

How does my classification affect my job?



The classification system

- CSU jobs are organized into specific classifications within occupations
- Each classification has a statewide classification and qualification standard (CQS)
 - Minimum qualifications
 - Typical duties
 - Level of responsibility

Classification and your Position Description How do they relate?



Reasons to Update a Position Description

- To apply for an In Range Progression
- Performance Evaluations
- Review of Class Standards
- For the personnel file
- Recruitment
- To request a Classification Review

Reclassification vs. In Class Progression

The Administrative Support Example

Administrative Support is a SERIES

- Which contains distinct CLASSIFICATIONS:
 - Administrative Support Assistant
 - Administrative Support Coordinator



California State Employees Union



Each Classification contains two SKILL LEVELS

- Administrative Support Assistant I
- Administrative Support Assistant II

- Administrative Coordinator I
- Administrative Coordinator II

RECLASSIFICATION

- To move from an Assistant to a Coordinator is a RECLASSIFICATION

IN CLASS PROGRESSION

- To move from an Assistant I or Coordinator I to an Assistant II or Coordinator II is an IN CLASS PROGRESSION

A SEPARATE CLASSIFICATION

- ANALYST SPECIALIST is a distinct classification and also a part of the Administrative Support series. It has three skill levels of its own:
 - Skill level I – non-exempt
 - Skill level II – exempt I
 - Skill level III – exempt II

THE PROCESS

- Who initiates the Classification Review?
- How does an employee apply for a Classification Review?
- Who makes the final decision on a reclassification?

RESOURCES

- Your latest position description (if you don't have one ask HR).
- The standards for your current classification and the one to which you aspire

(www.calstate.edu/HRadm/Classification/index.shtml)



Campus job postings for the
classification to which you aspire

Resources Available

- Position Descriptions of jobs comparable to yours on campus
- Blank campus position description/classification review forms, and any directions, policies and procedures
- CSEA resource materials such as word lists and the Know Your Rights Flyer on Reclassification and In Class Progression.



The 50 percent rule

50%

Writing the Position Description

Our goal: shift emphasis to your highest level skills and responsibilities



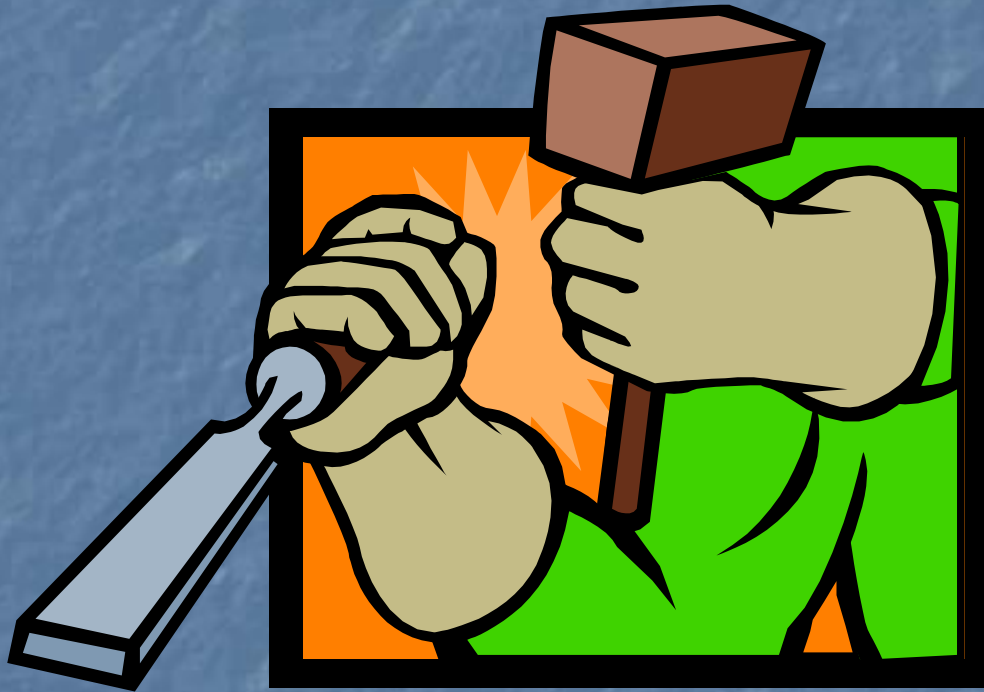
And shift emphasis away from

Lower level tasks and duties that
you do in support of the higher
level responsibilities.

What counts is not HOW MUCH you do, or HOW MANY different things you do, or HOW WELL you do them, but the LEVEL at which you work.



The Legend of the Stonecutters



Three stonecutters were working at their jobs when a passerby stopped to ask what they were doing. The first answered, "I'm cutting stone."

The second said "I'm building a wall."



And the third said,

“I’m creating a cathedral!”



Like the stonecutters, your tasks can have a different meaning depending on your perspective. Redefine your tasks toward the cathedral.



HOW TO SUCCEED

- Use good English
- Write in Complete Sentences
- Keep verbs consistent
- Keep from personalizing (referring to incumbent)

POSITION DESCRIPTION FORMS

- Job Functions
- The purpose of the position
- The nature and scope of authority
- Supervision of others
- Work relationships
- Skills, knowledge and abilities
- An organizational chart
- Special working conditions

Let's Start Writing!

- Write down everything you do
- 3-4 broad categories
- Assign percentages of time
- Verbs



TYPE OF WORK

CLASSIFICATION IS DETERMINED
BY THE TYPE OF WORK YOU DO
AND THE LEVEL AT WHICH YOU DO
IT

It is not about performance or
workload.

Level of work

- Complexity (difficulty) of work
- Degree of independence with which you work – how are you supervised?
- Where does your work come from – self generated or assigned by a higher level employee?
- Authority to commit resources – money, labor, things
- Amount of independent judgment used

- Types of problems solved
- Consequence of Error – if you make a mistake, does anyone else catch it? If not, what harm would be done?

TYPES OF SUPERVISION

- Direct Supervision – close and regular
- General Supervision – some delegation of responsibility, some independence in routine matters.
- General Direction – operates independently under broad guidelines
- Works as a team. Not supervised in the conventional sense.

QUANTIFY AND SPECIFY



ANOTHER WAY TO LOOK AT IT

- You do what? To what or whom? To achieve what outcome? At what level of difficulty?
- Give examples!



Focus on WHAT you do and the LEVEL at which you do it

NOT how much (workload) you do and
how well (performance) you do it.



The Other Sections

- Purpose of the position
- Level and Scope of Authority/Responsibility
- Supervision
- Skills, Knowledge and Abilities

THE COVER MEMO



COMMON PROBLEMS

- No appropriate classification exists.
- The Classification Standards are out of date.
- The results of a classification review can't be grieved.
- The supervisor won't agree to sign off on the duties in a revised position description.
- HR denies the request based on issues other than the merits of the case.