

2010

# Writing Class Specifications

A guide for State Agencies

This update replaces the 1993 document-DESCRIBING JOB CONTENT: HOW TO WRITE CLASS SPECIFICATIONS

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## I. Introduction to Writing Class Specifications

The primary purpose of the class specification is to define the class and differentiate it from other classifications. Its primary function is classification decision making.

*“Class specifications are the legal base for examining compensation, training and other personnel decisions affecting positions or groups of positions. In order to ensure equal employment opportunity in the state service, all of the elements of the class specification must be clearly and directly related to the work which employees are expected to perform.”* **DOER Commissioner John W. Jackson, Dec 26, 1973**

Class specifications are intended to be descriptive and explanatory, showing typical work assignments of positions appropriately placed in the class. While a single position may not perform all of the examples of work listed, particular examples of work should not be isolated and treated as the full definition of that particular category of work nor used as the basis for position allocation decisions.

Because of their natural limitations, class specifications should be used in their entirety and in relation to all other specifications contained in the classification plan. Classification decisions are based on the nature and purpose of the work. Typically, where the work is performed is not a consideration for allocation.

The class specification format used in Minnesota state government consists of the following sections:

- Class Title
- Career Family
- Kind of Work
- Nature and Purpose
- Distinguishing Characteristics
- Options
- Examples of Work
- Knowledge, Skills and Abilities Required
- Additional sections may include:
  - Legal/Licensure Requirements
  - Special Work Conditions

Class Code, Bargaining Unit and Career Family will appear at the top right hand corner. Establishment, revision, title change dates, and former title will appear at the end.

### *Class Title*

The class title should capture what is most important about a class by indicating the basic field of work (such as accounting, engineering, typing) and the primary role of the incumbents (such as supervisor, manager, technician). Generally, a class title should be:

- Descriptive
- Brief
- Consistent with existing title structure.

- Communicate to the public a proper impression of the work performed.

Example:

Account Supervisor. This title is descriptive, brief, consistent with series ordering practice, and appropriately communicates work performed.

**Do not include the agency name in the class title unless the work of the class is clearly unique to that agency.**

### *Career Family*

Identify the career family. A description of the career families can be found in Appendix 3. The career family associated with a class is listed on the Roster of Hay Evaluations. The career families represent classes that perform similar types of work. The structure and definition of these career families are both internally and externally compatible with the State of Minnesota classification system and the U.S. Department of Labor's O\*Net system. The O\*Net system is the replacement for the Dictionary of Occupational Titles (DOT). Each career family is linked to at least one O\*Net occupational subgroup.

### *Kind of Work*

This section of the class specification contains one phrase identifying the kind of work of the class. The purpose of this phrase is to categorize the work appropriately using standardized vocabulary.

The following guidelines are recommended:

- Identify the broad occupational category to which the class belongs. The commonly used categories are: Managerial, Professional, Para-professional/Technical, Office/Clerical, Craft, Maintenance, Laborer, and Service. A description and examples of these categories are found in Appendix 2.
- Indicate if the class is supervisory or lead work. Definitions of these roles are also found in Appendix 2.
- The kind of work may include the occupational field such as labor relations work or civil, electrical, mechanical or environmental engineering work.
- Indicate if the class is part of a class series, e.g. Management Analysis or State Program Administration e.g. *"first of 4 classes in the Accounting Officer Series"* or *"second of 3 classes in a class series in professional rehabilitation support and development work in a specific program area of rehabilitation support and development"*.
- Include a reference to equipment operation which is primary to the work of the class, but not if it is evident from the class title.
- Exclude reference to the specific location of the class unless it is unique to one location or essential for understanding the work of the class.
- Avoid the use of subjective, non-standard modifiers such as complex, difficult, responsible, and highly responsible. The Examples of Work section will be sufficiently complete to define the work of the class.

### Examples of Kind of Work Statements

CLASS TITLE	
ACCOUNTING OFFICER	Professional accounting work; first of 4 classes within the Accounting Officer series
ACCOUNTING SUPERVISOR, PRINCIPAL	Professional supervisory accounting work; fourth of 4 classes within the Accounting Supervisor series.
STATIONARY ENGINEER	Craft work in a high pressure steam heating or electric plant.
OFFICE AND ADMINISTRATIVE SPECIALIST SENIOR	Clerical work: fourth of 5 classes within the Office and Administrative Specialist series.
<u>REHAB PROGRAM SPECIALIST 3</u>	<u>The third of 3 classes in a class series in professional rehabilitation support and development work in a specific program area of rehabilitation support and development.</u>

#### *Nature and Purpose*

This section of the class specification begins with a concise, single sentence to introduce the level of supervision or control over the work of the class. It summarizes the nature of the work and its purpose. The phrase, "performs related work as required", ends the section.

#### **Nature of Work**

Nature of Work section of the class specification includes a phrase indicating the degree of control or supervision received and a description of major functions. Standard terms delineating level of control or supervision received are used in beginning the sentence.

#### **Supervision**

Supervision: Use of the word "supervision" indicates a greater amount of control is exercised over positions in that class than for positions in a class using the word "direction" in the definition.

**Supervision levels** are differentiated by the specificity and application to the technical and administrative details of work assignments. Three standard levels of supervision are used:

- **Immediate supervision** means an employee in the class works under close supervision where the work assignments are well-detailed and well-prescribed by the superior. Little opportunity exists to exercise personal initiative, discretion, or judgment. The employee is held responsible only for the accurate and proper application of the steps of the well-established work process.
- **General supervision** means an employee in this class works under fairly close supervision administratively, but the worker is given some latitude technically. The assignments and objectives are prescribed, but the methods are not typically reviewed nor controlled while the work is in progress. The employee is expected to take the initiative in solving most problems of detail, except those which are new or unusually complex in nature.

• **Limited supervision** provides considerable freedom from both technical and administrative oversight while the work is in progress. In addition to the previously mentioned conditions of general supervision, the employee has: freedom from control over the sequence of assignments, a substantial degree of responsibility for determining what shall be done next, and a substantial degree of independence in planning and organizing the employee's own work.

### Direction

The term "direction" is used whenever a greater degree of administrative freedom and no technical control are exercised over a position. Direction is recognized by its generality and the application of control solely to the administrative aspects of work performance. Functions such as planning and organizing the details of work, and directing the methods to produce a given result are in the hands of the employee. The employee is expected to meet new or unusually complex situations without technical guidance other than that offered by general statements regarding program objectives, policy, and planning.

• **Administrative direction** frees employees from active technical control in planning and carrying out work responsibilities. Control is exercised managerially only where matters such as policy development and coordination, intermediate/long range planning and budgeting and expending of funds are involved. The employee reports periodically to a supervisor, usually by means of conferences, to discuss work progress or new problems which require advice of an administrative nature.

• **General direction** gives employees technical and administrative freedom to plan, develop, and organize all phases of the work necessary for its completion within broad program guidelines. Generally employees can develop and utilize any procedures and methods which do not conflict with major organizational goals and policies. Control is exercised managerially only where matters of broad policy development and advocacy, long-range planning, budgeting of funds, and so on, are involved. Actual contact with a superior is rather limited in terms of frequency and matters covered, when compared to the total scope of the employee's duties and responsibilities.

After selecting the appropriate supervision or direction level for the class, begin the sentence as follows:

Under general supervision, . . . OR Under administrative direction, . . .

Following this phrase, state the major occupational functions as a summary of the typical work performed in the class. Select a few words to describe the major characteristics of work, rather than merely repeating a work example.

Under general supervision, *performs servicing and mechanical repair work on automatic equipment*, . . .

Under administrative direction, *supervises subordinates who plan, deliver and monitor income maintenance programs and establish goals, policies and timetables*, . . .

## Purpose of Work

Next, add the overall purpose of the work in the class is added.

Under general supervision, performs servicing and mechanical repair work on automatic equipment, to maintain the operational status of a vehicle fleet...

The complete Nature and Purpose statement including the phrase "performs related work as required" would appear as follows:

Under general supervision, performs servicing and mechanical repair work on automatic equipment, to maintain the operational status of a vehicle fleet; *performs related work as required.*

Under administrative direction, supervises subordinates who plan, deliver and monitor income maintenance programs and establishes goals, policies and timetables, so that program execution is coordinated and in compliance with state and federal government laws and rules; *performs related work as required.*

## Distinguishing Characteristics

An important element of class specifications is that there be clear distinctions between and among classes to simplify the process of slotting jobs into classes.

This section of the class specification is used to:

- Identify essential allocation criteria.
  - *"The Laborer General differs from the Laborer, Trades and Equipment in that only limited skill is required to perform the duties of this class; whereas the Laborer, Trades and Equipment performs semi-skilled work to assist skilled craft employees (e.g., Electricians, Plumbers, Carpenters, etc.) in the construction, maintenance, and repair of state facilities or semiskilled work in the operation of increasingly specialized equipment and motorized vehicles."*
- Describe behaviors **which differentiate the job from adjacent classifications within the same class series**. For example:
  - *"The Rehab Program Specialist 3(RPS3) differs from the RPS 2 level because at the RPS 3 level duties are extremely visible; politically sensitive relationships outside the organization are essential to position successes; may have several focuses/program elements impacting the whole program statewide; may provide lead work; and RSP3s are recognized experts in a field, new program or emerging issues".*

## Options

A "class option" is defined as an area of specialization which may require special licensure, certification or registration, and for which separate minimum qualifications are used in making appointments to a position in the class.

- When an option is required include the statement: "All unlimited classified positions in this class must have options."
- When class options are used but not required include the statement: "Unlimited classified positions in this class may have options."

## II. Writing Examples of Work and Work Behavior Statements

This section's purpose is to provide a set of work behavior statements illustrating the work performed by incumbents of positions in the class. The development of work behavior statements requires attention to each of four elements comprising the statement. The result is a set of complete work examples which provide a totally uninformed reader with a survey of the kind, scope, and variety of the work performed. The centrality of the work examples cannot be underestimated, both for defining the work of the class and as the source for knowledge, skills, and abilities required to perform the duties of positions in the class.

To write a work behavior statement, one must capture what workers do. What workers do, they do in relation to data, people and things. When work behaviors are described in terms of what the worker does, we can say they are written in behavioral terms. The use of an established format helps keep this deceptively simple idea in mind. An adequate work behavior statement or Example of Work contains four parts:

### 1. *WHAT is done or what action performed*

The statement begins with a present tense, action verb(s) that describes precisely WHAT physical or mental activity is being performed. If you cannot come up with an action verb that describes the action being performed, either break the activity down into the two or three most important behaviors and write a separate statement for each, or clarify by also listing the specific tasks which make up the work behavior.

### 2. *TO WHOM OR WHAT (object of verb)*

The second part of the statement describes TO WHOM/TO WHAT the action is directed (e.g., writes reports, types letters, delivers packages).

### 3. *WHY (to produce what result, product or expected output)*

The third part of the statement -- the WHY -- provides the reason for the action by describing the expected output.

### 4. *HOW (using what tools, equipment, work aids, processes)*

Finally, the fourth part of the statement describes HOW the action is done. This part describes the tools, equipment, references, or other aids and materials used in the activity. It should also list any specific knowledge, skills or abilities required to perform the behavior that are not clearly implied in another part of the statement.

In writing statements, brevity is a virtue -- conciseness with specificity is the goal.

Example:

PERFORMS WHAT ACTION? (VERB)	TO WHOM OR WHAT? (OBJECT OF VERB)	WHY? TO PRODUCE WHAT? (EXPECTED OUTPUT)	HOW? USING WHAT TOOLS EQUIPMENT, WORK AIDS, PROCESSES?
Asks questions, listens to, and records answers	Of applicant	to determine eligibility for food stamps	-eligibility form - eligibility criteria in manual -interviewing techniques

Each statement should describe an **important work** activity. Describe behaviors which have a high impact on whether or how well the job is done, considering consequence of error, contribution to overall job success, frequency of performance, amount of time spent, and **behaviors which differentiate the job from adjacent classifications within the same class series**. Minor or relatively unimportant activities should not be described.

Statements should describe work that produces an identifiable product or outcome. Break the job down into its major objectives, outcomes or responsibilities (i.e., reasons why management created the job) or activity areas. Then identify the key behaviors which are done to accomplish or carry out each objective, outcome or responsibility. Write an Example of Work for each one.

How many Examples of Work are needed? Whatever number it takes to precisely describe the major activities the employee does. As activities become more abstract, fewer statements will be needed to describe the job; similarly, as activities become more specific, more will be needed. It's the analyst's obligation to determine the level that is meaningful to concisely describe the class in behavioral terms.

Examples of Work need to be specific enough to derive the knowledge, skills and abilities necessary to perform the activity. The HOW/USING WHAT portion of the statement is the primary basis for this deduction.

Each example should be easy to read and understand. The primary consideration is whether it is descriptive enough of the action performed to permit someone unfamiliar with the job to identify exactly what the employee does and to derive KSA's.

### III. Work Behavior Statement Examples

PERFORMS WHAT ACTION? (VERB)	TO WHOM OR WHAT? (OBJECT)	WHY? TO PRODUCE WHAT? (EXPECTED OUTPUT)	HOW? USING WHAT TOOLS, EQUIPMENT, WORK AIDS, PROCESSES?
Job: Dishwasher Washes	large pots & pans	to make them suitable for re-use	using detergent solution and a scrub brush
Job: Civil Engineer Inspects	concrete and asphalt paving	to ensure compliance with construction specifications	by comparing visual observations with construction plans and specifications
Job: LPN Administers	minor medical treatments or medications ( treating minor cuts and bruises, giving aspirin or cough syrup)	to correct resident's minor health problems	using knowledge of symptoms to determine need and following agency medical procedures
Job: Job Analyst Explains	task statement format to training participants	to provide information for participants to write adequate task statements	using Power Point presentation, worksheets, instructor's notes, and knowledge of task statement writing requirements
Job: Unemployment Insurance Specialist Evaluates	written and oral employer unemployment insurance protests	to determine if an error was made	by examining records and documents in the employer and claimant's file and by reviewing administrative procedures used for the initial determination

## IV. Writing Knowledge, Skill and Ability (KSA) Statements

This section should include the knowledge, skills and abilities required to perform the work as a fully functional incumbent in the class. It differs from the minimum KSAs that may be required at hire.

### **Knowledge<sup>1</sup>**

All knowledge statements should be operationally defined. This means that a typical knowledge statement begins with the phrase "*Knowledge of . . . sufficient to . . .*," and ends with a description of the specific work behavior which requires the knowledge.

Illustration:

Not: Some knowledge of accounting.

Instead: Knowledge of accounting sufficient to post simple journal entries into an "accounts receivable" book.

### **Abilities**

Ability statements should be as specific to the Example of Work statements as possible. The ability should be mentioned and described in terms of how it is applied.

Illustration:

Not: Ability to write reports.

Instead: Writing ability sufficient to write narrative sections of job analysis reports and behavioral descriptions of work activities.

### **Skills**

A skill differs from a knowledge or ability in that it involves a psychomotor ability. To the extent possible, skill statements should be quantified.

Illustration:

Not: Considerable skill in typing.

Instead: Typing skill sufficient to complete 60 words per minute without errors.

### **Personal Characteristics**

"Personal characteristics" are job-related characteristics (usually personality or physical) which are not KSAs.

Illustrations:

Interacts with individuals of widely divergent life styles; must be able to deal objectively with individuals whose attitude and behaviors are very different from the employee's.

Responds tactfully to complaints, charges and demands from hostile, often personally abusive individuals.

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<sup>1</sup> As of 1973 all references to formal academic preparation in class specifications were deleted in recognition of the fact that it is not possible to demonstrate a relationship between high school or college graduation and successful job performance across the entire range of state positions.

Must be able to withstand the temptation to take advantage of frequent opportunities for unlawful or inappropriate financial gain.

## V. Legal/Licensure Requirements

This section is used for those relatively few classes where legal requirements limit the practice of a profession or occupation to individuals who possess a specific license or certificate issued by the appropriate board or association. Use of this section should generally be reserved for situations where it is illegal to do the work described without possessing the license or registration listed. All requirements that do not "pass this test" should be eliminated from consideration for inclusion in this part of the specification. When providing licensure information, always include the official title of the license and the name of the issuing authority.

## VI. Special Work Conditions

Special Work Conditions include unique physical demands, environmental and/or hazardous conditions and/or sensory attention<sup>2</sup>. Use this section of the class specification where there is a need to communicate certain regular exposure to physical, environmental, hazardous or sensory conditions which make unusual demands on a worker. The condition(s) must apply to virtually all positions in the class.

Examples of Special Work Condition statements used in a class specification:

- Building and Grounds Worker: *"Positions in this class may require good physical condition sufficient to operate heavy motorized grounds, maintenance and construction equipment and vehicles and lift heavy objects (e.g., furniture, posts, equipment, etc.)."*
- Laborer General: *"Positions in this class may require strength and agility necessary to bend, lift, dig, reach, and load heavy materials."*
- Mine Hoist and Maintenance Worker: *"The work environment may include exposure to dust, dampness, heat, noise, as well as occasional exposure to adverse weather conditions (cold, heat, snow, rain, wind)."*

However, it is acceptable to reference these special work conditions under the Examples of Work or KSAs such as:

- Physical demands made of the worker such as agility, endurance or strength such as the Radio Tower Technician: *"Ability to climb radio towers and work efficiently at great heights;"*
- Environmental conditions such as extreme temperatures, or noise which results in physical discomfort or requires the use of special safety equipment (e.g. hearing protection) Examples include the Baker: *"Ability to work under the conditions of high temperatures and poor ventilation."*
- Hazardous conditions which involve the risks of accident, personal injury, health impairment or death such as the Transportation Generalist example of work statement: *"Direct and control traffic around maintenance and construction projects"*.

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<sup>2</sup> Special Conditions are defined on the Hay Guide Chart. Very few class Hay ratings are assigned Special Condition points.

- Concentrated levels of sensory attention such as the Seed Analyst skill in: *“Finger dexterity and eye/hand coordination sufficient to operate seed testing laboratory equipment.”*

## **VII. Last Steps**

Establishment, revision, title change dates, and former title will appear at the end as follows:

Est = establishment, list month and year

Rev = revision, list month and year

TC = Title Change, list month and year

Former Titles – list former class titles

## APPENDIX 1 – CLASS SPECIFICATION FORMAT

STATE OF MINNESOTA  
CLASS SPECIFICATION

Class Code: 000000 Barg. Unit(s): 000  
Career Family: XXXX Careers

### 'CLASS TITLE'

#### KIND OF WORK

A phrase describing the broad occupational category, supervisory or lead work, and indicates if it is part of a class series.

#### NATURE AND PURPOSE

A phrase about the degree of supervision received, followed by a summary of the major characteristics of the work and the overall purpose of the work performed, and ending with the phrase "performs related work as required" to emphasize other responsibilities which may and can be required of an incumbent by the supervisor or by the work itself.

#### DISTINGUISHING CHARACTERISTICS:

A section to describe essential allocation factors and behaviors which distinguish the job from the next higher adjacent class (in the case of the last class in a series the comparison would be with the next lower adjacent class.)

#### OPTIONS

Identifies when options are required or may be used with a class.

#### EXAMPLES OF WORK (A position may not include all the work examples given, nor does the list include all that may be assigned.)

A set of illustrative statements describing work assignments/duties typically performed by positions allocated to the class. Each statement should be written in behavioral terms and should identify what action, on what or to who, to produce or achieve what results or product, using what tools/equipment and material and processes.

#### KNOWLEDGES, SKILLS AND ABILITIES REQUIRED

Identifies the knowledge, skills and abilities and personal characteristics necessary for full performance of the class' work assignments/duties.

#### LEGAL OR LICENSURE REQUIREMENTS (These must be met by all employees prior to attaining permanent status in the class)

Specifies any legally mandated license or registration required of employees in the class, or when a bona fide occupational qualification involving a human characteristic has been established by law or a court decision. Provide the statutory or judicial citation.

#### SPECIAL WORKING CONDITIONS

Describes physical demands made of the worker such as strength, agility or endurance; and environmental conditions which make unusual demands on a worker such as extreme temperatures, noise hazards, or atmospheric conditions.

Est.: mm/yy  
Rev.: mm/yy

TC: mm/yy  
Former Title(s) :

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## APPENDIX 2 - OCCUPATIONAL CATEGORIES

Minnesota State Executive Branch employees are assigned to one of 17 occupationally-based bargaining units or are covered by the Managerial or Commissioner's Plans (*see table below*).

**Labor Contracts and Plans**  
*State of Minnesota's 17 Bargaining Units and Plans*

Exclusive Representative	Acronym	Bargaining Unit or Plan
American Federation of State, County and Municipal Employees	AFSCME	Craft, Maintenance and Labor Unit (202)
		Service Unit (203)
		Health Care Non-Professional Unit (204)
		Clerical and Office Unit (206)
		Technical Unit (207)
Commissioner's Plan <i>(Unrepresented)</i>	CMR	All non-managerial classified and unclassified employees (except for unclassified employees of the legislative and judicial branches) who are not covered by a collective bargaining agreement and who are not otherwise provided for in law.
		Health Treatment Professionals (213)
		Confidential (217)
		<i>Insufficient Work Time (218)</i>
		Severed (219) – groups that separated from the general professional, health treatment, or general supervisory units
		Medical Specialists Addendum (221)
Managerial Plan <i>(Unrepresented)</i>	MGR	All classified and unclassified employees in positions identified by Minnesota Management and Budget as managerial (220)
Middle Management Association	MMA	Supervisory Employees Unit (216)
Minnesota Association of Professional Employees	MAPE	General Professionals Unit (214)
Minnesota Government Engineers' Council	MGEC	Professional Engineering Unit (212)
Minnesota Law Enforcement Association	MLEA	Law Enforcement Unit (201)
Minnesota Nurse's Association	MNA	Health Care Professionals Unit (205)
State Residential Schools Educ Assoc	SRSEA	Prof State Residential Instructional Unit (215)
<b>Minnesota State Colleges and Universities (MnSCU) Faculty Employees</b>		
Inter-Faculty Organization	IFO	State University Instructional Unit
Minnesota State College Faculty	MSCF	Community College Instructional Unit
		Technical College Instructional Unit
Minnesota State University Association of Administrative and Service Faculty/ Teamsters	MSUAASF	State University Administrative Unit

The terms defined below are used to determine the broad occupational grouping for the kind of work performed by job classes in each bargaining unit or plan. Occupational groupings are based on the type of work performed and the required skills, education, and training.

**Managerial**

**Managerial** positions are defined in M.S. 43A.02, subd. 28. Managers are required to determine, secure, and allocate the human, financial and other resources needed to accomplish objectives. In other words, they must have authority for all three responsibility areas with regard to all three types of resources. They determine overall objectives, priorities and policies within a program area and exercise discretionary powers on a regular basis. They generally have significant and involved relationships with governmental leaders in procuring resources.

In most cases, jobs meet these requirements by having their own staff and budget, but in limited instances, these criteria are met in other ways. For example, someone “managing” grants and other pass-through funds could determine, secure and allocate large amounts of money without administering a state budget of their own. Also, managerial level consultants or advisors to an agency head could meet all the requirements yet have no direct control over their own budget and employees.

All State of Minnesota job classes identified as managerial in the State of Minnesota are covered by the Managerial Plan (220). Examples include heads of departments, divisions and programs. The word “Director” or “Manager” is often included in managerial job class titles.

**Supervisory**

**Supervisory** positions are defined in the Minnesota Public Employee Labor Relations Act (MPELRA). Supervisors are responsible for getting things done through and with assigned state employees. This includes providing work direction and utilizing allotted resources in order to accomplish assignments. The significance of positions included in this category is that they (1) have authority to perform or effectively recommend a majority of the following actions, and (2) typically spend a significant amount of time performing these activities:

Hire	Adjust grievances
Direct	Discipline
Assign work	Suspend
Reward	Discharge
Transfer	Layoff
Promote	Recall from layoff

Examples of job classes in the State of Minnesota’s Supervisory Employees Unit include:

Barg Unit	Supervisory Job Classes	
MMA	Accounting Supervisors	Health Program Supervisor
216	Attorney 3	Management Analyst Supervisors
	Building Manager	NR Forestry Supervisor
	Business Manager 1	Office Services Supervisors
	Chief Cook	Personnel Director 1 and 2
	Corrections Captain	Special Agent in Charge
	Education Supervisor	State Program Admin Supervisors

Note that "supervisor" is often, but not always, included in the class titles of positions represented by the Middle Management Association.

#### **Supervisor or Lead worker?**

**Lead workers** are different than supervisors and can be found in any of the bargaining units or plans OTHER than the Managerial Plan or MMA. This broad role reflects job classes and individual positions with ongoing, daily responsibility to prioritize, schedule, assign, direct, guide and report on the work activities of other state employees so the work is completed in an efficient and effective manner. This is accomplished by:

- recommending to the supervisor or manager the allocation of human and financial resources;
- distributing and reassigning work tasks to other state employees;
- directing other state employees on daily work assignments;
- instructing other state employees on how to complete their work tasks;
- taking immediate remedial action to correct and improve their work; and
- reporting on the quality, quantity and timeliness of work performance to the supervisor or manager.

#### **Professional**

**Professional** employees perform work that:

1. Is predominately intellectual and varied in character as opposed to routine mental, manual, mechanical, or physical work;
2. Involves the consistent exercise of discretion and judgment in its performance;
3. Is of a character that the output produced or the result accomplished cannot be standardized in relation to a given period of time; and
4. Requires advanced knowledge in a field of science or learning customarily acquired by a prolonged course of specialized intellectual instruction and study in an institution of higher learning or a hospital, as distinguished from a general academic education, an apprenticeship, or training in the performance of routine mental, manual or physical processes;

OR

Any employee who has completed the course of advanced instruction and study described above; and is performing related work under the supervision of a professional person to qualify as a professional employee as defined in the above paragraph;

OR

A teacher (M.S. 179A.03).

Professional job classes are found in several bargaining units and the Commissioner's Plan in the State of Minnesota. Examples of professional State of Minnesota job classes include:

Barg Unit or Plan	Professional Job Classes	
MAPE 214	Accounting Officers Architects Attorneys Auditors Education Specialists Food Inspectors Health Program Reps Hydrologists	IT Specialists Management Analysts NR Forestry Specialists Psychologists Public Utilities Rates Analysts Research Analysts Social Workers State Program Administrators
MGEC 212	Engineers	Land Surveyors
MLEA 201	State Patrol Troopers Fugitive Specialist Special Agent	NR Specialists (Conservation Officer) NR Specialists (CO Pilot)
MNA 205	Registered Nurses Nursing Evaluators	Nurse Specialists Public Health Nursing Advisors
SRSEA 215	Special Teachers	Arts Education Teachers
CMR 213	Dentist Pharmacists	Physician Assistant Veterinarian
CMR 217	Labor Relations Representatives	Personnel Officers Personnel Representatives
CMR 219	Attorneys Compensation Attorneys NR Enforcement Supv	State Patrol Captain, Lieutenant, Major Unemployment Insurance Judges
CMR 221	Administrative Law Judge Compensation Judge Legislative Auditors	Medical Specialists Mediator Pilots

NOTE: Professional occupations are identified and defined in the *Handbook of Occupational Groups and Families* at [www.opm.gov/fedclass/gshbkocc.pdf](http://www.opm.gov/fedclass/gshbkocc.pdf).

## Technical/Paraprofessional

**Technical/Paraprofessional** positions require a combination of basic scientific or technical knowledge and manual skills that can be obtained through specialized post-secondary school education or through equivalent on-the-job training, according to the U.S. Equal Employment Opportunity Commission. Work performed is normally supportive of a professional discipline, but does not require knowledge of the theoretical principles of the field. Some independence in judgment is typically required. Some positions in this category may require licensing or registration. Examples of technical/paraprofessional job classes include:

Barg Unit or Plan	Technical/Paraprofessional Job Classes	
AFSCME 207	Accounting Technician	Executive 2
	Architectural Drafting Tech	Graphic Arts Specialist
	Audio Visual Technician	Grain Inspectors
	Benefit Recovery Technician	Higher Education Tutor
	Dairy Inspectors	Medical Laboratory Technicians
	Dental Assistant Registered	Medical Records Technicians
	Dental Hygienist	NR Technicians
	Driver Improvement Spec	Pharmacy Technician
	Engineering Aides	Student Worker Paraprofs
AFSCME 204	Licensed Practical Nurses	

### Professional or Technical/Paraprofessional?

*This section is adapted from the federal government's "Classifiers' Handbook," p. 31, [www.opm.gov/fedclass/clashnbk.pdf](http://www.opm.gov/fedclass/clashnbk.pdf).*

In some cases, it may be difficult to differentiate between professional and technical or paraprofessional (T/P) work based solely on the assigned responsibilities. This can be especially true among positions in the sciences or engineering, where T/Ps carry out highly exacting tasks and complicated sequences of operation. To make the proper occupational group/job class determination, you must consider the characteristics of each kind of assignment.

Professional work requires knowledge of the occupation's principles, concepts, and theories. This is typically gained by completing a related bachelor's degree curriculum or higher at a college or university. This is called a "positive education requirement" and is common to most professional occupational series.

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

Work performed by T/P support personnel is closely allied to professional work. Their duties and responsibilities may appear very similar to those of professional employees performing related work, especially at higher levels. T/P work, however, is normally planned and managed by professional employees. The T/P carries out or implements plans or projects based on extensive experience or vocational/community college education and supplemental on-the-job training rather than on more extensive formal academic education in the discipline

itself. T/P work is typically performed in a narrow or highly specialized area of the overall occupation and requires a high degree of practical knowledge and skill. The experienced T/P often works with considerable independence for significant periods of time. This independence, however, does not alter the nature and character of the work, which is to support a professional discipline.

Positions are considered professional only if the work **requires** application of professional knowledge and ability. **Neither the desirability of such qualifications nor the employee’s possession of them is a factor in determining the occupational group and job class.**

Whenever there is a question of whether to place a position in a professional or T/P job class, you must determine whether all of the following required professional characteristics are present:

- the work requires application of professional knowledge and skills;
- management has decided that the work is to be performed following accepted professional methods and practices; and
- the employee in the position meets the professional qualification requirements for the occupation.

**Office/Clerical**

**Office/Clerical** positions involve a wide variety of office skills needed to carry out office processes and procedures, such as keeping records, processing paperwork, operating office machines, and handling communications. Examples of job classes in the Clerical and Office Unit (AFSCME 206) include Account Clerks, Cashier, Customer Service Specialists, Office and Administrative Specialists.

**Craft, Maintenance and Laborer**

**Craft, Maintenance and Laborer** positions:

1. require craft, trade, maintenance or laborer experience and knowledge to perform their primary responsibilities;
2. emphasize manual work that may include operating vehicles or other equipment;
3. range from relatively unskilled (laborer) to highly skilled (craft); and
4. are placed in AFSCME Unit 202.

<b>Laborer</b>	<b>Maintenance</b>	<b>Craft</b>
Unskilled work	Semi-skilled work	Skilled trade work
Work emphasizes bodily strength performed under close supervision or specific directions	Work emphasizes skilled operation and/or maintenance of machinery, equipment, or property	Work emphasizes special skills or training, especially manual skills within an art, trade or occupation traditionally represented by a guild
Doesn’t require specialized training or licensure for successful work performance	Requires mechanical, installation, maintenance and/or repair skills; may require special training or licensing	Requires the completion of formal apprenticeship, vocational school or equivalent training; usually requires special licensing
Job classes include: <ul style="list-style-type: none"> <li>• Laborer – Trades and Equipment</li> </ul>	Job classes include: <ul style="list-style-type: none"> <li>• Building Maint Coord</li> <li>• General Repair Worker</li> <li>• Heavy Equip Operator</li> <li>• Highway Helper</li> </ul>	Job classes include: <ul style="list-style-type: none"> <li>• Carpenters</li> <li>• Electricians</li> <li>• Painters</li> <li>• Plumbers</li> </ul>

Service

**Service** positions include (1) health care support, (2) protective service, (3) food preparation and serving-related, (4) buildings and grounds cleaning and maintenance, and (5) personal care and service occupations (*Occupational Outlook Handbook, 2008-09 edition, Bureau of Labor Statistics*). Jobs usually require limited prior training or experience; employees typically receive most of the required on-the-job training after being hired. Examples of service and closely-related job classes in AFSCME bargaining units 203, 204 and 208 include:

Barg Unit	Service & Related Job Classes	
AFSCME 203	Buildings & Grounds Worker Cook Delivery Van Driver Food Service Worker General Maintenance Workers	Groundskeepers Laborer General Laundry Worker Parks Worker Security Guard
AFSCME 204	Human Services Technicians	Security Counselors
AFSCME 208	Corrections Officers	

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**Guide to the relationship of Hay Know-How points to Occupational categories:**

(This is a reference for Human Resource professionals and is not to be included in the class specification.)

Occupational category	Range of Hay Know – How points by Occupational Category							
Managerial V (Very Large Agency) <sup>3</sup>	1056	1216	1400					
Managerial IV (Comprehensive) <sup>4</sup>	800	920	1056					
Managerial III (Diverse) <sup>5</sup>	460	528	608	700	800			
Managerial II (Related) <sup>6</sup>	264	304	350	400	460	528		
Managerial I (Activity) <sup>7</sup>	200	230	264	304	350	400		
Supervisory (Professional) <sup>8</sup>	200	230	264	304	350	400		
Supervisory (Clerical)	100	115	132	152	200			
Supervisory (Paraprofessional/ Technical)	152	175	200	230				
Supervisory (Craft, Maintenance, or Labor)	175	200	230	264				
Supervisory (Service)	87	100	115	132	152			
Professional	152	175	200	230	264	304		
Office/Clerical	66	76	87	100	115	132	152	
Paraprofessional/Technical	76	87	100	115	132	152	175	
Craft	132	152	175	200				
Maintenance	87	100	115	132				
Laborer	87	100	115					
Service*	57	66	76	87	100	115	132	152

\*Excludes Supported Employment Worker and Service Worker

<sup>3</sup> Managerial V: Managerial positions at this level provide overall leadership of one of the largest and most complex state agencies where independent complexity and size significantly augment the breadth of management and integration skills.

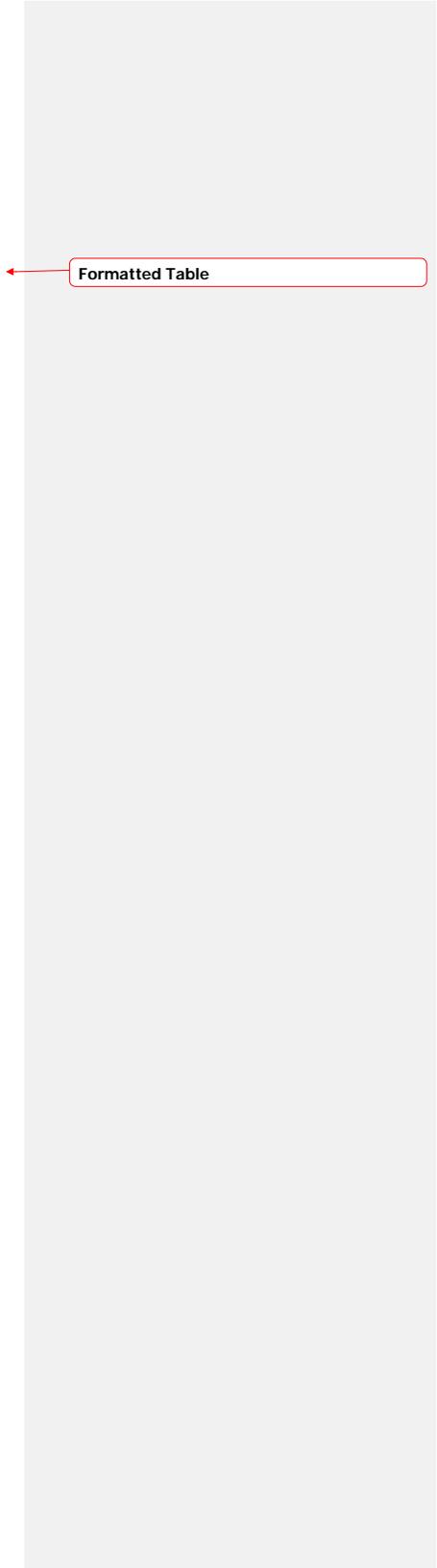
<sup>4</sup> Managerial IV: Managerial positions at this level provide overall management of large State Agency or a broad array of functions in a very large agency; or Statewide leadership of a strategic staff function which significantly affects operation or overall state policies.

<sup>5</sup> Managerial III: Managerial positions at this level provide operational or conceptual integration of diverse activities or functions in an important policy or operational area affecting overall agency success in fulfilling mission.

<sup>6</sup> Managerial II: Managerial positions at this level provide operational or conceptual integration of activities and teams that are relatively homogeneous in nature and objective; many involve the integration of these activities with others in non-related areas.

<sup>7</sup> Managerial I: Managerial positions at this level supervise an activity or activities specific as to objective and content, with appropriate awareness of related activities.

<sup>8</sup> Supervisory sub-categories are based on the related non-supervisory bargaining unit for the class.



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## **APPENDIX 3 – DEFINITION OF CAREER FAMILIES**

Each class is associated with a career family. The roster of Hay Evaluations includes the career family associated with the class. Below are definitions of the 39 career families.

### **Accounting, Auditing, Financial Careers; SEMA4 Code CF0001**

This career family includes work concerned with formulating policies and procedures relating to examining, analyzing, and interpreting financial, budgetary and investment data. Directs financial activities of the organization. Applies principles of accounting to analyze financial information to prepare reports and forecast estimates of future revenues and expenditures. Conducts audits of financial records to assess effectiveness of controls, accuracy of those records and efficiency of operations. Examines financial institutions to enforce laws and regulations governing their operations and solvency. Interprets economic information concerning price, yield, stability and future trends of securities, investments, etc.

### **Agriculture Careers; SEMA4 Code CF0002**

This career family includes work concerned with the application of scientific principles to problems related to agriculture and horticulture. Also includes development of improved methods in cultivating, processing, handling and storing of products; land conservation practices; pest control; etc. Plans and develops coordinated practices for soil erosion, moisture conservation and sound land use. Inspects agricultural commodities, processing equipment and facilities to enforce compliance with governmental regulations. Conducts research in nature, cause and control of plant diseases and decay of plant products. Inspects establishments where agricultural service products, such as livestock feed, fertilizers and pesticides, are manufactured, sold or used, to ensure conformance to laws regulating product quality and labeling.

### **Building & Construction Trades Careers; SEMA4 Code CF0003**

This career family includes work concerned with building construction occupations. Fabricates, installs and repairs structures made of wood and materials that can be worked like wood. Installs plumbing systems in buildings according to blueprints. Wires buildings and adjacent yards to provide electricity for power and lighting.

### **Commerce Careers; SEMA4 Code CF0004**

This career family includes work concerned with the licensure and regulation of a variety of commercial activities such as insurance, securities, real estate, franchising and banking; investigates and resolves complaints against individual practitioners and the industry; administers policies and procedures for continued formal licensee education.

### **Corrections Careers; SEMA4 Code CF0005**

This career family includes work concerned with the operation of adult and juvenile correctional facilities; administration of probation, supervised release and parole services; assistance on a statewide basis in the management of criminal justice programs and facilities. Guards inmates in correctional facilities, following established policies and procedures to protect the public, other inmates and correctional staff.

### **Diversity & Equal Opportunity Careers; SEMA4 Code CF0006**

This career family includes work concerned with the recruitment and retention of a statewide diverse workforce to ensure the state's commitment to equal employment opportunities and to research and resolve charges of discrimination according to established legal and administrative guidelines.

#### Economic Development Careers; SEMA4 Code CF0007

This career family includes work concerned with attracting, expanding and retaining commercial business enterprises in the state; facilitates joint ventures and public/private partnerships to enhance business opportunities; collaborates with all levels of government to reduce "red tape" for relocation of industries to the state.

#### Economic Security Careers; SEMA4 Code CF0008

This career family includes work that administers employment service programs: plans and executes policies, and procedures to provide statewide employment services under authority of federal and state regulations. Coordinates local office operations with staff services such as counseling, testing, job analysis, farm placement, recruitment and staff training, and human resource development to achieve program objectives. Researches occupations and analyzes and integrates data and provide business, industry and government with technical information necessary for utilization of work force. Develops and conducts employment and training programs for employees of industrial, commercial, service, or government establishment.

#### Education & Teaching Careers; SEMA4 Code CF0009

This career family includes work concerned with research, administration and teaching at the elementary, secondary, college and university levels. Researches academic subjects, administers educational programs and teaches in schools beyond the secondary school level, including technical colleges, community colleges, and state universities. Directs and coordinates activities of teachers and other staff providing school instruction, evaluation services, job placement or other special education services to physically, mentally, emotionally or neurologically impaired children; participates in conferences with staff, parents, children, etc. Teaches elementary and secondary subjects to special education students: plans curriculum and prepares lessons and other instructional materials according to grade level of students.

#### Electronic Installation Maintenance & Repair Careers; SEMA4 Code CF0010

This career family includes work concerned with the installation and repair of data communications lines and equipment for computer systems; tests and repairs radio transmitting and receiving equipment according to wiring diagrams, manufacturers specifications and testing equipment; operates system to demonstrate equipment, identify and repair malfunctions.

#### Engineering, Architecture, Appraisal Careers; SEMA4 Code CF0011

This career family includes work concerned with architecture; the appraisal and purchase/leasing of real property. Researches, plans, designs and administers building projects for clients, applying knowledge of design, construction procedures, zoning and building codes and building materials. Consults with client to determine functional and spatial requirements of new structure or renovation, and prepares information regarding design, specifications, materials, color, equipment, estimated costs and construction time. Appraises improved or unimproved real property to determine value for purchase, sale, investment, mortgage, or loan purposes. Inspects property for construction, condition, and functional design and takes property measurements. Considers factors such as depreciation, reproduction costs, value comparison of similar property, and income potential, when computing final estimation of property value. Negotiates with property owners and public officials to secure purchase or lease of land and right-of-way for construction projects. Negotiates with landowners for access routes and restoration of roads and surfaces. May examine public records to determine ownership and property rights.

#### Executive Leadership Careers; SEMA4 Code CF0012

This career family includes work concerned with managing state governmental agency programs to provide the public or other individuals with designated services, or implements laws, codes or policies prescribed by legislative bodies: reviews official directives and correspondence to ascertain such data as changes prescribed in agency programs, policies, and procedures, and new assignments or responsibilities. Confers with supervisory personnel and reviews staff reports and records to obtain data, such as status of on-going work or projects, cases and investigations pending, indications of probable conclusions, and projected completion dates. Coordinates activities of various organizational units in order to provide designated functions or services with minimum delay and optimum efficiency and accuracy. Conducts staff meetings for dissemination of pertinent information. Prepares and presents reports on agency activities. Descriptive working title may be designated according to the type or agency, its programs or by the type of work performed by its staff.

#### Facilities Operation & Maintenance Careers; SEMA4 Code CF0013

This career family includes work concerned with building and grounds services not elsewhere classified (N.E.C.). Maintains grounds of public property performing any combination of following tasks: cuts lawn using power mower, trims and edges walks, flower beds and walls, using weed cutters and edging tools; prunes shrubs and trees; may perform grounds maintenance using tractor equipped with attachments such as mowers, fertilizer spreaders and snow removal equipment. Cleans buildings, furniture and equipment: includes sweeping, mopping, polishing floors and walls; and disposing of trash.

#### Food & Personal Service Careers; SEMA4 Code CF0014

This career family includes work concerned with washing, drying and ironing fabrics and clothing; preparing, cooking and serving meals; and personal grooming. Sorts clothing by color and fabric: washes and dries it in automatic machines: sorts, irons and folds dried clothing. Prepares, seasons, and cooks soups, meats, vegetables, desserts and other food stuffs for consumption; reads menu to estimate requirements and orders food from supplier or procures food from storage. Serves food in dining area, washes and dries dishes and cooking utensils; cleans dining and cooking areas and disposes of trash. Cuts, styles, shapes and washes hair.

#### Human Resources Careers; SEMA4 Code CF0015

This career family includes work that applies policies and procedures relating to the efficient and effective administration of the organization's human resources: employee recruitment, selection, training, development, retention, promotion, compensation, and labor relations. Manages compensation program to determine and convert relative job worth into monetary values to be administered according to payscale guidelines. Plans and coordinates personnel and staff training programs through group and individual instruction, manuals and other methods. Manages the labor relations program to negotiate and administers collective bargaining agreements and resolve employer-employee disputes. Administers staffing functions; collect and analyze occupational information to facilitate employee recruitment, rewards and retention.

#### Human Services & Development Careers; SEMA4 Code CF0016

This career family includes work concerned with assisting individuals and groups with problems such as social disabilities/disorders, family adjustment, and economic disadvantages. Plans, organizes, and conducts research in understanding social problems and for planning and carrying out social welfare programs. Counsels and aids individuals and families requiring assistance of social service agency, interviews clients with problems, such as personal and family adjustments, finances, employment, food, clothing, housing and physical and mental impairments to determine nature and degree of problem.

#### Industrial Safety & Regulation Careers; SEMA4 Code CF0017

This career family includes work concerned with the prevention and investigation of occupationally-related injuries and health problems. Inspects places of employment to detect unsafe or unhealthy working conditions and for conformance with governmental standards according to procedure or in response to complaint or accident. Plans, implements, coordinates and assesses accident, fire prevention and occupational safety and health program. Disseminates information regarding toxic substances, hazards, and other safety topics.

#### Information Technology Careers; SEMA4 Code CF0018

This career family includes work concerned with the application of computers and computer languages and the utilization of the computer in the design and solution of business, scientific and other technical problems. This career family excludes professional, technical and office jobs that use computers to aid them in performing their work. More specifically, this career family includes jobs that analyze and evaluate the procedures and processes to design a sequence of steps for processing data by computer that evaluate data communications and network hardware and software, reception of data or information sent electronically; that investigate, resolve, and explain computer-related programs to users of computer systems: that provide technical support for computer systems, rather than to users of computer systems.

#### Insurance & Benefits Careers; SEMA4 Code CF0019

This career family includes work concerned with the administration of benefits programs designed to insure employees against loss of income due to illness or injury; evaluates services, coverage and options available through insurance and investment companies; notifies employees and labor representatives of benefits plan changes to ensure compliance with contractual and legal requirements.

#### Laboratory Sciences Careers; SEMA4 Code CF0020

This career family includes work concerned with the application of the theoretical and practical aspects of physical and life sciences; analyzes the normal and abnormal chemical processes of living organisms; studies the growth and general characteristics of micro-organisms; researches the composition, structure and properties of physical matter.

#### Law Careers; SEMA4 Code CF0021

This career family includes work concerned with the practice of one or more phases of law including representing the government and the preparation of legal documents; protecting the public, maintaining law and order, detecting and preventing crime, directing and controlling motor traffic and investigating and apprehending suspects in criminal cases. Conducts criminal and civil lawsuits, draws up legal documents, advises clients as to legal rights, and practices other phases of law; gathers evidence in civil, criminal and other cases to formulate defense or initiate legal action.

#### Library & Information Resource Careers; SEMA4 Code CF0022

This career family includes work concerned with collecting, maintaining and distributing print and non-print information materials such as books, serial publications, documents stored on a variety of media, audiovisual; explains and assists clients in their search for information and use of reference sources; recommends acquisition of additional information resources; completes special research projects on a variety of topics providing bibliographic documentation.

#### Loans & Grants Careers; SEMA4 Code CF0023

This career family includes work concerned with the administration of a variety of grants and loans to finance government-sponsored programs such as housing, local government initiatives, and direct services to the public;

directs and coordinates the evaluation and monitoring of grant-funded programs; analyzes information on loan documents to ensure that the loan complies with appropriate guidelines such as financial condition, credit, property valuation.

**Management Careers; SEMA4 Code CF0024 (All managerial job classes except Executive Leadership)**  
This career family includes work concerned with determining, securing, and allocating human, financial, and other resources needed to accomplish public administration objectives. Positions in this career family also are accountable for determining overall objectives, priorities, and policies within a public program area. Higher level positions in this career family handle significant and involved organizational relationships with governmental leadership within the executive branch of state government, as well as, with the legislative and judicial branches. Incumbents of these positions have the authority to continuously exercise extensive discretionary powers.

**Manufacturing & Equipment Operation and Maintenance Careers; SEMA4 Code CF0025**  
This career family includes work concerned with operating and maintaining motorized vehicles and manufacturing production equipment; inspects and repairs mechanical and hydraulic components of production machines by following diagrams and service manuals. Drives automobiles, vans and trucks to transport employees, clients and materials from one location to another. Repairs engines, etc.

**Medical, Dental & Nursing Careers; SEMA4 Code CF0026**  
This career family includes work concerned with health treatment for humans and animals in the fields of medicine, dentistry and related patient care areas. Diagnoses, prevents and treats diseases and injuries and researches the cause, transmission and control of diseases and other ailments. Examines, diagnoses and treats ailments or abnormalities of gums, jaws, soft tissue and teeth (including oral surgery). Compounds, dispenses and preserves drugs and medicines prescribed by physicians and dentists. Administers nursing care to the ill or injured (licensing or registration is required). Applies the principles of nutrition to plan and supervise the preparation and serving of meals. This career family also extends to the diagnosis, prevention, and treatment of animal disorders.

**Natural Resource & Environmental Careers; SEMA4 Code CF0027**  
This career family includes work concerned with the application of scientific principles to problems related to fish and wildlife management, forestry, the environment and other related natural sciences. Manages and develops forest lands and resources for economic and recreational purposes. Plans and directs forestation and reforestation projects; maps forest areas, estimates standing timber and future growth. Enforces regulations and policies in state parks; registers vehicles and visitors, collects fees, and issues parking and use permits, provides information pertaining to park use, safety requirements and points of interest. Conducts studies on hazardous waste management projects and provides information on treatment and containment of hazardous waste; participates in developing hazardous waste rules and regulations. Inspects sites where discharges enter state waters and investigates complaints concerning water pollution problems. Studies interrelationships, life histories, habits, life processes, and distribution of animals, may specialize in study of mammals, birds, fish, etc.

**Office Administration Careers; SEMA4 Code CF0028**  
This career family includes work concerned with general office duties: making, classifying and filing records. Includes activities such as transmitting and receiving data by machines equipped with a typewriter-like keyboard, and operating machines to duplicate records, correspondence and reports. Schedules appointments, gives information to callers, takes dictation and otherwise relieves officials of clerical work and administrative detail; reads and routes incoming mail. Composes and types correspondence. Greets visitors, ascertains nature of business and conducts visitors to appropriate person. Classifies, sorts and files correspondence, records and

other data. Issues licenses or permits to qualified applicants; questions applicant to obtain information such as name, address and records data on prescribed forms; evaluates information obtained to determine applicant qualification for licensure. Receives, stores and issues equipment, material, supplies, merchandise, food-stuffs or tools, and compiles stock records in stockroom, warehouse or storage yard: counts, sorts or weights incoming articles to verify receipt of items on requisition or invoices.

#### Planning, Research & Analysis Careers; SEMA4 Code CF0029

This career family includes work concerned with reviewing, examining and evaluating organizational structures, administrative policies, and management systems. Prepares summary reports and recommends changes in organizations, methods, policies, procedures, or practices concerning such management systems as budget forecasting, records management and information management. Conducts studies and advises program administrators on feasibility, cost-effectiveness, and regulatory conformance of proposals for special project or ongoing programs. Consults with administrators to discuss overall intent of projects, and determines broad guidelines for studies, using knowledge of subject area, research techniques, and regulatory limitations. Reviews and evaluates materials provided with proposals. Organizes data from all sources using statistical methods to ensure validity of materials. Evaluates information to determine feasibility of proposals or to identify factors requiring amendment. Develops alternate plans for programs or projects, incorporating recommendations for review of program administrators. Maintains collection of socioeconomic, environmental, regulatory, etc. data related to agency functions for use in planning and administrative activities.

#### Printing & Graphic Arts Careers; SEMA4 Code CF0030

This career family includes work concerned with the printing, photographing and publishing of materials for the public; photographs people, events, materials, and products with still or video cameras; assembles hand or machine set type, plates and spacing material to make up pages and forms, reproducing type, illustrations, pages and forms by photo-engraving, lithographic process, electrotyping, bookbinding and related graphic arts techniques.

#### Protective Service Careers; SEMA4 Code CF0031

This career family includes work concerned with patrolling assigned area to control traffic, prevent crime or disturbance of peace and to warn or arrest persons violating laws. Guards government property against theft, fire, vandalism and illegal entry. Controls and extinguishes fires, protects life and property and maintains equipment; responds to fire alarms and other emergency calls. Investigates and gathers facts to determine cause of fires and explosions and enforces fire laws.

#### Psychology & Counseling Careers; SEMA4 Code CF0032

This career family includes work concerned with assisting individuals and groups with problems such as physical, emotional, behavioral, social disabilities/disorders, disadvantages. Diagnoses or evaluates mental and emotional disorders of individuals, and administers programs of treatment: interviews patients in clinics, hospitals, prisons and other institutions, and studies medical and social case histories. Counsels individuals and provides group educational and vocational guidance services: collects, organizes and analyzes information about individuals through records, tests, interviews, and professional sources, to appraise their interests, aptitudes, abilities and personality characteristics.

#### Public Health Careers; SEMA4 Code CF0033

This career family includes work concerned with ascertaining public health needs, the availability of health services, environmental health programs, injuries and health problems. Plans, organizes and directs health programs for group and community needs; conducts community surveys and collaborates with other health

specialists and civic groups to ascertain health needs, develop desirable health goals and determine the availability of professional health services; promotes health discussions in schools, industry and community agencies. Plans, develops and executes environmental health program, determines and sets health and sanitation standards and enforces regulations concerned with food processing and serving, collection and disposal of solid wastes, sewage treatment, plumbing, etc.

**Public Relations & Marketing Careers; SEMA4 Code CF0034**

This career family includes work concerned with the collection and distribution of information/materials to the public; develops favorable persuasive material and distributes it through personal contact or various communications media in order to promote goodwill, develop credibility, or create a favorable public image.

**Purchasing & Administrative Service Careers; SEMA4 Code CF0035**

This career family includes work concerned with negotiating and contracting for the purchase of equipment, products and supplies. Coordinates activities involved with procuring goods and services; such as raw materials, equipment, tools, parts, supplies, etc. Examines performance requirements, delivery schedules, and estimates of costs of material equipment and production to ensure completeness and accuracy. Prepares bids, process specifications, test and progress reports and other exhibits that may be required.

**Rehabilitation Therapies Careers; SEMA4 Code CF0036**

This career family includes work concerned with health treatment for related care areas such as therapy and rehabilitation. Applies the principles of nutrition to plan and supervise the preparation and serving of meals. Rehabilitates persons with physical or mental disabilities or disorders to restore functions, prevent loss of physical capacities and maintain optimum performance. Assists patients, working under the direction of nursing, medical and therapeutic staff, in psychiatric, chemical dependency, developmental disabilities or similar settings, in social, medical and therapeutic treatment and care.

**Revenue & Gaming Regulation Careers; SEMA4 Code CF0037**

This career family includes work concerned with generating revenue to finance state operations through taxation, fee collection, and promotion of lotteries and charitable gambling. Conducts audits and examination of taxpayer returns to verify or amend tax liabilities: analyzes accounting records to determine the appropriateness of accounting methods employed and compliance with statutory provisions. Investigates and collects delinquent taxes and secures delinquent tax returns from individuals and business firms according to prescribed laws. Plans and coordinates promotional campaigns for new lottery games; monitors charitable gambling clients and lottery retailers to ensure legal, efficient and effective operations.

**Transportation Operations & Regulation Careers; SEMA4 Code CF0038**

This career family includes work concerned with all modes of transportation (land, water and air). Operates a variety of vehicles and heavy equipment in the removal of ice and snow from road surfaces, laying concrete and other hard-surface paving materials in highway and related maintenance and construction.

**Undesignated – All Other Careers; SEMA4 Code CF0039**

This career family includes work not elsewhere classified such as Supported Employment, Student Workers, etc. Other jobs in this career family perform a wide variety of services to support state programs.

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