Resources. It is essential that all involved parties keep an open, objective, and flexible attitude regarding conducting classification studies.

In undertaking a recruitment, the end product is known, that is, an eligible/hiring list will be established. Though there are variables to be determined (e.g., recruitment strategies, examination components, and so on), the goal is to provide the department with an eligible/hiring list. On the other hand, in undertaking a classification study, the

end product is to come up with the appropriate class action or decision, which may or may not be the same as the original request.

The following are some examples of varying classification study patterns and results:

- ◆ Department requests upward reclassifications for filled positions. What might be found? Study may show that an incumbent is performing higher level work, but it is work that another employee is being paid to do. Reclassification is denied and recommendation is made to have the higher level employee fully perform his/her duties.
- ◆ Study may show that there are new duties but that these are within the class concept, e.g., new technology has required new skills, or a manager has inherited a new unit following a reorganization. Each case is evaluated individually. It may be that the new duties are variations on existing ones and do not need to be specified. If they are distinct but appropriate for the incumbent's existing class, this would result in a class specification revision rather than a reclassification.
- ◆ Study may result in revisions to an existing class, which may include adding another level. Or, the study may identify a new level for a new class series.
- ◆ Study of two incumbents' positions may show that one should be reclassified and one should not. Occasionally, employee relations issues will arise regarding the fairness of how assignments were determined in the first place.
- ◆ Human Resources may revise an outdated class specification series. What might be found? Study may show that the class series would best be incorporated into another existing, newer and broader class concept. The class series may be deleted.
- ◆ Study may show that there are safety issues impacting incumbent assignments (e.g., hazardous conditions or lifting unreasonable amounts of weight) that should be brought to the department's and risk management's attention prior to moving ahead with the study and determining class duties and KSAs.
- ◆ Study may show that a level in the series should be added or deleted; e.g., a Lead level might be created or a Specialist level might be deleted.

On occasion, an incidence of "level creep" or misclassification may be found. This applies to positions that have been classified at too high of a level and are now affecting the perception of other incumbents. For example, a position may have previously been misclassified as an Accounting Technician rather than an Account Clerk. Then a study request comes in from a similar position in another department. The incumbent is a friend of the Accounting Technician in that department and claims s/he is "doing the same thing" and, therefore, should be reclassified to that level. The data collection and analysis phases of the study, along with a discussion with the Human Resources Director, will bring resolution to these issues.

Classification Study Results:

Classification studies are used to determine classifications and levels of positions. This may result in a variety of outcomes as listed below. The following section lists several

classification elements used to measure and analyze classes. Mariposa County generally compares existing classification concepts, KSAs, and allocation factors/standards to determine level.

The following are typical classification study results:

- ◆ Reclassification to an existing class with a higher, lower, or same salary.
- ◆ Reclassification to a new class with a higher, lower, or same salary.
- ◆ Revision of an existing class concept with the concept essentially remaining the same.
- ◆ Revision of an existing class concept resulting in a new class concept (possible deletion of old concept).
- ◆ Development of a new class concept.
- ◆ Deletion of an obsolete class.
- ◆ Reorganization or reassignment of duties or position.
- ◆ No classification action – position appropriately classified and class specification is accurate.

Effects of Class Studies on Incumbents:

The results of a classification/position study may or may not have an impact on the incumbent of a position included in the study. The study may determine that the duties of the position are consistent with the current classification and the position remains allocated to the existing classification. If the study determines that the duties of the position are not appropriate for the existing classification, the position may be reallocated to an entirely new classification, an existing lower classification, or an existing higher classification that more accurately reflects the required duties and level of responsibilities. When the findings result in the reallocation of a regular position to another class, it is appropriate for the incumbent of that regular position to be granted “regular/permanent” status in the new class, assuming s/he currently has such status with the County, is not a probationary or at-will employee, and meets the minimum qualifications of the new class. This essentially means that the incumbent gains status in the new class without having to take a competitive examination, being appointed from the appropriate eligible list, and serving a new probationary period.

While salary issues are separate from classification issues when class/position studies are conducted, once an analysis is complete and the recommendations are final, incumbent salary placement must be determined and implemented as the final step in a class study. Per the applicable MOU, the following are the salary placement effects of the various classification outcomes:

1. If an employee’s position is determined to be reallocated to a different class that is in the same salary range, the movement is considered the same as a lateral transfer; therefore, there will be no change in salary and anniversary date.

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2. If an employee's position is recommended to be reallocated to a different class, whether it is an existing or a new class, that has a higher salary range than the employee's current class, then the employee's salary will be at the step in the new range that provides at least a 5% increase over the employee's current salary step but in no case will exceed the maximum of the new range. A new anniversary date is then established which will be the effective date that the employee was moved into the higher class and/or salary range.
 3. If an employee's position is recommended to be reallocated to a different class, whether it is an existing or a new class, that has a lower salary range than the employee's current class, and if the employee is at the top of his/her current salary range (Step 5), then the employee's salary will be frozen (Y-rated) at the current salary until such time that Step 5 of the new salary range equals or exceeds the salary paid to the employee. If the employee is not at Step 5 of the current salary range, then s/he will be moved to a step in the new, lower salary range that is closest to his/her current salary step. No change in anniversary date is made.

IV. CLASSIFICATION POLICIES

Out-of-Class Work

A common misunderstanding in classification is the mixing up of out-of-class assignments with reclassifications that stem from situations where jobs change over time. Out-of-class work is meant to cover specific absences of employees in approved, budgeted positions, such as when an employee is out on leave or if there is a vacant position that is expected to be filled in six months or less. It has a set timeframe when the additional work is first assigned and should end with the absent employee returning from leave or when a new hire has been made. The typical out-of-class assignments are usually handled at the department level with approval from HR by way of a Payroll Action Form. Except in the cases of a vacant position, employees do not need to meet the minimum qualifications in most out-of-class situations, allowing such assignments to also serve as opportunities for training and development.

The situation where a job evolves or changes over time is different than out-of-class assignments and this is when classification/position studies are needed. The study is to determine if the position has indeed changed substantially over time; and if so, then to determine if those changes are such that would warrant a class change (reclassification) and if so, to what class. There should not have been a purposeful addition or change in duties, as this practice is counter to merit and fairness principles and values. Because situations where a job changes over time are not purposeful, out-of-class pay is not given because the changes have been gradual and not known; and once suspected, have not yet been studied for the proper class determination.

Classification studies shall be conducted according to the County's classification calendar on positions that have either changed over time or have been affected by an organizational change. Any recommended classification changes, including different salaries, will be effective at the beginning of the full pay period following finalization of the study recommendations.

Policy Statement for Out-of-Class Work Versus Reclassification Study Results²:

Out-of-class work shall only be assigned to fill an actual budgeted position where the incumbent is out on leave, or to cover a position that is expected to be vacant for six months or less. Employees who are assigned work of a higher level permanent position on a temporary basis due to a vacancy of six months or less, an illness, vacation or other type of leave shall receive a salary rate increase to the next higher level for the time actually worked, provided that the total continuous assignment is eighty (80) working hours or more. Such increase shall be determined as if the assignment had been a promotion, and shall be effective from the first day of such an assignment.

² If any MOU language provides for a more generous policy than found in this section, the MOU shall prevail.

The out-of-class employee technically remains in his/her current position, thus continuing to receive the benefits of his/her regular position, but receives additional pay for assuming a substantial amount of the higher level position's responsibility on a temporary basis. The employee's salary shall be adjusted to be comparable to the existing step of the new range, which shall be at least five percent (5%) higher than the employee's existing salary, or the top step of the new range if a 5% increase cannot be achieved. Such assignment and additional pay shall only be made in writing by the department head.

Acting Assignments

Acting assignments differ from out-of-class assignments in that an acting appointment is made by the County Administrative Officer to a vacant position (or, by the Board of Supervisors for a vacant department head position) that is expected to be vacant for six months or longer pending a recruitment, whereas an out-of-class assignment is made to cover an existing employee's absence or for a vacancy of six months or less.

An acting assignment differs from an "interim" assignment, which is typically made by hiring a non-County candidate to work in a vacant position on a temporary basis until a regular hire can be made. Acting assignments, on the other hand, are only given to current County employees.

For an acting assignment, the employee must meet the minimum qualifications and is placed in the actual position on a temporary basis and thus will receive the benefits of the higher class, if different from the benefits currently received. The County employee is appointed in acting basis by the County Administrative Officer in writing and is placed in the new salary range that provides the employee with at least a 5% increase without exceeding the maximum of the range. The acting assignment shall terminate when a new hire is made and the new or newly promoted employee begins employment.

For County department heads who are assigned to work in an acting assignment or a non-department head employee who is approved to be assigned as an acting department head position, the Board of Supervisors approved the following acting assignment parameters on June 13, 2017:

- A department head position must be vacant with the Board of Supervisors making an official acting appointment;
- The acting assignment cannot exceed 24 months in duration;
- For an existing department head who is placed in an acting assignment, a 10% increase to the acting employee's base salary will be added after 30 days after the appointment and start of the acting assignment;
- For an existing non-department head employee is placed into an acting department head position, they will receive 90% of the base pay of the prior incumbent department head to which they are assigned starting 30 days after appointment and start of the acting position.

Appeals of Classification/Position Study Results

(If an MOU provision is in conflict with any of the following appeal/grievance rights, the MOU shall prevail.)

Request for a Class/Position Study:

The usual requesting process is through the supervisory/management ranks, with the final decision of whether or not to move a request forward to HR resting with the department head, whose decision is final and not subject to an appeal or grievance procedure.

For some MOUs and for positions not covered by an MOU, the following additional appeal step shall apply:

The County Administrative Officer shall consider such requests that have been denied by the department head and recommend one of the following actions to the Board of Supervisors:

- ♦ deny the request and direct the department head to assign only those duties to the employee that are within the employee's current job description;
- ♦ approve the request for a class/position review; or
- ♦ deny the request for class/position review.

At least ten (10) working days prior to the County Administrative Officer docketing his/her recommendation of one of these actions to the Board, the County shall give prior notice to the Union, if applicable, of all the class/position study requests affecting employees covered by this policy statement, and the recommendations to the Board.

The Board shall act upon the recommendations and shall communicate its decision to the employee and the Union, if applicable, within twenty (20) working days after receiving the request for a classification/position study. The decision of the Board is final and shall not be subject to any further appeal or grievance, unless otherwise stated in an applicable MOU.

Recommendations from a Class/Position Study:

When a class/position study request is accepted, it shall be reviewed and analyzed by Human Resources or a contract HR specialist. All study results and recommendations shall be presented in writing to the department head, the employee, and the Union, if applicable. Changes may be made if additional job information is presented that affects the study conclusions.

If there is still a disagreement with the study results, an appeal may be made to the County Administrative Officer. At least ten (10) working days prior to the County Administrative Officer docketing his/her recommendation of one of these actions to the Board, the County shall give prior notice to the Union, if applicable, of all the class/position study results affecting employees covered by this policy statement, and the recommendations to the Board.

The Board shall act upon the recommendations and shall communicate its decision to the employee and the Union, if applicable, within twenty (20) working days after receiving the appeal of the study results. The decision of the Board is final and shall not be subject to any further appeal or grievance, unless otherwise stated in an applicable MOU.

Adopted: 10/6/2015 (Res. No.15-466)

Amended: 12/15/2015 (Res. No 15-584); 6/13/2017 (Res. No. 17-378)