



**Department of  
Civil Service**

**Classification Standards  
Manual**

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## Introduction

Classification Standards are official publications issued by the Division of Classification and Compensation to describe classes of positions. They illustrate the nature, extent and scope of duties and responsibilities of the classes they describe. Standards cannot and do not include all the work that might be appropriately performed by a class. Consistent with Section 118.2a of the Civil Service Law, they provide important information about State jobs to a wide audience. Classification Standards are particularly useful as an aid to those concerned with:

- Uniform, consistent and timely classification decisions, including resolution of out-of-title work grievances.
- Participation in and administration of the decentralized classification program.
- Recruitment, examination, and appointment processes.
- The relationships among jobs for salary grade allocation and organizational studies.
- Performance evaluation.
- Employee training.
- Transfer, preferred list, and re-employment roster determinations.
- Other administrative matters specific to the needs of State agencies such as meeting State or federal laws, rules, and regulations.

Although Classification Standards are used frequently by those in human resources administration and labor relations, they also provide information about State jobs to a wide audience including the general public. They must be written in clear and understandable language.

The Classification Standard formats described in the pages that follow provide a way to organize important information about the duties and responsibilities, and the minimum qualifications of classes so that they are easily understood and distinguished from each other. The format of these documents has been revised over the years by the addition, deletion, and modification of sections. Classification Standards are still available in these various formats.

Prior to 1974, the Division of Classification and Compensation published documents called Classification Specifications that contained brief summaries of the duties of classes and minimum requirements. In 1974, these documents were revised and renamed Classification Standards. The new format retained the summary of duties and minimum qualifications, and added information on duties and responsibilities in an activity and task format, and added sections on related classes, classification criteria, supervision, communication, and knowledge, skills and abilities. Effective May 2001, Classification Specifications were phased out, and the number of required sections was reduced to four as follows.

- Brief description of the class or classes.
- Distinguishing characteristics.

- Illustrative duties in task and activity format, or in paragraph format.
- Minimum qualifications.

Optional sections are independence of operation, complexity, communication, supervision, and related classes. Sufficient information related to these optional sections is typically included in the required sections. While optional sections may be excluded, one must know and understand the characteristics addressed by each of these sections to develop a useful Classification Standard.

When a parenthetical attachment is included, it is placed after the minimum qualifications section as shown in Office Assistant 1-3 series (Appendix A). If adding an optional section makes the Classification Standard repetitive, exclude it; if clearer, include it. Classification Standard examples are presented throughout this manual. One can also search for examples in the Title & Salary Plan at [www.cs.ny.gov/tsplan/tsp\\_search.cfm](http://www.cs.ny.gov/tsplan/tsp_search.cfm), or contact the Division of Classification and Compensation.

For examples of complete Classification Standards, See Appendix A. The first example, Associate Director Training 1-4, includes most optional sections. Appendix B shows the formatting. Appendix C summarizes major classification factors with Appendix D defining Federal Occupational Category Codes that appear when you search the Title & Salary Plan.

For information about the Tentative Classification Standard review process, see Appendix E.

## Getting Started

### The Need to Know the Work

One cannot prepare a useful Classification Standard without knowing the work of the class or classes it describes, what an employee must bring to the work to get it done satisfactorily, and major classification factors impacting the work (Appendix C). The following must be known:

- The duties and responsibilities characteristic of the class; and their relationship to other classes.
- The purpose of the work performed; nature of the work received; and work output.
- The organizational location or setting in which the work is performed.
- The differentiating characteristics among levels in the series (e.g., scope and level of duties, and supervisory or managerial responsibilities).
- The extent to which workers function independently.
- The minimum qualifications and credentials or license required.

### Information Resources About the Work

Information about the work of the class or classes is available from the various sources listed below.

- Descriptions of duties, organizational charts, annual reports, program descriptions, title folders, Classification Standards, and other material in the agency or Division of Classification and Compensation.
- Out-of-title work determinations may be especially useful in discovering the range of work that may be appropriately assigned to a title.
- Quantitative Job Evaluation files maintained by the Division of Classification and Compensation.
- Examination planning and job analysis information from the the Divisions of Staffing and Testing Services.
- Current position descriptions from representative employees; individual performance plans; and job audits of representative filled positions.
- Classification Standards covering similar classes.

### What Classes to Include in the Standard?

Classification Standards cover as few as one class or as many as seven classes. The number of titles included in a single Standard will depend on the number of levels in the title series and parentheses. Whenever feasible, all titles in a title series should be included on one Standard. The following examples are attached in Appendix A.

- Individual: One class or title within a series such as Senior Librarian.

- Vertically related: More than one level in a title series such as Business Systems Analyst 1-4.
- Horizontally related: Closely related classes at the same or similar grade levels such as Nursing Assistant 1 and 2, and Nursing Assistant 2 (Certified).
- Organizationally related: Titles that work in the same organizational area such as Physical Therapy Assistant 1 and 2, Physical Therapist, and Senior, Head, and Chief Physical Therapist.
- Occupationally related but with distinct focus: Titles that are closely related with different specialties (Professional Engineer 1 (Various Parenthetics)).

### Remember the Audience

Individuals from various walks of life have a legitimate interest in the information contained in Classification Standards. It is important that they be written in plain language. When writing Classification Standards, keep the following in mind:

- Be concise. Do not use many words where few will suffice. Do not use “for the purpose of” when “to” will do.
- Avoid jargon and technical language.
- Use active verbs that convey a precise meaning.
- Write out the full meaning of abbreviations or acronyms the first time used followed by the initials in parenthesis.
- Do not use “/” when meaning the word “and.”
- Class versus Title. These two words are used interchangeably. Use either when drafting Classification Standards.
- Finally, Standards cannot and do not include all of the work that might be appropriately performed by employees in a title.

### Required and Optional Sections of the Classification Standard

Required sections of the Classification Standard are arranged in the following order:

Brief Description of Class  
 Distinguishing Characteristics  
 Illustrative Duties  
 Minimum Qualifications

If optional sections are included, sections are arranged in the following order:

Brief Description of Class  
 Distinguishing Characteristics  
 \*Related Classes  
 Illustrative Duties  
 \*Independence of Operation  
 \*Complexity  
 \*Communication

\*Supervision Exercised  
Minimum Qualifications  
\*Parenthetic Attachment

\*Optional Sections



## Required Sections of the Classification Standard

### Brief Description of Class

This section of the Standard provides a broad description of the duties of the class or series, the purpose in performing these duties, the work output, and the organizational location or work setting in which the class is found. This description should include the occupation or field within which the work takes place.

Note the operative word “brief.” This section is a short summary defining the class or classes and distinguishing them from all others in the State’s Classification Plan. It is written in sentence format and should be no longer than three complete sentences. These are general rules that the writer should follow. At times, the document will read more easily in a slightly different format or ideas may be conveyed more accurately by varying the style or format. Use common sense, but include the basic information. Key elements in writing this section include:

### The Class or Series

- Use the core title of the class or series, rather than the phrase “Positions in this class” or “Positions in this series” if the Standard covers one class or the series uses a core title at all levels. For example, say “Business Systems Analysts” rather than “Positions in this class” as presented in the example (Appendix A).
- Use “Incumbents of these positions”, or “Positions in this class (or series)” when there are multiple classes without a core class title, such as the Physical Therapy series (Appendix A).

### What kinds of classes are they?

- Indicate the general nature of the occupation, such as professional, clerical, or management, if it is not obvious from the titles or the general description of the classes. The Federal Occupational Codes, found in Appendix D, are a good guideline for this description.
- If the Standard covers only one level of a series, indicate what that level (e.g., entry level, full performance level, first supervisory level, managerial level, etc.) For example, see Professional Engineer 1 (Appendix A).
- State the profession to which the classes belong, such as Physical Therapy (Appendix A).

### What kind of work do they do and why are they doing it?

Describe the general nature of the work that the classes perform within the occupation to which the classes belong. For example, Senior Attorneys provide legal assistance

and support to agency program administrators by analyzing legal opinions, briefs and other material, preparing memoranda of law and conferring with administrators or parties to legal action to mediate, negotiate or settle legal issues directly related to the agency's program.

Describe the purpose of the work (e.g., Auditors 2 supervise and conduct comprehensive audits, examinations, and appraisals of accounting records and financial affairs, of public, for profit, and non-profit organizations and businesses to ensure that accounts are maintained in compliance with governing laws, rules, regulations and contracts).

#### What special tools and equipment are used?

Include a general description of the tools or equipment used if this is a distinguishing characteristic of the class (e.g., Office Assistant 1 (Keyboarding), in Appendix A). Incumbents in these positions spend most of their work time performing keyboarding, data entry, chart compilation or arrangement, or various tasks involving typing into computerized systems.

#### Where are they classified?

Describe where the positions are classified if classification of positions is limited to certain agencies or particular types of assignments. For example, "Nursing Assistants are classified in health care facilities operated by the State University of New York and the Department of Corrections and Community Supervision. Professional Engineer 1 (Various Parenthetics) states, "These positions are classified in several State agencies, although the majority of positions are in the Office of General Services, the Department of Transportation, the Department of Environmental Conservation, and the Thruway Authority."

Do not state if the class is used interdepartmentally. Interdepartmental use is assumed when limitations are not described. For example, Office Assistant 1-3 (Appendix A).

State the work location at the end of the paragraph. For example, Senior Librarians manage library services in either a general library or reference library.

## **Distinguishing Characteristics**

Distinguishing characteristics include a concise description of the classification factors and identifiable characteristics that form the basis of the class and its level in comparison to other classes within the series and to other series or classes. Write distinctions in quantitative and specific terms, and be precise. If a class is primarily supervisory, indicate the number or range of staff generally supervised and how that supervision is exercised. Do not use terms that are open to interpretation. For example, if the work of a class is complex, describe what makes it complex (Business Systems Analyst 1-4, Appendix A).

Note the existence of any parentheses to the class in this section of the Classification Standard. Do not, however, describe the parentheses here. Write the descriptions as an Attachment to the Standard (Office Assistant 1-3 and parentheses, Appendix A). Description of the parentheses in an attachment rather than as part of the body of the Standard will reduce the need to revise the Standard any time a new parenthesis is added to the class.

If all positions in the class are in other than the competitive jurisdictional class, it should be noted in this section of the Standard (Nursing Assistants).

List the distinguishing characteristics sequentially to ease comparisons among the levels (Business Systems Analyst 1-4).

This section of the Classification Standard is, in many ways, the most difficult to write. The writer is required to summarize those characteristics that distinguish the class from every other class in State service. This will require condensing many pages of analysis into a few brief lines.

In addition to being difficult to write, it is also the section that agencies typically want to adjust to align with revised staffing plans, duties, or reassignments not approved by the Division of Classification and Compensation. The Division of Classification will carefully evaluate any proposed changes to classification criteria to ensure that they are consistent with the class concept.

### Why is there a separate section for Distinguishing Characteristics?

It is a quick reference point and summary for the reader to determine:

- Characteristics unique to a class.
- Differences among classes.
- Differences among levels in a class series.
- Jurisdictional classification of a class.
- Limitations on the use of a class.

## What information is included?

Describe the key characteristics of the class, including any factor that is unique to the class and that distinguishes it from all other classes in the series or in State service. For example, would you classify an Office Assistant 3 if the requested position did not supervise Office Assistants 1 and 2? No. Therefore, this aspect is a distinguishing characteristic of the class (Office Assistant 1-3).

Distinguishing Characteristics should focus on defining the differences among levels in the series, providing a concise description of characteristics unique to the class, and approved staffing patterns that apply to the classes being described. If there is more than one title referenced, then add the optional "Related Classes" section to the Classification Standard (see Related Classes).

Listed below are key factors that may distinguish a class. Only those factors that distinguish each class should be described. Also, if the information was provided in the "Brief Description of Class", it is unnecessary to repeat it in this section unless it truly distinguishes the class from all other classes. For example, if the "Brief Description of Class" states that all positions are assigned to specific agencies, there is no need to repeat it in this section (Nursing Assistants).

- **Jurisdictional Classification:** If all of the positions in the class are in other than the competitive jurisdictional class, state this at the beginning of the section (Nursing Assistants).
- **One Position Class:** Indicate if there is only one position in the class, a circumstance frequently found with specialized occupations (Senior Librarian).
- **Level in the Series:** Is it entry level, first level supervisory, full performance level, management? (Business Systems Analyst 1-4).
- **Duties:** Are there particular assignments or responsibilities, such as operating heavy equipment, keyboarding, or conducting motor vehicle hearings that distinguish the class from all other classes in State service?
- **Complexity:** The term "complexity" has been widely interpreted over the years, without consistent application or common agreement regarding its application and use. Although it is preferable to avoid using it to define a class, there are some classes where it may be included. In those instances, define exactly what complex assignments are characteristic of the class. Descriptions such as "performs the more complex assignments" are unacceptable. For example, see Business Systems Analyst 1-4 that demonstrates aspects of complexity within Distinguishing Characteristics and also has an optional "Complexity" section (see Optional Sections of a Classification Standard).

- Supervision: If the class supervises, what is the normal range of subordinates? If the supervisory ratio has changed, the agency should seek approval from the Division of Classification and Compensation before formalizing that ratio in the Standard. For an example of a Standard that describes the number of positions supervised, see Office Assistant 1-3. Business Systems Analyst 1-4 uses the “Supervision Exercised” section (See Optional Sections of a Classification Standard).
- Limitations: Describe any limitations that apply to classification or use of the class. For example, must positions in the class perform certain types of duties, such as equipment operation, for a minimal percentage of their work time? Are there limitations on the number of positions that may be classified in an office, program, or region?
- Unique Circumstances: Describe any unique circumstances that affect the classification of the positions. For example, positions in a class may normally be classified for a particular assignment, such as managing a field office, but there may be a few positions in main office. This should be indicated.
- Location: Indicate if positions in the class are classified only for certain locations or assignments. For example, are positions in the field or main office?

What style is used to write this section?

Write a separate paragraph for each title, using the following style:

- Write each paragraph as a short summary, using as few words as possible. If one word will do, do not write a complete phrase or sentence. For example, instead of stating that “Positions in this class are the entry level for the series,” simplify by using the phrase “entry level” (Nursing Assistants).
- Describe characteristics applicable to all classes covered in the Classification Standard in a separate paragraph at the beginning of the section (Business Systems Analysts 1-4). Do this unless this characteristic has already been described in the Brief Description of Class (Nursing Assistants). If all the classes are in the non-competitive jurisdictional class and this has not been indicated in the “Brief Description of Class”, state this at the beginning of the section (Nursing Assistants).
- Describe characteristics applicable to parenthetics in the Classification Standard Attachment (Office Assistant 1-3 and parenthetics).

Keep in mind that not all this information will be included for each class. Use discretion and common sense and, above all, be concise and precise.

## **Illustrative Duties**

This is a summary of the activities and tasks performed. The most frequently and commonly performed duties are listed first. In writing this portion, choose examples of the work that are illustrative of the class, but also represent the broader range of positions. This section is not all inclusive and should not attempt to account for all the different kinds of work performed within the class. It is assumed that levels in a series may share some of the activities described for other levels of the series and reiteration of those activities for each level in a series is unnecessary (Business Systems Analyst 1-4). Positions may also be distinguished by other characteristics than duties such as size and diversity of the agency's workforce, and scope, breadth, and variety of the agency's program (Associate Director Training 1-4).

This material may be presented in paragraph format using semi-colons to separate major activities (Professional Engineer 1), or list of major activities (Business Systems Analyst 1-4). Examples cited throughout this section are found in Appendix A.

The material may also be presented in an activity and task format (Office Assistant 1-3). An activity is a collection of related tasks comprising a broad area of work within a job. A task is a discrete piece of work that is a significant part of an activity and logically related to accomplishing the designated activity.

### Why the different formats for Illustrative Duties?

The different formats are used because of the difference in the quantity of information needed. The quantity of information needed to adequately explain the duties and responsibilities of the class or classes being described is what determines which format is most appropriate. In general, when positions in the class or series may perform a variety of distinct work assignments or settings that materially affect the duties and responsibilities performed, it will be necessary to use the task and activity format to adequately describe the range of appropriate work (Office Assistant 1-3). It will also be essential to use the task and activity format when the class or classes perform work that requires additional explanation to differentiate duties at each level, or describe the range of activities performed (Office Assistant 1-3; and Physical Therapy series).

### How are they written?

The basic style for writing both formats is the same, although the information is presented differently. The basic rules to follow are:

- Write each statement in the third person singular.
- Use active verbs to describe the activities and tasks. For examples of active verbs, see the Appendix in the *Classification and Compensation Requests: Agency Manual*.

- Write each statement so that someone unfamiliar with the class can understand what type of activity is performed. Keep it simple and direct.
- Avoid verbs or phrases that may be open to many meanings without appropriate context. For examples, see the ambiguous words Appendix in the *Classification and Compensation Requests: Agency Manual*.
- Focus on answering four questions when writing activities and tasks. They are:
  - Does WHAT (the verb)
  - To WHOM or WHAT (the direct object of the verb)
  - WHY (for what reason or purpose)
  - HOW (by applying knowledge of laws, rules, processes, or procedures or using machines, tools, and equipment).

HOW and WHY may be implied rather than directly stated and may be omitted in the interests of brevity or when the answers are self-evident. Because of the need for more detail, task and activity statements generally directly state answers to these questions.

For example, the following duties address the four questions:

Does What	To What or Whom	Why	How
Checks	incoming orders	to determine amounts	by counting items
Instructs	laborers	to use mowers	by demonstrating operating features
Inspects	construction sites	to ensure contract compliance	by comparing work to engineering standards

The following duties imply the how or the why:

Operates	trucks	to deliver materials	(by driving trucks)
Fills	prescriptions for patients	(to provide medicine to patients)	(using knowledge of pharmaceuticals)
Interviews	clients	to determine eligibility for food stamp programs	(by applying knowledge of eligibility requirements)

- Consolidate activities and task descriptions wherever possible. For example, if a major role of a position is to monitor services, state “Monitors client services to ensure compliance with program mandates and applicable laws, rules, and regulations.” Do not include a separate description for each type of program, law, rule, and regulation monitored.
- Describe those duties that are most common to and characteristic of the class first, but also include duties that are significant to particular assignments or

agencies. For example, Head Cooks usually supervise Cooks and other kitchen staff, but in the Department of Corrections and Community Supervision, Head Cooks are also expected to supervise inmate workers. This activity, although performed by only some positions in the class, should be described since it is a significant component of positions.

- Review out-of-title work grievances and include those duties that are frequently misinterpreted or misunderstood, making sure that the description clarifies the duties.

### What is the format for presenting this material?

#### Paragraph Format:

- Describe classes starting with the lowest level in the series and progress according to salary grade level.
- Present all activities and tasks for each class in the series in a separate paragraph.
- Indent each paragraph and leave a space between each paragraph.
- Begin each paragraph with the class title in italicized sentence case; exclude the salary grade.
- Describe the activities performed, consolidating where possible.
- Separate each major activity by a semi-colon. Alternatively, list activities instead of a paragraph with or without bullets.

#### Activity and Task Format

- Describe first the activities common to the title or all classes covered in the Standard.
- If the Standard covers more than one class, list those activities specific to the class in the "Illustrative Duties" section, indicating which classes perform the duties (Nursing Assistants; and, Physical Therapy series).
- If particular activities and tasks are characteristic of only certain assignments, list these activities and tasks at the end of the class description and indicate the conditions that apply to the assignments (Nursing Assistant (Certified) as described in the Nursing Assistant series).
- Be concise. This section describes illustrative activities, that is, those activities typical of the class; it is not a "laundry list" of every possible activity performed.
- Begin each activity and task statement with an active, capitalized verb.
- List tasks performed as part of the activity directly below the activity (Senior Librarian).
- Activities begin at the left-hand margin and follow formatting guidelines (see Classification Standard examples in Appendix A and formatting guidelines in Appendix B).



## Minimum Qualifications

This section describes the minimum amount of education and experience that candidates must possess for appointment to positions in the class. Included in this section is a required license (Professional Engineer 1) or registration (Nurse Practitioner and Registered Nurse).

The minimum qualifications shown are those approved when the Classification Standard was published by the Division of Classification and Compensation. Please contact your Classification and Compensation Analyst for current occupational, labor class, or non-competitive minimum qualifications. For the most recent promotion examination minimum qualifications, please contact the Division of Staffing Services.

List qualifications by title at the end of the Classification Standard to simplify comparisons among the levels and avoid repetition. For example, see the Classification Standard examples in Appendix A, and Appendix B for the formatting guidelines.

### Why are the qualifications on an examination announcement different?

An open competitive examination announcement may allow individuals anticipating a degree by a certain date to participate in an examination; however, individuals on the list could not be appointed unless they received the degree. The examination announcement states anticipated eligibility, whereas the Classification Standard states the occupational or degree requirement. Contact the Division of Classification and Compensation if you wish to propose any changes to occupational minimum qualifications.

A promotion examination may also have broader qualifications to permit a large group of candidates in different titles to participate because of the significant number of anticipated appointments. However, future examinations may be restricted to direct line titles only. For example, the examination announcement might state that the examination is open to all competitive candidates at or above Grade 6, while the Standard may describe eligibility as one year of service in a specific title.

### What style and format are used to write this section?

Minimum qualifications are written in an abbreviated format similar to that of Distinguishing Characteristics section of the Classification Standard.

- List the qualifications for each title in grade order, beginning with the lowest level.
- For each title, describe the promotion qualifications first, followed by open competitive qualifications, if any.
- Write qualification statements in a paragraph, with separate paragraphs for promotion and open competitive qualifications.

## Promotion

- Starting from the left-hand margin, enter Promotion followed by a colon. Describe the minimum qualifications, including:
  - Requirements mandated by accrediting or licensing authorities (Professional Engineer 1).
  - Length of service for appointment (Associate Director Training 1-4).
  - Titles of classes eligible to compete (Professional Engineer 1).
  - Grade level of permanent service that candidates must obtain if eligibility is determined by grade level (Office Assistant 1-3).
- If the title also has Open Competitive or Non-Competitive minimum qualifications, skip one line before following the formatting outlined below.

## Open Competitive and Non-Competitive

- Starting from the left-hand margin, enter Open Competitive or Non-Competitive followed by a colon. Describe the educational requirements first, including the type of degree or the required number of completed credit hours (Business Systems Analyst 1-4, specifically Business Systems Analyst 1). If drafting a Standard for a new title, consult the Open Competitive and Non-Competitive Minimum Qualifications Standard for Professional Positions under C&C Agency Policy/Advisory Memos, State Personnel Management Manual 0800.
- List the approved areas of study if eligibility requires a major in particular subject areas (Senior Librarian).
- List the areas of course work if eligibility requires completion of courses in certain subjects, such as credit hours in accounting and auditing.
- If experience is also required, state “and” followed by the work experience required (Business Systems Analyst 1-4).
- Describe work experience in both quantitative and qualitative terms. Indicate the number of years of full-time experience required and the level and complexity of the assignment (Business Systems Analyst 1-4).
- Next indicate the substitutions allowed for education or experience (Trades Generalist).
- When qualifications increase for consecutive levels of the title series, but education or type of experience are the same, refer to the previous title, and note the difference. For example, state “Bachelor’s degree and two years of experience as described above. A JD or master’s degree may substitute for one

year of specialized experience”.

- Add the following after the minimum qualifications, but before the parenthetical attachment:

**Note:** Classification Standards illustrate the nature, extent and scope of duties and responsibilities of the classes they describe. Standards cannot and do not include all the work that might be appropriately performed by a class. The minimum qualifications above are those required for appointment at the time the Classification Standard was written. Please contact the Division of Staffing Services for current information on minimum qualification requirements for appointment or examination.

## Optional Sections of the Classification Standard

### Related Classes

The “Related Class” section is a brief description of the classification criteria and/or duties of related classes that clearly differentiate them from the subject titles. Examples of this optional section are in Appendix A (Professional Engineer 1; Senior Librarian; Associate Director Training 1-4; Business Systems Analyst 1-4; Trades Generalist; and Nursing Assistant series).

It may be appropriate to include this information as a separate section of the Standard if the classes directly above or below the title being described are not already mentioned elsewhere in the Classification Standard, or if the titles being described are difficult to distinguish from other classes (Business Systems Analyst 1-4). If this Section in the Classification Standard is included, review the “Brief Description of Class” section of the manual before writing “Related Classes” because these sections are written using many of the same general principles. It may be possible to draft this section by copying material directly from the “Brief Description of Class” sections of the Classification Standard for the related titles being referenced.

### Principles that apply to the Related Classes Section

- Brevity: Limit the description to three sentences for each title series cited (Business Systems Analyst 1-4).
- Style: Write in complete sentences, using active, descriptive verbs (Associate Director Training 1-4).
- Occupation: Indicate the general nature of the occupation, the profession, and the level if referring to only one level in a series (Trades Generalist).
- Explain and describe the work: What kind of work do the related classes do and why are they doing it (Senior Librarian).

If this section is included in the Classification Standard, consider the following:

### Why are descriptions of other classes included?

As a reference source for the reader. They tell the reader:

- There are related classes in the series or occupation.
- The differences between the classes described in the Standard and related titles.

### What classes are included and how much information should be written?

Some general guidelines to follow are:

- Include those classes that are directly above and below in the same title series if the Classification Standard does not already cover it (Professional Engineer 1).
- Include those classes that have been difficult to distinguish from the series covered in the Classification Standard. Make sure the description clearly differentiates the titles (Business Systems Analyst 1-4).
- Include closely related occupations in the same agency, followed by closely related series in the same occupation (Associate Director Training 1-4).
- For those general occupations where there are many separate class series, include a representative number (Business Systems Analyst 1-4).
- Summarize information about a series. For example, rather than write a separate paragraph for each level in a related class series, use the Brief Description of Class format (Associate Director Training 1-4).

### What details are excluded?

Exclude salary grades in this section because:

- Emphasis is what title series do, rather than what they are paid. Salary information can be easily obtained from the Title and Salary Plan if the reader needs it.
- Excluding salary grades of related titles eliminates need for revision if this information changes.
- Including a series of titles and grades in a paragraph would require adding up to six titles and grades.

Do not reference the occupational code because:

- The occupational code can be obtained by searching the title name from the Title and Salary Plan.
- Most Classification Standards cover multiple title codes, but are listed in the Title and Salary Plan under the occupational code at the lowest level in the series. For example, the “Related Class” section for Business Systems Analyst 1-4 includes five title series, each with multiple classes.

## **Independence of Operation**

A brief description of the extent to which incumbents of positions in the title function independently.

This section should be used only when the required sections do not adequately describe the supervision or direction incumbents of the title receive and the judgment they must exercise. Appendix A includes “Independence of Operation” examples for Trades Generalist; and Associate Director Training 1-4.

### Questions to answer to define Independence of Operation

- Who supervises employees in the title?
- What is the nature of the supervision received? Is work directly controlled and reviewed or are incumbents free to work within general guidelines?
- What assistance does the supervisor provide in helping incumbents accomplish their work?
- How often is work reviewed and what is the nature and extent of that review? For example, does this review include all work completed, periodic review of work samples, or approval of precedent setting decisions with major impact on operations?
- Are written guidelines and procedures provided?
- How much judgment is required to apply these procedures and guidelines? Do the procedures limit choices of actions taken, or is there wide latitude in selecting from a number of options?
- What are the established parameters for performing work?
- What role does the class have in setting work priorities and determining work methods?
- What decision-making authority does the class have and what are the parameters for making decisions? Do incumbents approve transactions following written procedures or do they set policy for an agency, program or institution?
- What judgments are required to complete work assignments?
- Is the class or a significant portion of the title assigned to the field? How does this affect the independence expected of incumbents?
- Is independence affected by the type of assignment or work setting? Does a significant portion of the class work on a shift or in a location with few supervisors or managers to review work or provide guidance?

### What format and style are used to write this section?

This section of the Standard is written in paragraph form, using complete sentences as shown in Appendix A. If the Standard covers more than one class, write a separate paragraph for each level in the series unless the duties are substantially similar (Associate Director Training 1-4).

If there is significant variation in “Independence of Operation” depending on the type of assignment, describe the variation and identify the assignment in paragraph format (Trades Generalist).

Remember, this section provides a summary of the “Independence of Operation”. It should be brief and emphasize the factors typical of the title(s). This section is unnecessary if “Independence of Operation” is adequately described in the mandatory sections of the Classification Standard such as “Brief Description of Class” and “Distinguishing Characteristics”, and optional sections such as “Complexity” and “Supervision Exercised”.

## Complexity

This optional section describes the range of difficulty and level of responsibility of work of the class within the occupation (Business Systems Analyst, Appendix A).

It is important to include specific information about work complexity if it forms the basis for distinguishing among levels within a series. When this is the case, it should be described in the “Distinguishing Characteristics” section rather than a separate complexity section (Physical Therapy series).

Complexity covers a broad spectrum ranging from the performance of simple, repetitive tasks in the context of readily available information and according to written procedures and guidelines to the independent application of abstract information in creating solutions to real and theoretical problems and developing government policies (Business Systems Analyst 1-4).

### What are the factors used to determine and describe complexity?

In describing complexity, the following factors are usually considered:

- Level of the class within a title series.
- Nature of the assignment or type of work performed.
- Facts or conditions the class must consider in determining what needs to be done.
- Work methods used to accomplish activities.
- Level of difficulty and originality in performing activities.
- Level of responsibility for completed work.
- Consequences of error for the work performed.
- Nature of the mental challenge required, including the degree of repetitiveness.
- Degree of analysis, judgment, initiative, ingenuity, or creativity required.
- Nature, amount, and difficulty of information required and how that information is gathered, evaluated, and applied.
- Variety and scope of assignments.
- Status of work when presented to the class and when completed.
- Availability and nature of guidelines, procedures, and precedents.
- Kind and amount of authority vested in the class.
- Responsibility for the safety of others.
- Knowledge and skills required to perform the activities and tasks.

### What information should be included in this section?

Provide a general description sufficient to give the average reader an idea of the complexity of the work performed and the level of the title within the series. The primary focus of the narrative should be the overall level of complexity for the class and most typical factors. Specific assignments should be excluded.



What format and style are used to write this section?

This section of the Standard is written in paragraph form or list of complexity factors (Business Systems Analyst 1-4).

## **Communication**

This section should be a brief summary of the oral and written communication required of the class, including the people contacted, the types of contact, and the frequency and purpose of the contacts. It should emphasize those characteristic components of the title(s).

This section is optional and only needs to be included if communications are important to the classification of a position and these factors are not adequately described in the required sections of the Standard. This section does not reference manual and non-manual communication, such as communicating by picture boards, physical demonstrations, or using languages other than English. Appendix A includes examples for Trades Generalist; Associate Director Training 1-4; and Nursing Assistant series.

Communication is usually defined in terms of written and oral contacts. It generally consists of the following primary and secondary components:

### Primary Components

#### People Contacted

Describe the different types of people with whom the class regularly communicates. This can range from a very narrow group of people, such as co-workers in the same organizational unit or institutionalized clients of the State, to a wide spectrum of others, including government officials, business leaders, representatives of organizations, and the public.

In some instances, contacts with certain people may be uncommon, but if those contacts represent an important part of the class's responsibilities, they should be described.

#### Types of Contacts Made

Describe the type of communication that usually occurs and, where necessary, the type of written or oral contact that occurs. For example, oral contacts may include communicating in person or by telephone, instructing others, giving speeches, leading and planning meetings or workshops, etc. Written contacts can vary from the mailing of simple form letters to preparing and presenting research papers.

#### Frequency of Contacts

Describe how often communications occur and, in some cases, the frequency of the types of contacts and the people contacted. Note if communication with others is infrequent.

## Purpose of Contacts

Describe why the class communicates with others. This can range from the most basic reasons, such as exchanging, obtaining, or providing information, to complex communications, such as evaluating the level and ability of clients to comprehend information or presenting the findings of original research in experimental studies. Do positions in this title negotiate contracts, persuade an audience, or advise management? If so, this information should be addressed.

## Additional Components

### Alternate Methods of Communication and Tools, and Languages Other Than English

Indicate if specialized equipment or tools are required for all or a significant part of the class to perform the duties. In addition, describe those communications that require more than verbal skills and abilities to communicate information. For example, Teaching Assistants provide physical demonstrations and hands-on instruction to show students how to use various tools and equipment. Licensed Practical Nurse staff may educate individuals and families regarding their health, medications, treatment goals and procedures, and behavioral interactions.

For some classes, communicating in languages other than English is a critical part of their jobs. However, it is not addressed in a Classification Standard. Rather, language parenthetical or manual communication titles are established to address recruitment such as Motor Vehicle Representative with various language parenthetics such as Spanish, Russian, Creole, Chinese, and Manual Communications.

### Environment in Which Contacts are Made

Describe the environment and special communication skills or characteristics needed in that environment if the working conditions require the ability to communicate in a way that is atypical. Normally, this component is included for law enforcement classes and for those working with prison populations, other institutionalized clients, and clients requesting benefits.

### What format and style are used to write this section?

Write this section in a paragraph format. If communication varies significantly based on the type of assignment, describe this in a separate paragraph and identify the assignment to which this variation pertains.

## Supervision Exercised

This optional section provides a brief description of the type and scope of supervisory responsibility and should include a clear statement of the titles supervised, the approximate or average number of subordinates, and the nature of the supervision. If the class does not supervise, it should be clearly stated here.

Generally, all titles may serve as lead workers on projects or assignments, and may assist in training and orienting new staff. This does not need to be described. Examples are in Appendix A for the following titles: Business Systems Analyst 1-4; Associate Director Training 1-4; and Trades Generalist.

Supervision is typically described in “Distinguishing Characteristics” and Illustrative Duties. For these reasons, it is unnecessary to reiterate supervisory activities and tasks when writing this section. Instead, emphasize supervisory characteristics or unique as listed below.

### Supervisory Characteristics or Unique Duties

- Classes or occupations that are supervised.
  - For some classes, subordinate staff is limited to certain titles (Trades Generalist).
  - For other classes it is appropriate to describe subordinate staff in general terms because the staff can vary significantly depending on the assignment. For example, the supervisory responsibilities of Business Systems Analysts 1-4 may vary considerably among agencies. In this case, it is preferable to provide a general statement about the typical subordinate staff (e.g., supervise lower-level business analysis staff, teams of subject matter experts at various grade levels and consultants).
- Approximate number of staff supervised, which can be expressed in two ways.
  - Commonly accepted range of supervision. For example, Supervising Motor Vehicle Representative 1, depending on the assigned unit or section, acts as supervisor or assistant supervisor of a team averaging seven Motor Vehicle Representatives and other clerical positions.
  - Number of staff supervised is part of the classification criteria. As an illustration, Office Assistants 3 are typically classified as second-level supervisors in a clerical or office support operation and generally supervise two or more Office Assistants 2.
- Unique or restrictive supervisory assignments. For example, some classes normally do not supervise, but may perform supervisory activities in some

instances. For example, Graphic Designers 2 may supervise lower level positions engaged in publications production, administrative support, or creative areas such as photography and videography.

- Significant part of the class supervises, but it is not typical of the entire title series. The supervisory description should clearly indicate that not all positions supervise (Business Systems Analyst 1-4).
- Kind of supervision exercised that may be described in Distinguishing Characteristics, Illustrative Duties, or Supervision Exercised such as:
  - Direct: supervise directly the activities, tasks, and work behavior of subordinate staff assigned to the same unit, program, or title series (e.g., Office Assistants 2 supervising Office Assistants 1).
  - Indirect: supervise and manage staff through other supervisors (Supervising Motor Vehicle Representative 3).
  - General: review overall work performance, but allow considerable latitude in the accomplishment of work such as Project Managers 1-5.
  - Administrative: set work policies and goals and provide resources, but is generally not involved in the direct or indirect supervision of staff and the performance of their work activities and tasks.
  - Functional: review and approve the work of staff performing a specific activity, but not their overall work behavior and assignments such as Coordinator Special Education that oversees and coordinates the activities of special education programs in all New York State prisons.
  - Technical: review and approve the technical quality of work produced by staff, team members, or consultants for a temporary project or assignment, but not their overall work behavior and assignments such as Administrative Analysts and Project Managers 1-5.

### Common Supervisory Activities

There are several activities common to most supervisory classes. It is not necessary to reiterate these in each Standard. Examples include:

- Monitor the quality and quantity of work produced.
- Select, train, counsel, evaluate, and discipline employees.
- Provide guidance, resolve problems, and make decisions about work.
- Establish and adjust work schedules and assignments; and reassign staff to meet workload needs and priorities.
- Coordinate work with that of other units.

- Communicate management policies to staff.
- Compile workload statistics and related reports.
- Determine work priorities.
- Provide procedures, guidelines, and resources and provide advice and assistance to accomplish work.

What format and style are used to write this section?

This section of the manual is written in paragraph form.

## Appendix A

### Sample Classification Standards

**New York State Department of Civil Service**  
DIVISION OF CLASSIFICATION & COMPENSATION

Classification Standard

*Occ. Code 1437300*

<b>Associate Director Training 1, M-1</b>	<b>1437300</b>
<b>Associate Director Training 2, M-2</b>	<b>1437400</b>
<b>Associate Director Training 3, M-3</b>	<b>1437500</b>
<b>Associate Director Training 4, M-4</b>	<b>1437600</b>

Brief Description of Class Series

Associate Directors Training oversee the development and administration of an employee training and development program. They apply management, educational, adult learning, and multi-disciplinary methods, principles, and techniques in the development and administration of training and employee development programs.

Distinguishing Characteristics

The characteristics distinguishing the levels of Associate Director Training are:

1. The size and diversity of the agency's workforce. Considered in this factor is the number of employees, the representation of employees across diverse bargaining units, the variety of active and distinct occupational classes in an agency, employee turnover, and the impact, if any, of the geographic dispersion of employees on the agency's training program.
2. The scope, breadth, and variety of the agency's program. Considered in this factor is the nature and character of the agency and its mission, scope of services provided, ongoing and active training relationships with localities and other third parties, extent of titles with formal traineeships, the presence or absence of training professionals in agency's institutions and facilities, and the regular and ongoing development and presentation of original, formal agency-specific training.

*Associate Director Training 1:* supervises two or more Training Specialists 2 or other professional training staff and serves as the principal assistant to an Associate Director Training 2 or 3; or serves as the head training position in a small agency. Typically, one position of either Associate Director Training 1 or Associate Director

Training 2 may be classified as the principal assistant to the overall head of the agency's training program.

*Associate Director Training 2:* supervises two or more Training Specialists 2 or other professional training staff and serves as the principal assistant to an Associate Director Training 4; serves as the head training position in a small to medium sized agency. Typically, one position of either Associate Director Training 1 or Associate Director Training 2 may be classified as the principal assistant to the overall head of the agency's training program.

*Associate Director Training 3:* heads the training program in a medium to large sized agency.

*Associate Director Training 4:* heads the training program in the largest agencies.

### Related Classes

Associate Directors Human Resources supervise the performance of various activities, such as position classification, recruitment and selection, labor relations, and employee services to staff, develop, and maintain an adequate and competent workforce.

Training Specialists develop and present specific portions of an agency's overall training and development program.

### Illustrative Duties

Under the general direction of a higher level human resources or program manager, plans, organizes, and directs training programs to improve performance of agency operations; meets with agency executive staff, program managers, and employees to identify and analyze training and development needs in the context of agency programmatic goals and objectives; oversees curriculum development; develops and maintains working relationships with other training organizations, educational institutions, consultants, and labor/management groups; develops performance standards for programs and instructors and methods for evaluating results; provides advice and assistance to managers and supervisors to help improve employee performance and productivity; represents the agency with professional training associations; coordinates training activities with other State agencies and organizations; monitors training compliance and evaluates reports from web-based learning management systems; prepares and monitors budget and expenditures; and supervises professional and support staff.



## Independence of Operation

Associate Directors Training operate with a great deal of independence. They typically work under the general supervision of a higher-level Associate Director Training, Director Human Resources, or program manager. They receive only general direction and receive policy and program approvals to ensure training objectives are consistent with agency goals. Specific training may be mandated by law, rule, regulation, or executive prerogative.

## Communication

Associate Directors Training communicate orally and in writing with various individuals including their supervisors, program managers, and employees, subordinates, and staff from other State agencies and outside organizations. The purpose of their communications is to receive and give assignments and to receive and convey information about the development, execution, and evaluation of agency training and development programs. Effective working relationships must be established and maintained with these individuals to foster their assistance and cooperation and to ensure timely development and implementation of programs.

## Supervision

Associate Directors Training supervise lower level professional, paraprofessional and support staff. They perform the full range of supervisory responsibilities. They coordinate and evaluate the work of subject matter experts delivering specialized training outside the capability of dedicated training staff.

## Minimum Qualifications

*Associate Director Training 1*  
*Associate Director Training 2*

Promotion: one year of service in a professional training position allocated to Grade 23 or above.

*Associate Director Training 3*

Promotion: one year of service in a professional training position allocated to M-1 or above.

#### *Associate Director Training 4*

Promotion: one year of service in a professional training position allocated to M-2 or above.

**Note:** Classification Standards illustrate the nature, extent and scope of duties and responsibilities of the classes they describe. Standards cannot and do not include all of the work that might be appropriately performed by a class. The minimum qualifications above are those required for appointment at the time the Classification Standard was written. Please contact the Division of Staffing Services for current information on minimum qualification requirements for appointment or examination.

Date: 7/2019

## Parenthetical Attachment

*Associate Director Training 1 (Mental Hygiene)*

*Associate Director Training 2 (Mental Hygiene)*

Incumbents of these positions oversee a comprehensive education and training program for facility staff, including employees in community-based programs. Supervise training staff in developing and conducting education and training programs and in providing educational and career-related information to employees. Monitor training initiatives for compliance with mandated accreditation requirements.

*Associate Director Training 1 (Mental Hygiene):* functions as the head training position in a facility, or regional community care operation having up to 800 employees.

*Associate Director Training 2 (Mental Hygiene):* serves as the head training position in a facility, or regional community care operation having over 800 employees.

## Minimum Qualifications

*Associate Director Training 1 (Mental Hygiene)*

Promotion: one year of service as a Training Specialist 2 (Mental Hygiene).

*Associate Director Training 2 (Mental Hygiene)*

Promotion: one year of service as an Associate Director Training 1 (Mental Hygiene) or Training Specialist 2 (Mental Hygiene).

*Associate Director Training 1 (Addictions)*

Incumbents of these positions manage and direct the overall education and training program of the Office of Addiction Services and Supports (OASAS), with particular emphasis on addictions-specific staff development and training activities. In consultation with agency management and clinical staff, they provide oversight in the design and development of specialized curricula related to the treatment and counseling of alcoholism and substance abuse; oversee the delivery and evaluation of comprehensive training programs to treatment center staff; evaluate addictions training programs and course work offered by educational institutions, local jurisdictions, professional organizations and other bodies for compliance with established regulations; direct and assure compliance with agency-wide staff educational and training certification requirements to ensure that staff maintain required credentials.

Minimum Qualifications

*Associate Director Training 1 (Addictions)*

Promotion: one year of service as a Training Specialist 2 (Addictions)

**New York State Department of Civil Service**  
DIVISION OF CLASSIFICATION & COMPENSATION

Classification Standard

*Occ. Code 0816100*

<b>Business Systems Analyst 1, Grade 18</b>	<b>0816100</b>
<b>Business Systems Analyst 2, Grade 23</b>	<b>0816200</b>
<b>Business Systems Analyst 3, Grade 25</b>	<b>0816300</b>
<b>Business Systems Analyst 4, Grade 27</b>	<b>0816400</b>

Brief Description of Class Series

Business Systems Analysts work closely with program staff and other stakeholders to define and develop requirements for new or existing information technology (IT) systems and business processes. They apply a wide range of specialized knowledge, skills, tools and techniques to elicit, analyze, communicate and validate requirements for changes to business systems.

Business Systems Analysts assigned to a centralized unit may also perform enterprise analysis, business intelligence and portfolio and IT Governance activities; promote business analysis organizational maturity; and develop, communicate, and maintain methodology and standards to promote a consistent approach to business analysis across the enterprise.

These positions are found in multiple State agencies.

Distinguishing Characteristics

The levels of Business Systems Analyst are distinguished by the nature of supervision and independence of operation, the depth and breadth of core knowledge areas applied, the variety of tools and techniques used to successfully manage business analysis engagements, the number and interrelatedness of business flows to be defined, and experience required for specialized assignments such as organizational change, and business intelligence projects.

*Business Systems Analyst 1:* full performance level; conducts the full range of business systems analysis activities.

*Business Systems Analyst 2:* first supervisory level; develops requirements for the more critical business analysis projects; may independently work on business analysis projects requiring specialized skills, and application of a broad range of tools and techniques across the major business analysis knowledge areas.

*Business Systems Analyst 3:* second supervisory level; develops systems requirements for future or “to-be” state of large business analysis projects or series of smaller projects; may serve as first-level supervisor on the more difficult business analysis projects requiring supervision of staff with specialized skills, and management of business analysis projects involving use of a broad range of tools and techniques across the major business analysis knowledge areas.

*Business Systems Analyst 4:* manages all phases of business systems analysis for large business analysis projects, or series of smaller projects in a cross functional environment.

### Related Classes

Administrative Analysts conduct studies, analyze and evaluate organizations or segments of organizations and their work and develop recommendations to assist management in identifying and solving administrative and management problems hindering the effective and efficient operation of organizational programs and mission activities.

Information Technology Specialists 1, 2 and 3 supervise or perform technical and agency program support IT activities related to network and system design, configuration, maintenance, security, customer support, project support, business and systems analysis and design.

Information Technology Specialists 1, 2 and 3 (Programming) perform technical activities related to writing instructions (code), applications program development, program and system testing, and business and systems analysis and design.

Information Technology Specialists 4 supervise computer systems analysis and design, and application program development, systems testing, maintenance and implementation.

Managers Information Technology Services 1 plan, direct and coordinate systems analysis, design, application program development, maintenance, implementation and quality assurance activities.

Project Managers 1-5 apply a wide range of specialized knowledge, skills, tools, and techniques to direct and coordinate human and material resources at all phases of a project—origination, initiation, planning, execution and control, and closeout. A project is a temporary effort with defined objectives and results undertaken to develop, modify, or enhance a product, service or system; it has a specific beginning and end date. Project Managers balance competing demands and mitigate risks to ensure the delivery of an acceptable product to stakeholders and the project sponsor that is within budget, scope, time and quality standards.

## Illustrative Duties

### *Business Systems Analyst 1*

Researches and gathers requirements by conducting individual or group interviews, distributing surveys, and reviewing documents.

Documents the current or “as-is” state of the business process or function; creates flow charts and process models describing functions.

Develops test data and scenarios, tests systems functions, and documents the results.

Develops training materials related to business systems implementation for users.

Writes procedure manuals and documents business process deficiencies requiring resolution during or after implementation.

### *Business Systems Analyst 2*

Plans and performs IT system research and information gathering activities.

Reviews, documents, and categorizes current or “as-is” state of the business process or function including creating flow charts and process models, and may develop portions of the desired future or “to be” state of those processes.

Identifies and documents the scope of business process changes or enhancements required by procedural changes or by changes to federal, State or local laws and statutes.

Prioritizes business process changes to maintain system functionality and efficiencies.

Establishes timetables for completion of projects.

Communicates business process and system requirements to IT staff, program staff and stakeholders.

Develops test data scenarios and analyzes the results.

Validates requirements throughout the business analysis process.

Reviews and writes business system documentation.

Reviews training plans and trains users on new IT system functions or business processes.

Reviews and analyzes business process deficiencies requiring resolution during or after implementation.

May perform business analysis intelligence activities such as data mining to extract data for forecasting, service delivery metrics, and provide management with data to make policy decisions.

### *Business Systems Analyst 3*

Plans, organizes and assigns staff to research, gather and evaluate information system or business process requirements.

Analyzes current or “as-is” state of the business process or functions and process models.

Reviews and writes requirements for future or “to-be” state of IT system or business processes for the more critical projects.

Communicates business process requirements to IT staff, program staff and stakeholders.

Analyzes the impact of changes to IT system requirements or business processes and evaluates project timelines and priorities.

Encourages stakeholders to resolve issues with design specifications before implementation.

Monitors system testing and assesses the impact of errors on system functioning during and after implementation.

Schedules and assigns staff to write system documentation and train users on new IT system or business process functions.

### *Business Systems Analyst 4*

Directs business systems analysis activities.

Writes agency business analysis standards and process documents.

Analyzes and revises flow charts, process models and technical specifications describing “as is” or “to be” IT systems or business processes.

Prioritizes IT system requirements to gain stakeholder agreement for IT projects or business process change documents detailing the project.



Develops and prepares presentations to justify and explain IT system or business process requirements.

Evaluates the outcomes of systems testing, and confirms that the results are consistent with the system or business process specifications.

Reviews proposals from staff and recommends to management the criticality of revising system or business process requirements during and after IT system implementation, if applicable.

Determines the impact of software and hardware releases on the IT system; recommends delaying software upgrades or revising system specifications and business rules to meet software and hardware requirements.

Directs the development of training related to business systems implementation for users.

May determine need for procuring business analysis consultants.

### Complexity

The complexity of business analysis projects is directly related to the depth and breadth of knowledge areas required for successful requirements development. The core knowledge areas include enterprise analysis, requirements planning and management, requirements elicitation, requirements analysis and documentation, requirements communication, solution assessment and validation, and testing and implementation. In general, the more knowledge areas required for business analysis projects, the higher the complexity.

- Business analysis projects are also influenced by a number of complexity factors that impact staffing levels and staff skill level requirements such as:
- Diversity, composition, skill, and number of teams assigned as subject matter experts to define IT systems requirements, or business process changes.
- Strength of the business analysis organizational structure (centralized management with executive control and governance processes versus individual program centered business analysis activities).
- Number, expertise, nature of supervision and depth of consultant involvement in business analysis processes.
- Number, variety, and depth of stakeholder involvement in the business analysis process.

- Level of management authority vested in the business analysis staff to make recommendations or issue final decisions for new or revised business processes.
- Business analysis project scope, risk and budget relative to the overall project scope, risk, and budget.
- Inter-agency or inter-governmental impact of the project, and role of business analysis to support project goals.
- Performance of enterprise analysis, business intelligence support and business analysis policy and standard development.

### Supervision Exercised

Business Systems Analysts 1 typically do not supervise lower-level staff, but may supervise subject matter expert teams. Business Systems Analysts 2, 3 and 4 generally supervise lower-level business analysis staff, teams comprised of subject matter experts at various grade levels and consultants.

### Minimum Qualifications

#### *Business Systems Analyst 1*

Open Competitive: bachelor's degree or higher and two years of business analysis experience where your primary duty was performing three of the five following activities:

- Using business analysis techniques to elicit requirements as the foundation for the solution to the organizations' business needs (e.g., workshops, focus groups, interviews, observation, brainstorming, surveys and questionnaires, JAD Sessions).
- Using business analysis techniques for the purpose of identifying solutions aimed at improving the efficiency and effectiveness of the system, business process, or product and service to fulfill the business requirements (e.g., Data Flow Diagram, Business Process Model, Root Cause Analysis, Fish Bone Diagram, Context Diagram, Business Process Flows, or Fit-Gap Analysis).
- Describing in a comprehensive written document what the system, process, or product service must do in order to satisfy the established business requirement; this includes creating, updating, and maintaining documentation through the system development life cycle (e.g., Business Case, Use Case, Business Requirements Document [BRD], Fit-Gap Analysis, Impact and feasibility Analysis, Change Management Analysis).

- Validating requirements throughout the product and system development life cycle (SDLC) including all changes to the processes that would enable an organization to achieve its goals.
- Verifying requirements throughout the product and SDLC to ensure they perform to the required specifications and are capable of achieving the design capabilities; this includes developing test plans and scenarios and logical designs, testing the scenarios, reviewing test results, identifying constraints and risks, and/or communicating with stakeholders.

*Business Systems Analyst 2*

Promotion: one year of service as a Business Systems Analyst 1.

*Business Systems Analyst 3*

Promotion: one year of service as a Business Systems Analyst 2.

*Business Systems Analyst 4*

Promotion: one year of service as a Business Systems Analyst 3.

**Note:** Classification Standards illustrate the nature, extent and scope of duties and responsibilities of the classes they describe. Standards cannot and do not include all of the work that might be appropriately performed by a class. The minimum qualifications above are those which were required for appointment at the time the Classification Standard was written. Please contact the Division of Staffing Services for current information on minimum qualification requirements for appointment or examination.

Date: 2/2021

## Parenthetical Attachment

### *Business Systems Analyst 1, 2, 3, and 4 (Health)*

Business Systems Analysts (Health) are assigned to a specific program area of the Department of Health. The positions combine State and federal health care program knowledge with business systems technical knowledge and expertise. Positions analyze the business needs of health programs to reach goals, identify problems, and propose solutions.

## Minimum Qualifications

### *Business Systems Analyst 1 (Health)*

Open Competitive: bachelor's degree or higher and two years of business analysis experience in a large health care facility, health related governmental entity, health insurance company, large health care provider organization or employer, or with the New York State Medical Assistance (Medicaid) Program in a New York State agency, local social services district, or county where a major portion of duties included administration of government sponsored medical assistance programs through three of the five following activities:

- Using business analysis techniques to elicit requirements as the foundation for the solution to the organizations' business needs (e.g., workshops, focus groups, interviews, observation, brainstorming, surveys and questionnaires, JAD Sessions).
- Using business analysis techniques for the purpose of identifying solutions aimed at improving the efficiency and effectiveness of the system, business process, or product and service to fulfill the business requirements (e.g., Data Flow Diagram, Business Process Model, Root Cause Analysis, Fish Bone Diagram, Context Diagram, Business Process Flows, or Fit-Gap Analysis).
- Describing in a comprehensive written document what the system, process, or product service must do in order to satisfy the established business requirement; this includes creating, updating, and maintaining documentation through the system development life cycle (e.g., Business Case, Use Case, Business Requirements Document [BRD], Fit-Gap Analysis, Impact and feasibility Analysis, Change Management Analysis).
- Validating requirements throughout the product and system development life cycle (SDLC) including all changes to the processes that would enable an organization to achieve its goals.
- Verifying requirements throughout the product and SDLC to ensure they perform to the required specifications and are capable of achieving the design

capabilities; this includes developing test plans and scenarios and logical designs, testing the scenarios, reviewing test results, identifying constraints and risks, and/or communicating with stakeholders.

*Business Systems Analyst 2 (Health)*

Promotion: one year of service as a Business Systems Analyst 1 (Health).

*Business Systems Analyst 3 (Health)*

Promotion: one year of service as a Business Systems Analyst 2 (Health).

*Business Systems Analyst 4 (Health)*

Promotion: one year of service as a Business Systems Analyst 3 (Health).

**New York State Department of Civil Service**  
DIVISION OF CLASSIFICATION & COMPENSATION

Classification Standard

***Occ. Code 2581100***

<b>Office Assistant 1, Grade 6</b>	<b>2581100</b>
<b>Office Assistant 2, Grade 9</b>	<b>2581200</b>
<b>Office Assistant 3, Grade 14</b>	<b>2581300</b>

Brief Description of Class Series

Office Assistants perform office support and clerical work to meet the requirements of agency programs. Such work may consist of, but is not limited to: data entry; math or calculations; mail, supply, and inventory-related tasks; keyboarding and other document preparation tasks; answering telephones; completing forms; assisting customers; creating or assisting in the preparation of reports, charts, graphs, and tables; and other related activities. This work is accomplished in accordance with applicable procedures, rules, regulations, and laws.

Distinguishing Characteristics

Office Assistants 1 perform entry-level clerical and office support work, including processing transactions and maintaining records in a variety of organizational settings. Any given assignment may encompass a broad or narrow range of activities. Office Assistant 1 is a non-supervisory class found at nearly all State agencies.

Office Assistants 2 either supervise two or more Office Assistants 1 or other lower-level staff; and/or directly perform the more difficult or complicated clerical processing and office support work for which substantive knowledge of the program area is required.

Office Assistants 3 are typically classified as second-level supervisors within a large clerical or office support operation and generally supervise two or more Office Assistants 2.

## Illustrative Duties

### *Office Assistant 1*

#### *General Office Support*

- Answer questions from and provide information to various parties regarding agency activities, transactions, and procedures. Refer inquiries as necessary.
- Operate various communication systems such as telephones and computers; and keep records of such communications.
- Operate, and perform basic cleaning and maintenance on office machines and equipment. Clear paper jams in copiers, scanners and printers; replace toner cartridges; and clean keyboards and screens.
- Schedule appointments and meetings using various office tools.
- Perform routine processing activities, including checking forms for completeness and accuracy.

#### *Calculations*

- Maintain basic financial, accounting, and/or statistical records.
- Perform calculations and computations, primarily on computers and calculators, using known and standard formulas and methods.
- As needed and as directed, contact various internal and external parties to obtain information.
- Prepare, process, review, and record numerical transactions and records. This activity may include: processing bills and vouchers; reviewing or auditing calculations or statistics; or disbursing or receiving items of value such as cash or vouchers, including, for example, such tasks as calculating and collecting fees.

#### *Keyboarding and Document Preparation*

- Type, proofread, review, and correct correspondence, documents, records, and other written material.
- Transcribe hand-written materials.
- Make appropriate corrections for format, accuracy, and validity.
- Assist in gathering or compiling data for reports, graphs, charts, tables, or other products.
- Create graphs, charts, or other visual aids to display data.
- May also prepare routine reports or assist others in the preparation of reports, following established guidelines.

### *Record-Keeping and Filing*

- Maintain, update, and correct records and files.
- Receive, screen, review, and verify documents, forms, applications, claims, and other documents for completeness, content, and accuracy.
- Establish new files by coding and numbering forms, creating folders, and compiling relevant material.

### *Stores and Mail*

- Receive, pick up, deliver, open, appropriately record, time stamp, sort, and distribute mail, e-mail, or other forms of correspondence or communication, or goods, materials, or stores.
- Maintain files, correspondence, documents, records, materials, and stores pursuant to guidelines.
- Maintain various listings for mail service purposes.
- Process outgoing mail by inserting letters into envelopes, sealing envelopes, and applying correct postage.
- May operate a motor vehicle to pick up and deliver mail.

### *Inventory*

- Receive, unload, unpack, sort, store, count, and distribute goods received, following established procedures.
- Advise supervisor upon receipt of damaged goods or incomplete or incorrect shipments.
- Issue and may deliver goods from stock according to procedure.
- May package goods for shipment.
- Take periodic physical inventory and maintain perpetual inventory records.
- Keep shelves and stock clean, neat, and in proper place.

### *Data Entry and Verification*

- Enter data and information into and retrieve data and information from computerized systems.
- Verify data previously transcribed or entered to detect errors.
- Perform various clerical or office assistance tasks such as scanning documents, and verifying accuracy of data from scanned documents.



## *Office Assistant 2*

Office Assistants 2 may perform any of the duties of Office Assistants 1, and typically supervise two or more lower-level staff.

Non-supervisory positions perform complicated clerical and office support activities that require substantive knowledge of the program and/or of the program's governing laws, rules, or regulations. Such laws, rules, or regulations may be subject to frequent change. Incumbents typically handle sensitive applications, requests, or inquiries in which management or executive staff may be contacted or interested. They process applications or requests that do not meet normal parameters and may require additional research and consultation with higher level staff. They also perform activities that may require coordination with internal or external parties.

Duties of non-supervisory Office Assistants 2 may include the following.

- Design clerical processing procedures.
- Gather, compile, and prepare data from manual or automated files and other sources for various reports, publications, records, or other external or internal communications.
- Respond to questions concerning the operation of the unit or program area.
- Write responses to correspondence.
- Resolve work problems.
- Review forms and applications and make appropriate determinations.
- Coordinate arrangements for meetings, courses, and other gatherings, arrange for rooms, take attendance, and insure that appropriate materials and equipment are available.

Office Assistant 2 positions classified based on supervision perform oversight activities to ensure that subordinate staff has appropriate resources, is properly trained, and performs high quality work that meets all applicable standards. Supervisory responsibilities may involve performing the following tasks.

- Plan work and determine how it will be performed.
- Assign work to staff and assure necessary coverage for assignments and office.
- Provide subordinates with specific instructions concerning the preparation of documents, processing of materials, and maintenance of records.
- Provide subordinates with standard formats for the preparation of documents and reports using available software packages.
- Provide training in the use of work equipment, and office and agency procedures.
- Evaluate the quality, quantity, and timeliness of work.
- Evaluate the performance of staff.
- Prepare performance evaluations.

- Schedule work hours and time off.

### *Office Assistant 3*

Office Assistants 3 are typically classified as second-level supervisors and are distinguished by supervision of two or more Office Assistants 2. They may perform any of the duties of lower-level Office Assistants, and are in charge of a clerical operation, or serve as the principal assistant to a higher level position responsible for such an operation. The supervisory activities performed by incumbents in this class are similar to those described above for Office Assistants 2, except that such tasks are performed over a larger and higher level staff.

### *Supervision*

As second-level supervisors, Office Assistants 3 typically supervise two or more Office Assistants 2, and perform the following tasks

- Assign work to staff; schedule work flow; establish work performance standards; review work performance and production; determine the nature of problems and take corrective action.
- Provide advice to and otherwise assist supervisors in planning, organizing, scheduling, and coordinating work operations and work procedures.
- Ensure that subordinate staff is trained adequately.
- May participate in the hiring process for subordinate staff, may prepare or assist in the preparation of the budget for the clerical operation, may maintain an active inventory for the clerical operation.
- May function as an overall manager over a clerical or office support operation.

### Minimum Qualifications

#### *Office Assistant 1*

None.

#### *Office Assistant 2*

Promotion: one year as an Office Assistant 1; or one year of permanent service in a clerical or keyboarding title allocated to Grade 5 or higher.

#### *Office Assistant 3*

Promotion: one year as an Office Assistant 2; or one year of permanent service in a clerical, keyboarding, or paraprofessional title allocated to Grade 7 or higher.

**Note:** Classification Standards illustrate the nature, extent, and scope of duties and responsibilities of the classes they describe. Standards cannot and do not include all of the work that might be appropriately performed by a class. The minimum qualifications above are those which were required for appointment at the time the Classification Standard was written. Please contact the Division of Staffing Services for current information on minimum qualification requirements for appointment or examination.

Date: 10/2016

## Parenthetics Attachment

Office Assistants perform a wide range of duties. Office Assistant parenthetics are classified when the majority of a given position's duties and responsibilities emphasize a particular specialty.

### *Office Assistant 1 & 2 (Keyboarding)*

Incumbents in these positions spend most of their work time performing keyboarding, data entry, chart compilation or arrangement, or various tasks involving typing into computerized systems, as described primarily in the "Keyboarding and Document Preparation" section of the illustrative duties listed above.

Within this parenthetic, the second level is primarily distinguished by supervision of staff involved in keyboarding activities, and/or by the performance of the more complicated office support activities.

### *Office Assistant 1 & 2 (Stores/Mail)*

Incumbents in these positions spend most of their work time performing activities related to mail receipt, mail distribution, storage, and stores keeping, primarily as described in the "Stores and Mail" and "Inventory" sections of the illustrative duties listed above.

Within this parenthetic, the second level is typically distinguished by supervisory responsibility for two or more lower level staff in a mail or storehouse operation, or by being the only stores-clerical employee within a correctional facility stores operation. Positions within this parenthetic may require the ability to routinely lift and/or carry heavy items and the ability to routinely reach, bend, stand, and walk for long periods of time.

### *Office Assistant 2 (Customer Service)*

Incumbents in these positions spend most of their work time performing various communication tasks centered on customer service, and primarily, but not exclusively, deal with the general public. The work primarily is described in the "Customer Service" and "General Office Support" sections of the illustrative duties listed above. This typically is a non-supervisory class, but incumbents may supervise lower-level staff. Incumbents have constant communication with various individuals, in order to field questions, elicit and convey information, and resolve issues. Duties include the following.

- Respond, in various forms (verbal and written), to questions from the general public or others concerning the operation of the unit or program area and/or to explain and interpret agency rules, regulations, policies, or procedures.

- Interview clients to obtain detailed information to perform such tasks as completing forms, records, or documents. Determine the appropriate course of action based on that information.
- Based on established guidelines, standards, procedures, laws, rules, and regulations, evaluate documentation and, pursuant to that evaluation, issue permits, licenses, and other official permissions; and/or perform an initial assessment of applicant eligibility for program services or for the validity of claims.
- Explain reasons for agency determinations.
- Resolve complaints or problems, including settling complaints from difficult clients or customers.
- Contact various persons to obtain information to make proper determinations.
- Contact clients, applicants, and others to set up interviews, hearings, or similar interactions.
- Determine and collect fees.

*Office Assistant 2 & 3 (Calculations)*

Incumbents in these positions spend most of their work time performing mathematical operations, and/or clerical activities related to mathematical operations, in the service of agency or program functions, primarily as described in the “Calculations” section of the illustrative duties listed above. These activities may include creating spreadsheets, using calculators, and other means of performing calculations. These activities also may include entering information into, offering basic interpretations of information within, or retrieving information from various computer databases, including the Statewide Financial System, Microsoft Access, or similar computer database software package. The positions’ duties may incorporate, but are not limited to, financial (including record-keeping, bookkeeping, and reconciliation activities), purchasing, or statistical functions.

Within this parenthesis, the second level typically supervises lower-level Office Assistants and/or may perform the more complicated calculations work. Incumbents at the second level are also expected to understand the activities of the program area within which they work in order to answer questions and explain or clarify procedures, and use independent judgment to make decisions and resolve problems. Typically employees in this parenthesis are responsible for a particular segment of a program where dealing with numbers and performing calculations is a critical aspect, such as accounts payable, purchasing, or payroll.

Duties may include the following.

- Review unit or departmental financial forms such as vouchers for conformance with approved spending.

- Maintain accounts for a major account clerical function (such as accounts receivable or payable) of an agency having a large accounts maintenance operation and a large volume of transactions or for all clerical accounts maintenance and processing activities for an agency, division, program, or small business office.
- Compile and prepare financial data for budgetary purposes.
- Reconcile accounts with bank statements and control ledgers and resolve discrepancies.
- Reconcile money received with value of receipts or tickets issued.
- Perform account clerical audits for programs in which there are a large number and variety of transactions, verifications, checks, and computations, and where the written procedures are changed frequently.
- Prepare payroll of a small agency or assist in the payroll of a large agency by preparing and processing payroll documents, computing and verifying salaries, and deductions.

The third level performs as the head of a clerical operation, typically functioning as second-level supervisor.

*Office Assistant 3 (Human Resources)*

Incumbents in these positions spend most of their work time performing activities related to human resources management. Their work may closely resemble those of other Office Assistants, and their tasks may encompass the broad range of Office Assistant tasks. Although positions in this class supervise, the size of the subordinate staff is not a classification factor.

Duties may include the following.

- Supervise subordinate staff in processing personnel transactions, employee benefit applications, and claims.
- Maintain and manage the maintenance of a variety of personnel office records, such as the personal history file, position control file, title folders, current subject files, health insurance application files, insurance claim files, correspondence files, and examination files.
- Conduct new employee orientation sessions.
- Provide employees and managers with information on and interpretations of the agency's personnel procedures and policies, the personnel transaction process, attendance rules, employee programs, or other aspects of the personnel system.
- Manage the processing of employee benefit claims.

**New York State Department of Civil Service**  
DIVISION OF CLASSIFICATION & COMPENSATION

Classification Standard

**Occ. Code 5530100**

<b>Nursing Assistant 1, Grade 6</b>	<b>5530100</b>
<b>Nursing Assistant 2, Grade 8</b>	<b>5530200</b>
<b>Nursing Assistant (Certified), Grade 8</b>	<b>5530210</b>

Brief Description of Class Series

Nursing Assistants provide care to individuals in hospitals and long-term care facilities operated by New York State. Care ranges from attending to patients' personal hygiene needs, to performing a limited number of simple treatments and therapies under direction of licensed clinical staff. Incumbents provide direct hands-on care to individuals by assisting with bathing, dressing, perineal care, mobility, eating, and other daily living activities.

Nursing Assistants are classified in health care facilities operated by the State University of New York (SUNY) and the Department of Corrections and Community Supervision. Nursing Assistants (Certified) are classified in long-term care settings that require certified nursing assistants for regulatory purposes, such as the Department of Health's (DOH) Veterans' Homes, and certain SUNY Medical Center programs.

Distinguishing Characteristics

All positions are in the non-competitive jurisdictional class.

*Nursing Assistant 1:* entry level; performs basic patient care duties under direction of a nurse, physician, or other clinician; may assist Nursing Assistants 2, physicians, and nurses in the performance of care functions. Incumbents at this level receive in-service training in a limited number of care procedures, leading to eligibility to qualify for appointment to Nursing Assistant 2.

*Nursing Assistant 2:* full performance level; using detailed guidelines, standards, and procedures, and under the supervision of clinicians, observes patients and performs prescribed simple treatment procedures; attends to personal hygiene needs of patients; and performs limited cleaning and housekeeping duties directly related to patient care. Treatment tasks performed require only knowledge of a limited number of specific treatment procedures performed at the facility.

*Nursing Assistant (Certified)*: full performance level; performs duties similar to a Nursing Assistant 2, but functions are performed in a long-term care facility and require certification as a New York State Certified Nursing Assistant.

### Related Classes

Rehabilitation Hospital Nursing Assistants perform similar functions to those of Nursing Assistants but are focused on rehabilitation activities and are only classified at DOH's Helen Hayes Hospital.

Licensed Practical Nurses are classified in a variety of State health care settings and observe patients for symptoms and reactions to treatments; treat patients for physical maladies as directed and under close supervision; and attend to patients' personal hygiene needs. Incumbents are licensed New York State Licensed Practical Nurses.

### Illustrative Duties

#### *Nursing Assistant 1*

Under direct clinical supervision, performs the following duties:

- Changes simple dressings as directed, gives enemas, douches, and irrigations as directed.
- Applies abdominal "T" binders, hot water bottles, aqua "K" pads, ice bags, and coolers, and hot and cold compresses to patients as directed.
- Assists patients in collecting urine and stool specimens.
- Observes and records patients' quantitative food and fluid intake and waste output.
- Takes temperature, pulse rate, blood pressure and respiration rate.
- Gives therapeutic baths such as sitz and fever sponge baths.
- Measures and records height and weight.
- Inspects functioning oxygen therapy equipment including tents, masks, and cannulae to ensure appropriate functioning.
- Recognizes and reports abnormal signs and symptoms of common diseases and conditions to clinical staff.



- Applies splints, braces, slings and other self-help devices.
- Operates a variety of specialized patient monitoring and treatment devices.
- Attends to patients' hygiene and daily living needs in order to maintain an atmosphere conducive to patient comfort and treatment. Examples include bathing and dressing patients, brushing teeth, and trimming nails.
- Collects and carries patients' laundry and dry cleaning and delivers objects to appropriate locations in the health care facility.
- Receives patients' belongings and transports objects to safe storage, keeping appropriate records.
- Feeds patients requiring assistance.
- As directed by clinical staff, moves, positions, lifts and transports patients using a variety of lifts and other aids in order to make patients comfortable, prepare patients for treatment, deliver patients to treatment areas, and to prevent contractures.
- Brings bedpans and urinals to patients requiring assistance and attends to incontinent patients.
- Talks and listens to patients and responds by encouraging patients to cooperate and participate in treatment activities.
- May transport patients and supplies on occasion.

May perform a variety of limited housekeeping and cleaning duties related to direct patient care in order to ensure that treatment and patient areas are clean, sanitary, orderly, and properly supplied.

#### *Nursing Assistant 2*

Under direction of higher-level treatment staff, performs duties similar to those of a Nursing Assistant 1, but with greater proficiency. Positions may assist with training new staff in assigned treatment areas.

#### *Nursing Assistant (Certified)*

Under direction of higher-level treatment staff, performs duties similar to those of a Nursing Assistant 2, but also participates in required quarterly in-service education to maintain certification and meet all necessary requirements to be re-certified every two years.

## Communication

Nursing Assistants have frequent face-to-face communication with patients and visitors for the purposes of conveying treatment procedure and visitor information. Incumbents attempt to encourage and support patients who may be despondent or apprehensive, and regularly communicate with clinical staff to convey information on patients' physical conditions and responses to treatment. This information includes items such as observable physical behavioral changes, fatigue levels, and general behaviors and responses to routine treatments, such as foot soaks.

## Minimum Qualifications

### *Nursing Assistant 1*

Non-Competitive: possession of or ability to acquire the necessary knowledge, skills and abilities during the probationary period.

### *Nursing Assistant 2*

Non-Competitive: one year of satisfactory full-time experience in the provision of simple treatment and other patient care services under professional supervision.

### *Nursing Assistant (Certified)*

Non-Competitive: possession of current certification as a New York State Certified Nursing Assistant.

**Note:** Classification Standards illustrate the nature, extent and scope of duties and responsibilities of the classes they describe. Standards cannot and do not include all of the work that might be appropriately performed by a class. The minimum qualifications above are those which were required for appointment at the time the Classification Standard was written. Please contact the Division of Staffing Services for current information on minimum qualification requirements for appointment or examination.

Date: 2/2021

**New York State Department of Civil Service**  
DIVISION OF CLASSIFICATION & COMPENSATION

Classification Standard

*Occ. Code 4063105*

<b>Professional Engineer 1 (Civil), Grade 24</b>	<b>4063105</b>
<b>Professional Engineer 1 (Civil/Construction), Grade 24</b>	<b>4063110</b>
<b>Professional Engineer 1 (Civil/Geotechnical), Grade 24</b>	<b>4063115</b>
<b>Professional Engineer 1 (Civil/Structural), Grade 24</b>	<b>4063120</b>
<b>Professional Engineer 1 (Civil/Transportation), Grade 24</b>	<b>4063125</b>
<b>Professional Engineer 1 (Electrical), Grade 24</b>	<b>4063130</b>
<b>Professional Engineer 1 (Environmental), Grade 24</b>	<b>4063135</b>
<b>Professional Engineer 1 (Fire Protection), Grade 24</b>	<b>4063140</b>
<b>Professional Engineer 1 (Gas Pipeline Safety), Grade 24</b>	<b>4063160</b>
<b>Professional Engineer 1 (Industrial), Grade 24</b>	<b>4063145</b>
<b>Professional Engineer 1 (Mechanical), Grade 24</b>	<b>4063150</b>
<b>Professional Engineer 1 (Mechanical/HVAC), Grade 24</b>	<b>4063155</b>

Brief Description of Class

Incumbents of these positions apply their knowledge of the mathematical, physical, and engineering sciences in several specialty areas. They provide the full range of professional engineering services including consultation, evaluation, planning, systems design, engineering surveys, or project oversight in order to ensure work conforms to accepted engineering standards. They may supervise and evaluate the work of subordinate engineers and technicians in projects such as the construction, extension, alteration, remodeling, and maintenance of roads, buildings, public and private water and sewer systems, electrical and power supply systems, fire protection systems, and large structures including major roads, environmental remediation systems, and bridges.

These positions are classified in several State agencies, although the majority of positions are in the Office of General Services, the Department of Transportation, the Department of Environmental Conservation, and the Thruway Authority.

Distinguishing Characteristics

*Professional Engineer 1 (All Parenthetics)*: performance level; under the general direction of higher level staff, independently apply engineering knowledge and offer a variety of consultative or evaluative services in various stages of an engineering project, from the design phase of planned projects through completion. They typically indicate by their seal on project plans that work conforms to accepted engineering standards

and/or review and comment on an engineering submittal whereby the comment or approval letter must be under the signature of a licensed professional engineer. They may supervise subordinate technical, engineering, administrative or support staff as required.

### Related Classes

Assistant Engineers (all parentheses) are assigned to smaller and less complex projects or parts of projects, the performance of work not requiring a license, and with closer supervision and review exercised over their activities.

Professional Engineers 2 (all parentheses) are characterized by their predominant assignment to supervising subordinate licensed professional engineering and technical staff, planning, directing, and reviewing major projects, and serving as head of an engineering section. Positions at this level may also be assigned to serve as the principal assistant to a higher level professional engineer responsible for an engineering program in a region or responsible for a statewide engineering program. For any assignment, Professional Engineers 2 (all parentheses) supervise at least two teams headed by Professional Engineers 1 (all parentheses) engaged in a wide variety of engineering activities.

### Illustrative Duties

#### *Professional Engineer 1 (Civil)*

Perform professional engineering duties related to new construction, renovation, or long term maintenance projects; report to a Professional Engineer 2 or higher level staff for a group of complex projects that are related by location or by type; recommend construction or rehabilitation projects; determine sequencing of phases of projects; review and approve estimates, specifications, reports and offering plans and contract changes through the life of the project; and provide technical advice to engineers, legal staff, consultants and department or institution contract management and budget representatives on the financial, structural or construction requirements of projects.

#### *Professional Engineer 1 (Civil/Construction)*

Perform professional engineering duties related to construction design, project budget, estimates, work plans and contract changes; review, analyze, report, and recommend new or revised provisions of law concerning structural safety, adequacy and stability.

*Professional Engineer 1 (Civil/Geotechnical)*

Perform professional engineering duties related to geotechnical engineering projects primarily focusing on determining soil and field material, ground seepage and detailed soil mechanics; gather data relating to bedrock, foundations, and aquifer mapping and recommend subsurface construction plans; investigate subsurface conditions and materials, determine the associated engineering properties, and evaluate and/or make design decisions based upon findings; and ensure that project plans and changes from project design through to project completion are consistent with accepted standards.

*Professional Engineer 1 (Civil/Structural)*

Perform professional engineering duties related to structures; analyze the appropriateness of plans focusing on types of loads; recommend design of structural systems; design and review difficult plans complicated by need to coordinate architectural, mechanical, electrical and plumbing designs; and may evaluate and advise on the revision of the Building Code and manuals of construction design, and the American Association of State Highway Transportation Officials (AASHTO) bridge specifications and standards.

*Professional Engineer 1 (Civil/Transportation)*

Perform professional engineering duties related to projects concerned with new or rehabilitated roads, bridges, railroads, airport structures, materials, and waterways; and select, from a wide variety of alternatives, the most efficient and effective plan of work.

*Professional Engineer 1 (Electrical)*

Perform professional engineering duties related to a group of electrical systems projects that may be complicated by such aspects as large scope or multiple agency use, and advise on electrical systems design construction, operations or management of new or ongoing rehabilitation of new or existing electrical equipment including electric utility transmission, distribution, and generation facilities; assist a higher level professional engineer overseeing subcontractors or development of electrical specifications writing and estimates of work; and evaluate operations problems in existing electrical systems.

*Professional Engineer 1 (Environmental)*

Perform professional engineering duties in a major segment of an environmental quality program such as wastewater management, materials waste management, public water supply protection, water or air pollution control, hazardous waste minimization, multi-media pollution prevention, response and remediation; prepare and/or review engineering designs, plans, and environmental assessments for environmental facilities; analyze site physical data to ensure appropriate environmental laws, regulations and engineering standards are satisfied; may develop scope of investigations and review data resulting, for remediation sites; evaluate water system operation to minimize public

health risks; evaluate emerging technologies for drinking water systems; develop regulations and technical guidance for water system operators and other facility officials; respond to environmental health emergencies; and develop standards used to transport natural gas and hazardous liquids; evaluate operations and maintenance of natural gas and petroleum transmission and gathering lines.

*Professional Engineer 1 (Fire Protection)*

Perform professional engineering duties related to projects primarily concerned with fire protection; analyze and evaluate systems that provide fire risk management; inspect and recommend fire protection maintenance programs; recommend systems for mitigating risks, including active and passive fire suppressant systems; and provide information on fire hazard systems design, including fire alarm and explosion avoidance protection.

*Professional Engineer 1 (Gas Pipeline Safety)*

Perform professional engineering duties related to the regulation of natural gas, hazardous liquid, liquefied natural gas, liquefied petroleum gas, and steam pipeline systems; perform the more complex construction inspections, investigations of incidents involving natural gas and hazardous liquids pipelines, and facility design reviews including proposed modifications for design plans of construction projects and facilities involved in incidents; review inspection reports completed by Assistant Engineers; evaluate operator programs and procedures to assess, manage, and control pipeline risks; and use professional engineering expertise to testify as part of administrative proceedings on behalf of the Department of Public Service.

*Professional Engineer 1 (Industrial)*

Perform professional engineering duties related to design and evaluation of industry standards that affect safety and health of workers and the general public; evaluate work standards that support worksite conditions such as exposure to materials that may affect health and safety; analyze human factors affecting the work environment and environmental factors that affect worker and the general public's exposure to risks to air, water and land quality; review plans and variances or modifications from mandated safety performance and specification standards.

*Professional Engineer 1 (Mechanical)*

Perform professional engineering duties related to construction and/or reconstruction of operations and/or maintenance of mechanical elements in buildings, hospitals, utility energy facilities or public housing projects; review and consult on plans, specifications and estimates for mechanical systems and their installations; and advise on new engineering methods and materials.

*Professional Engineer 1 (Mechanical/HVAC)*

Perform professional engineering duties related to projects concerned primarily with the design and evaluation of operating systems for heating, ventilating and air conditioning; and advise and recommend systems for energy and power transmission, conservation and distribution, heat transfer and various systems such as for cooling towers, boilers, air quality and ventilation.

Minimum Qualifications

*Professional Engineer 1 (Civil)*

Promotion: New York State Professional Engineer's license and current registration, and one year of service as an Assistant Engineer (Civil).

Open Competitive: New York State Professional Engineer's license and current registration.

*Professional Engineer 1 (Civil/Construction)*

Promotion: New York State Professional Engineer's license and current registration, and one year of service as an Assistant Engineer (Civil/Construction).

Open Competitive: New York State Professional Engineer's license and current registration.

*Professional Engineer 1 (Civil/Geotechnical)*

Promotion: New York State Professional Engineer's license and current registration, and one year of service as an Assistant Engineer (Civil/Geotechnical).

Open Competitive: New York State Professional Engineer's license and current registration.

*Professional Engineer 1 (Civil/Structural)*

Promotion: New York State Professional Engineer's license and current registration, and one year of service as an Assistant Engineer (Civil/Structural).

Open Competitive: New York State Professional Engineers license and current registration.

*Professional Engineer 1 (Civil/Transportation)*

Promotion: New York State Professional Engineer's license and current registration, and one year of service as an Assistant Engineer (Civil/Transportation).

Open Competitive: New York State Professional Engineer's license and current registration.

*Professional Engineer 1 (Electrical)*

Promotion: New York State Professional Engineer's license and current registration, and one year of service as an Assistant Engineer (Electrical).

Open Competitive: New York State Professional Engineers license and current registration.

*Professional Engineer 1 (Environmental)*

Promotion: New York State Professional Engineer's license and current registration, and one year of service as an Assistant Engineer (Environmental).

Open Competitive: New York State Professional Engineer's license and current registration.

*Professional Engineer 1 (Fire Protection)*

Promotion: New York State Professional Engineer's license and current registration, and one year of service as an Assistant Engineer (Fire Protection).

Open Competitive: New York State Professional Engineer's license and current registration.

*Professional Engineer 1 (Gas Pipeline Safety)*

Promotion: New York State Professional Engineers license and current registration, and one year of service as an Assistant Engineer (Gas Pipeline Safety).

Open Competitive: New York State Professional Engineers license and current registration, and possession of certificates of successful completion of the requisite federally mandated training program pertaining to pipelines and hazardous materials through the United States Department of Transportation Pipeline and Hazardous Materials Safety Administration (PHMSA).



*Professional Engineer 1 (Industrial)*

Promotion: New York State Professional Engineer's license and current registration, and one year of service as an Assistant Engineer (all parenthetics).

Open Competitive: New York State Professional Engineer's license and current registration.

*Professional Engineer 1 (Mechanical)*

Promotion: New York State Professional Engineer's license and current registration, and one year of service as an Assistant Engineer (Mechanical).

Open Competitive: New York State Professional Engineer's license and current registration.

*Professional Engineer 1 (Mechanical/HVAC)*

Promotion: New York State Professional Engineer's license and current registration, and one year of service as an Assistant Engineer (Mechanical/HVAC).

Open Competitive: New York State Professional Engineer's license and current registration.

**Note:** Classification Standards illustrate the nature, extent and scope of duties and responsibilities of the classes they describe. Standards cannot and do not include all of the work that might be appropriately performed by a class. The minimum qualifications above are those which were required for appointment at the time the Classification Standard was written. Please contact the Division of Staffing Services for current information on minimum qualification requirements for appointment or examination.

Date: 3/2021

**New York State Department of Civil Service**  
Division of Classification & Compensation

Classification Standard

***Occ. Code 7120000***

**Trades Generalist, Grade 12**

Brief Description of Class

A Trades Generalist performs journey-level work in one trade, and skilled and semiskilled level work in a combination of other trades in the repair and maintenance of facilities and equipment. Incumbents may supervise others in maintenance, repair, installation, and construction activities.

Distinguishing Characteristics

*Trades Generalist:* non-competitive; functions as a skilled worker in a primary trade, and also performs a variety of skilled and semiskilled activities in one or a combination of other related trades in response to maintenance program requirements.

Trades Generalists are assigned either to a small State facility where the incumbent functions in the only journey-level maintenance position, or where the organization of work and the maintenance program require the flexibility afforded by this classification. Incumbents of positions in this latter setting may work with individuals whose positions are classified according to specific trades. Trades Generalists, like other journey-level positions, plan and lay out construction, repair, and maintenance projects.

Related Classes

The specialized trades titles, such as Trades Specialist (Carpenter), Trades Specialist (Electrician), Trades Specialist (Plumber & Steamfitter), Trades Specialist (Sign Fabrication) and Service & Repair Mechanic (Motor Equipment), are distinguished from Trades Generalist by the performance of journey-level work in a single trade generally on a full-time basis.

A Maintenance Assistant performs semiskilled maintenance, repair, and related activities; and may perform many of the same maintenance tasks as a skilled tradesperson in one or a combination of crafts, usually under the supervision of a skilled tradesperson.

## Illustrative Duties

The services performed by Trades Generalists vary from position to position so that the listing of specific activities and tasks is impracticable. However, Trades Generalists have one responsibility in common, that of performing a variety of skilled and semiskilled maintenance, repair, installation, and construction tasks in the mechanical, building, motor equipment, and electrical trades.

Classification standards describing the activities and tasks performed by specialized trades include, but are not limited to, Trades Specialist (Carpenter), Occ. Code 7120100; Trades Specialist (Electrician), Occ. Code 7120120; Trades Specialist (Painter), Occ. Code 7120110; Service & Repair Mechanic (Motor Equipment), Occ. Code 7347130; Trades Specialist (Plumber & Steamfitter), Occ. Code 7120160; Trades Specialist (Sign Fabrication), Occ. Code 7120185; and Trades Specialist (Mason & Plasterer), Occ. Code 7120150.

Classification standards describing other classes involved in maintenance, repair, and related activities include Maintenance Assistant, Occ. Code 7202000; and Facility Operations Assistant 1, Occ. Code 3010100.

## Independence of Operation

Trades Generalists are supervised by higher-level trades positions, such as Trades Supervisor (Carpenter), Maintenance Supervisor 1, 2 or 3, or a program administrator with varied responsibilities, in addition to facilities and equipment maintenance and repair. Generally, work priorities are prescribed, material is furnished, the nature and extent of the work to be performed is given, and detailed plans, diagrams, and specifications are provided. However, a Trades Generalist may be required to work from rough sketches or from oral instructions.

Although the work of a Trades Generalist is inspected periodically by the supervisor, incumbents are expected to work with considerable independence as is typical of a skilled tradesperson.

## Communication

The nature of a Trades Generalist's activities generally restricts relationships to employees working within the same organization unit, including skilled tradespersons in other trades. However, incumbents may be expected to orally communicate with administrators and others in an agency or facility on the reasons why work is being accomplished in the manner selected.

Trades Generalists may supervise a maintenance staff. Such relationships are characterized by frequent oral communications in assigning work and providing instructions. Written and oral communications with the general public are not typical of this class. Although incumbents may have frequent verbal relationships with others, the tasks of this class are predominantly thing-oriented and involvement with others is not a factor in determining its classification.

### Supervision Exercised

A Trades Generalist may supervise a subordinate maintenance staff and/or individuals for whom the State has custody or responsibility by making assignments, giving instructions, and observing and inspecting work performed to ensure that instructions have been followed and that the quality of the work is satisfactory.

### Minimum Qualifications

Non-competitive: four years of full-time experience in a trade under a skilled tradesperson which would provide training equivalent to that given in a training, apprenticeship, or equivalent program; or an equivalent combination of experience and training gained by completion of technical courses in skilled trades at a school, institute, or branch of the Armed Services.

When required to operate motor vehicles, candidates must possess a valid New York State driver's license appropriate for the type of vehicle to be operated.

**Note:** Classification Standards illustrate the nature, extent and scope of duties and responsibilities of the classes they describe. Standards cannot and do not include all of the work that might be appropriately performed by a class. The minimum qualifications above are those which were required for appointment at the time the Classification Standard was written. Please contact the Division of Staffing Services for current information on minimum qualification requirements for appointment or examination.

Date: 9/2020

**New York State Department of Civil Service**  
DIVISION OF CLASSIFICATION & COMPENSATION

Classification Standard

**Occ. Code 5702301**

<b>Physical Therapy Assistant 1, Grade 11</b>	<b>5702301</b>
<b>Physical Therapy Assistant 2, Grade 14</b>	<b>5702302</b>
<b>Physical Therapist, Grade 16</b>	<b>5700200</b>
<b>Senior Physical Therapist, Grade 18</b>	<b>5700300</b>
<b>Head Physical Therapist, Grade 20</b>	<b>5700600</b>
<b>Chief Physical Therapist, Grade 23</b>	<b>5700800</b>

Brief Description of Class Series

Positions in this class are licensed health care practitioners who assist in, provide, and/or supervise the delivery of physical therapy treatment programs and services to individuals\* in accordance with Article 136 of the Education Law to assist individuals restore, maintain, and improve physical movement and function, and limit or prevent disabilities resulting from disease or injury.

Positions are classified at various State agencies.

\*Individual refers to a person who is being treated or cared for, and is used in place of patient, client, or other nomenclature specific to an agency.

Distinguishing Characteristics

*Physical Therapy Assistant 1:* entry level; under the supervision of a licensed physical therapist, provides a variety of physical therapy support and treatment services to assigned individuals.

*Physical Therapy Assistant 2:* full performance level; under the supervision of a licensed physical therapist, independently provides a variety of physical therapy support and treatment services to assigned individuals; and may supervise and train Physical Therapy Assistants 1 and direct care staff.

*Physical Therapist:* entry level; under the supervision of a higher-level physical therapist or clinician, provides a variety of physical therapy treatment services to assigned individuals.

*Senior Physical Therapist:* full performance level, under the general direction of a higher-level physical therapist or clinician, independently provides a variety of physical therapy treatment services to individuals with more severe or acute physical disabilities;

and may provide clinical supervision and training to Physical Therapists and Physical Therapy Assistants.

*Head Physical Therapist:* supervisory level; oversees and supervises a physical therapy program or department with ten or fewer physical therapy staff; plans, develops, implements, and evaluates physical therapy programs and services; and may function as the assistant to a Chief Physical Therapist.

*Chief Physical Therapist:* supervisory level; oversees and supervises a physical therapy program or department with more than ten physical therapy staff; and plans, develops, implements, and evaluates physical therapy programs and services.

### Illustrative Duties

#### *Physical Therapy Assistant 1*

Under the supervision of a licensed physical therapist, assists in the delivery of physical therapy treatment programs and services to individuals.

- Administers a variety of selected physical therapies, such as ultraviolet or infrared rays, massage, hydrotherapy, and muscle exercises.
- Instructs individuals and groups on simple physical therapies and the use of assistive devices, which may include exercise and other therapeutic activities directed at restoring specific body functions.
- Observes and reports individuals' progress, response, and behavior; and may recommend modifications to treatment plans based on observations.
- Maintains individual records and documentation in accordance with program standards and requirements.
- Assists in the development and implementation of physical therapy treatment plans, including goals and outcomes.
- Assembles, cleans, and maintains physical therapy equipment for individual use.

May coordinate physical therapy activities with other health care providers as necessary; monitor supply inventories; and schedule individual appointments and procedures.

### *Physical Therapy Assistant 2*

Independently performs any of the duties of a Physical Therapy Assistant 1 above; and administers the full range of physical therapy treatment services to individuals as delegated by a licensed physical therapist.

May supervise and train Physical Therapy Assistants 1 and direct care staff.

### *Physical Therapist*

Provides a variety of physical therapy treatment programs and services to assigned individuals.

- Obtains and reviews individuals' information, including health histories.
- Examines and evaluates individuals' condition, including physical and neurological status; and performs and interprets selected tests and measurements to assess individuals' potential and existing movement-related disorders.
- Develops and implements individual physical therapy treatment plans, including treatment goals and anticipated outcomes.
- Selects, administers, and monitors therapeutic treatment modalities, which may include heat, cold, light, air, water, sound, electricity, massage, mobilization, and therapeutic exercise with or without assistive devices.
- Conducts and supervises individual and group physical therapy activities and programs to assist individuals in attaining therapeutic goals; and provides instruction and training to individuals in activities of daily living.
- Observes and records individuals' progress, response, and behavior in accordance with program standards; and modifies treatment plans, interventions, and goals as needed.

Serves as a member of an interdisciplinary treatment team; attends individual case reviews and team meetings as the physical therapy representative; and coordinates physical therapy activities with those of other disciplines or therapy programs.

Participates in the development and implementation of physical therapy policies and procedures.

### *Senior Physical Therapist*

In addition to performing any of the duties of a Physical Therapist above, independently administers physical therapy treatment programs and services to individuals with more

severe or acute physical disabilities, such as fractures, amputations, hemiplegia, peripheral nerve injuries, or other forms of paralysis.

May supervise and train Physical Therapists, Physical Therapy Assistants, and direct care staff.

#### *Head and Chief Physical Therapist*

In addition to performing any of the above duties, Head and Chief Physical Therapists perform the full range of supervisory duties for subordinate physical therapy staff; and plan, develop, implement, and evaluate physical therapy treatment programs and services.

### Minimum Qualifications

#### *Physical Therapy Assistant 1*

Open Competitive: possession of or eligibility for certification and registration as a Physical Therapy Assistant in New York State.

#### *Physical Therapy Assistant 2*

Promotion: two years of service as a Physical Therapy Assistant 1, and certification and current registration as a Physical Therapy Assistant in New York State.

Open Competitive: certification and current registration as a Physical Therapy Assistant in New York State and two years of post-licensure experience.

#### *Physical Therapist*

Open Competitive: possession of or eligibility for license and registration to practice physical therapy in New York State.

#### *Senior Physical Therapist*

Promotion: one year of service as a Physical Therapist, and possession of a license and current registration to practice physical therapy in New York State.

Open Competitive: possession of a license and current registration to practice physical therapy in New York State and one year of post-licensure experience.

#### *Head Physical Therapist*

Promotion: one year of service as a Senior Physical Therapist, and possession of a license and current registration to practice physical therapy in New York State.



*Chief Physical Therapist*

Promotion: one year of service as a Head Physical Therapist, and possession of a license and current registration to practice physical therapy in New York State.

**Note:** Classification Standards illustrate the nature, extent, and scope of duties and responsibilities of the classes they describe. Standards cannot and do not include all of the work that might be appropriately performed by a class. The minimum qualifications above are those which were required for appointment at the time the Classification Standard was written. Please contact the Division of Staffing Services for current information on minimum qualification requirements for appointment or examination.

Date: 10/2019

**New York State Department of Civil Service**  
DIVISION OF CLASSIFICATION & COMPENSATION

Classification Standard

***Occ. Code 3601300***

**Senior Librarian, Grade 19**

Brief Description of Class

Senior Librarians plan, develop, implement, and manage library services in either a general library servicing an institution's clients or residents or a reference library supporting technical and professional agency programs.

Distinguishing Characteristics

The class of Senior Librarian is characterized by overall responsibility for a moderate sized reference or general library consisting of more than 15,000 volumes, periodicals, tapes, etc. or a library with 10,000 volumes, periodicals, tapes, etc. with an annual circulation of more than 10,000. Incumbents perform a full range of professional library activities including administering the library, selecting and acquiring library materials, cataloging, classifying and indexing such materials, providing various services to library clientele such as reference service, literature searching, bibliography compiling, assisting readers in the use of the library, and conducting educational programs for groups of potential library users.

The nature of the library will determine the major activities to be found in any given position. However, it is not typical in either a general library or an agency reference library for incumbents to specialize in one activity to the exclusion of others. Senior Librarians who specialize are typically found in the State Library where the title is identified by a descriptive parenthetical indicating the nature of the library service specialization. The parentheticals include Automation, Law, Reference and Technical Processes. These specialists head a unit or major segment of a section of the library and usually work under the direction of an Associate Librarian who is responsible for policy direction in the area, work assignment, budgetary review, and evaluation of work.

Related Classes

Library Clerks perform and/or supervise specialized library clerical activities in support of a library program, such as organizing and maintaining the library collection, helping customers locate information, maintaining and creating online databases, and directing the acquisition, shelving, and rebinding of books. Incumbents are responsible for one or more organizational units within the library, such as Public Reader Services,

which may include Circulation, Interlibrary Loan, Special Collections and Periodicals, Acquisitions, or Technical Services.

### Illustrative Duties

Plan and develop services for library clientele.

- Based on available resources, determine priorities in terms of material to be purchased, staff to be employed, and special services to be made available.
- Establish policies and procedures governing library services.
- Prepare written budget requests for the library.
- Determine the extent of the services to be available based on the needs of the library users and the resources available.
- Determine the physical layout of the library, including location and arrangement of books and materials, special reference areas, and reading and work areas.

Manage and evaluate services provided by the library.

- Supervise subordinate professional and clerical staff by making assignments, observing their work activity, and reviewing reports, indexes, and catalogues prepared.
- Confer with library users to determine the extent to which library services meet their needs.
- Review the use of materials to determine whether materials are being utilized and to determine future acquisitions.

Select and acquire library materials.

- Establish policies governing the selection and acquisition of library materials in consultation with library users or an agency library committee within available fiscal resources.
- Review available books, periodicals, and tapes or critical reviews of them to screen those best suited for the library.

- Review requests for the purchase of library materials within the framework of stated needs, availability of fiscal resources and the priorities established for the services in the library.
- In cooperation with library users and agency administrators, establish priorities in terms of services to be offered and materials to be purchased.
- Arrange for rotating collections with local and school libraries, the State Library and the inter-library loan services.
- Acquire library materials and funds made available under certain conditions from community organizations, federal aid grants, regional libraries, and the general public in order to assist in meeting library needs.

Classify, catalogue, and index library material.

- Establish policies for the library governing classification, cataloging, and indexing.
- Assign materials to proper places using an established classification system such as the Dewey Decimal System or Library of Congress System.
- Catalogue material using established rules and reference works to identify its unique features, to describe it bibliographically and to integrate it with the rest of the collection.
- Assign subject headings by determining subject material dealt with and selecting standard subject headings which best indicate the subject matter.
- Index special collections or material of special interest to the library clientele to provide a more detailed listing of the contents of the material.

Provide reference, searching, bibliographic, and reader assistance services to the library clientele.

- Establish policies concerning the type and extent of these services.
- Explain physical layout of the library, types of material available and procedures for obtaining material.
- Explain the use of various library tools such as catalogues, indexes, bibliographies, and standard reference books.

- Answer questions from clientele which require the searching of material within the library and from outside sources.
- Compile bibliographies at the request of clientele ranging from a short list of material pertinent to the subject matter to a long list of technical material with annotations describing and evaluating material.
- Maintain bibliographies in areas of special interests to clientele or agencies.

Supervise and train subordinate staff of paid professional and clerical workers, and volunteer and resident workers where they are employed.

- Interview applicants for positions and select individuals best suited for work in the library.
- Explain to staff the layout of the library, the use of standard library tools and materials, library services offered and library operating policies.
- Assign work to staff according to their qualifications, providing instruction and advice.
- Determine work priorities and deadlines.
- Review work in progress and at its completion for adherence to instructions, policy, and deadlines.

### Minimum Qualifications

Promotion: Master's degree from a program accredited by the American Library Association and satisfactory completion of a two-year traineeship.

Open-Competitive: Master's degree from a program accredited by the American Library Association and two years of full time post-degree professional librarian experience.

**Note:** Classification Standards illustrate the nature, extent and scope of duties and responsibilities of the classes they describe. Standards cannot and do not include all of the work that might be appropriately performed by a class. The minimum qualifications above are those which were required for appointment at the time the Classification Standard was written. Please contact the Division of Staffing Services for current information on minimum qualification requirements for appointment or examination.

Date: 4/2018

## Parenthetics Attachment

Senior Librarian parenthetics are classified when the majority of a given positions duties and responsibilities emphasize a particular library service.

*Senior Librarian (Automation)*: these positions exist only in New York State Education Department. The incumbents assist with the New York State Library computer operations including managing integrated library systems, and assisting computer programmer and networking staff, and vendors.

*Senior Librarian (Law)*: these positions exist only in the New York State Department of Law. The incumbents provide reference and research services on legal and non-legal topics using information sources in a variety of formats. They provide staff with training and guidance on the use of legal and non-legal resources, and promote the effective use of new technologies for information retrieval.

*Senior Librarian (Reference)*: these positions exist only in New York State Education Department. The incumbents provide reference services to library users and select library materials.

*Senior Librarian (Technical Processes)*: these positions exist only in New York State Education Department. The incumbents are responsible for specialized cataloging, digitization, or computer application work in the State library.

### Minimum Qualifications:

#### *Senior Librarian (Automation)*

Open-Competitive: Master's degree from a program accredited by the American Library Association and two years of full-time post-degree professional librarian experience working with integrated library management systems, server, or network operations and software applications, which includes working with at least one programming language or operating system language such as UNIX and one mark-up language such as XML.

#### *Senior Librarian (Law)*

Open-Competitive: Master's degree from a program accredited by the American Library Association and two years of full-time post-degree professional librarian experience in a law or government library. This experience must include using New York State and federal primary and secondary legal resources and legal databases including Westlaw and LexisNexis.

*Senior Librarian (Reference)*

Open-Competitive: Master's degree from a program accredited by the American Library Association and two years of full-time post-degree professional librarian experience in public reference services in an academic, special or public library using both traditional and electronic reference tools and involving materials selection.

*Senior Librarian (Technical Processes)*

Open-Competitive: Master's degree from a program accredited by the American Library Association and two years of full-time post-degree professional librarian experience in a medium to large library environment where your primary duties include: acquiring library materials; acquiring, classifying and describing government documents from a federal or state agency for addition to the library's collection; working with digital content, processes, policies, storage and access; or cataloging library materials using one or more of the following metadata standards: RDA, Dublin Core, MODS, or METS.

**Appendix B:**  
Classification Standard Formatting Guidelines

Arial font 12 pt. ; 1" margins; left justified

**New York State Department of Civil Service** [13 pt. bold]

DIVISION OF CLASSIFICATION & COMPENSATION [small caps]

1L#

Tentative Classification Standard

1L#

***Occ. Code XXXXXXXX***

1L#

Occ. Code is bold, italicized, and right justified.  
Titles and codes are bold and right justified.

**Title**  
**Title**

**XXXXXXX**  
**XXXXXXX**

2L#

Brief Description of Class Series

2L#

Distinguishing Characteristics

2L#

Related Classes

2L#

Headings of sections are underlined. Leave two spaces between sections.

Illustrative Duties

2L#

Minimum Qualifications

1L#

*Title*

Title is italicized.

1L#

Promotion:

1L#

Open Competitive:

3L#

**Note:** Classification Standards illustrate the nature, extent, and scope of duties and responsibilities of the classes they describe. Standards cannot and do not include all the work that might be appropriately performed by a class. The minimum qualifications above are those required for appointment at the time the Classification Standard was written. Please contact the Division of Staffing Services for current information on minimum requirements for appointment or examination.

11 pt.  
font

2L#

Date: 00/0000 (Month/Year)



2L#

XX (the initials of individual who drafted classification standard.)

## Appendix C: Classification Factors

C&C uses classification factors to analyze jobs, applying both quantitative and qualitative methods. These factors are the foundation of the classification system, and include education and experience, responsibility, supervision, managerial activities, job demand, communication, and complexity. The degree to which certain characteristics are present or absent for each of these factors in a position's duties and responsibilities determines its proper classification and allocation. Several factors, such as education and experience and complexity, carry more weight in determining a position's proper classification and allocation. Each of the factors is described below.



### Education and Experience

Education and experience is the amount of relevant job experience and the academic preparation required at the entry level of a class (also known as a title or title series). An evaluation of this factor assesses the level of knowledge and skills necessary to successfully perform the major duties of the class, which is essential to setting the allocation. Education and experience requirements are typically expressed as the minimum qualifications for a title (see Minimum Qualifications section below). Major duties form the basis for a position's existence, encompass most the position's time, and serve as the basis for the position's requirements. Therefore, bona fide occupational qualifications are the focus rather than what is preferred or the education and experience of specific employees or candidates. All things being equal, a job that requires greater level education and experience will be allocated at a higher grade than one with less stringent requirements.

### Responsibility

Responsibility measures the impact of work performed by the class on people, an organization, and its resources. A position's responsibility may extend to both supervisory and non-supervisory areas. Examples of responsibility that may not necessarily be linked to supervision include making recommendations affecting

planning and policymaking; exercising independent decision-making; and binding an agency to take a certain course of action. The responsibility of a position is relative to its organizational context.

### Supervision

Supervision that a position exercises and receives is evaluated. Supervision can be defined as assuming responsibility for the work of others by directing and reviewing assignments, ensuring employees receive training, assessing employee performance, and resolving work problems.

Supervisory responsibility impacts the allocation of a title. Considerations include how many employees are supervised, the level of work (typically reflected by the allocation of appropriately classified subordinate positions), the scope of the work, and the range of duties performed by those employees supervised by a position.

### Managerial Activities

This factor assesses major activities of higher-level titles, which include planning, organizing, staffing, leading/directing, and controlling. Planning is choosing appropriate organizational goals, and choosing correct directions, policies, and methods to achieve those goals. Organizing involves designating tasks and responsibilities to employees with specific skill sets needed to complete tasks. Staffing includes hiring and assigning the right people to the right job, and the training and development of employees. Leading and directing functions ensure that all activities work together for the good of the organization. The controlling function ensures that all functions of an organization are working successfully.

### Job Demands

This factor assesses work pace, the nature and impact of time constraints on decision making and the performance of work, task repetitiveness, physical demands, and environmental conditions. For example, titles that perform repetitive short tasks with little to no interpretation and within standard timeframes may be allocated lower than classes that perform varied tasks with a high degree of decision-making in the context of tight time constraints.

### Communication

This factor assesses the nature and extent of oral and written communications required to accomplish work in conjunction with others. Communication may include completing forms, writing original documents, or editing materials prepared by others in subject areas ranging from simple to highly technical. The factor also assesses teaching, advising, giving directions, leading and planning workshops, and other activities.

## Complexity

Complexity covers the nature and variety of tasks, steps, processes, methods, and activities in the work performed; and the degree to which the employee must vary the work, discern interrelationships and deviations, or develop new techniques, criteria or information. This factor bolsters other factors and must be explained in detail with illustrative and meaningful descriptions.

Elements that are not classification factors include recruitment difficulty, comparisons to inappropriately classified positions, and employee eligibility, seniority, financial, or productivity concerns. See the *C&C Update* (March to November 2016) for additional information regarding classification factors.

## **Appendix D:** Federal Occupational Category (FOC) Code Definitions

- 1. Officials and Administrators:** Occupations in which employees set broad policies, exercise overall responsibility for execution of these policies or direct individual departments or special phases of the agency's operations, or provide specialized consultation on a regional, district or area basis. Includes: department heads, bureau chiefs, division chiefs, directors, deputy directors, controllers, examiners, wardens, superintendents, sheriffs, police and fire chiefs and inspectors and kindred workers.
- 2. Professionals:** Occupations which require specialized and theoretical knowledge which is usually acquired through college training or through work experience and other training which provides comparable knowledge. Includes: personnel and labor relations workers, social workers, doctors, psychologists, registered nurses, economists, dietitians, lawyers, system analysts, accountants, engineers, employment and vocational rehabilitation counselors, teachers or instructors, police and fire captains and lieutenants and kindred workers.
- 3. Technicians:** Occupations which require a combination of basic scientific or technical knowledge and manual skill which can be obtained through specialized post-secondary school education or through equivalent on-the-job training. Includes: computer programmers and operators, draftsmen, surveyors, licensed practical nurses, photographers, radio operators, technical illustrators, highway technicians, technicians (medical, dental, electronic, physical sciences) assessors, inspectors, police and fire sergeants and kindred workers.
- 4. Protective Service Workers:** Occupations in which workers are entrusted with public safety, security and protection from destructive forces. Includes: police patrol officers, fire fighters, guards, deputy sheriffs, bailiffs, correctional officers, detectives, marshals, harbor patrol officers and kindred workers.
- 5. Paraprofessionals:** Occupations in which workers perform some of the duties of a professional or technicians in a supportive role, which usually require less formal training and/or experience normally required for professional or technical status. Such positions may fall within an identified pattern of staff development and promotion under a "New Careers" concept. Includes: library assistants, research assistants, medical aides, child support workers, police auxiliary, welfare service aides, recreation assistants, homemaker aides, home health aides and kindred workers.

6. **Office and Clerical:** Occupations in which workers are responsible for internal and external communications, recording and retrieval of data and/or information and other paperwork required in an office. Includes: bookkeepers, messengers, office machine operators, clerk-typists, stenographers, court transcribers, hearing reporters, statistical clerks, dispatchers, license distributors, payroll clerks and kindred workers.
7. **Skilled Craft Workers:** Occupations in which workers perform jobs which require special manual skill and a thorough and comprehensive knowledge of the processes involved in the work which is acquired through on-the-job training and experience or through apprenticeship or other formal training programs. Includes: mechanics and repairmen, electricians, heavy equipment operators, stationary engineers, skilled machine occupations, carpenters, compositors and typesetters and kindred workers.
8. **Service – Maintenance:** Occupations in which workers perform duties which result in or contribute to the comfort, convenience, hygiene or safety of the general public or which contribute to the upkeep and care of buildings, facilities or grounds of public property. Workers in this group may operate machinery. Includes: chauffeurs, laundry and dry cleaning operatives, truck drivers, bus drivers, garage laborers, custodial personnel, gardeners and groundskeepers, refuse collectors and construction laborers.

## Appendix E:

### Sample Tentative Classification Standard Review Documents

The Division of Classification and Compensation requests your comments on the attached Tentative Classification Standard(s) for the following title(s):

Nurse Administrator 1, Grade 20	5510701
Nurse Administrator 2, Grade 21	5510720
Nurse Administrator 1 (Psychiatric), Grade 20	5510750
Nurse Administrator 2 (Psychiatric), Grade 21	5510775
Nurse Administrator 1 (Rehabilitation), Grade 20	5510730
Nurse Administrator 2 (Rehabilitation), Grade 21	5510770

The Classification Standard(s), when finalized, will replace any existing specification or standard for the title(s) listed above.

Return your comments to [cs.sm.classcomp@cs.ny.gov](mailto:cs.sm.classcomp@cs.ny.gov) **within 45 days** of the date of this email. If we do not hear from you by such time, we will assume that you have no significant objections to the standards' content and will publish them in final form. If you suggest any revisions to these tentative standards, indicate your proposed changes by striking through deletions and underlining additions on the Word documents.

Questions should be addressed to [cs.sm.classcomp@cs.ny.gov](mailto:cs.sm.classcomp@cs.ny.gov) by email or 518-474-1011.

Sincerely,

Division of Classification & Compensation  
**Department of Civil Service**  
Empire State Plaza, Agency Building 1, Albany, NY 12239  
(518) 474-1011  
[www.cs.ny.gov](http://www.cs.ny.gov)

**Division of Classification & Compensation**  
**Standard Documentation Form**

**Title(s):**

1. Please identify the responsible program manager(s), including those proposing no changes, who participated in the review process:

- A. Name of Reviewer:
- B. Program Area:
- C. Classified Title:
- D. Reviewer Qualifications:
- E. Date Reviewed:

2. No revisions required

(Please sign here) \_\_\_\_\_

3. On what basis are additions/revisions suggested? Please provide attachments including supportive documentation.

4. Do new/additional duties or responsibilities require additional KSA's?

- A. If so, please identify.
- B. How are additional KSA's acquired?
- C. Are the current minimum qualifications appropriate for the title?

\_\_\_\_\_  
Human Resources Representative Name

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date

\_\_\_\_\_  
Agency





# Department of Civil Service

New York State  
Department of Civil Service  
Albany, NY 12239  
[www.cs.ny.gov](http://www.cs.ny.gov)

**Content Last Updated**

**March 2021**