

**NEW YORK STATE DEPARTMENT OF CIVIL SERVICE
DIVISION OF CLASSIFICATION AND COMPENSATION
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**GUIDE TO WRITING
CLASSIFICATION STANDARDS**

**Revised
2002**

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TABLE OF CONTENTS

Acknowledgments	
Table of Contents	
Introduction	5
Getting Started	6
You Need to Know the Work	6
Information Resources about the Work	7
What Classes to Include in the Classification Standard	8
Remember Your Audience	8
Guide to Writing Classification Standards	10
Required Sections of the Classification Standard and Examples	11
Brief Description of Class	12
Distinguishing Characteristics	16
Illustrative Duties	23
Paragraph Format	26
Activity and Task Format	26
Minimum Qualifications	36
Optional Sections of the Classification Standard and Examples	44
Related Classes	45
Independence of Operation	49
Complexity	52
Communication	56
Supervision Exercised	60

Attachments to Standard	64
Parenthetics and Language Tags	65
Appendices	67
A. General Formatting Guidelines	68
B. Style and Format by Section of the Classification Standard	71
C. Federal Occupational Category Definitions	76
D. Writing Examples of Work/Work Behavior Statements	78
E. Action Word Definitions	83
F. Action Word Definition Supplement Ambiguous “Action” Words	94
G. The Americans with Disabilities Act (ADA): Essential Job Functions	96

INTRODUCTION

Classification Standards are official publications issued by the Division of Classification and Compensation to describe classes of positions. For that reason the Division retains responsibility for the review and approval of these documents. 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. Required by 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.
- ◆ Participation in and administration of the decentralized classification programs.
- ◆ Recruitment, examination and appointment processes.
- ◆ The relationships among jobs for the purpose of salary grade allocation and organizational studies.
- ◆ Performance evaluation.
- ◆ Employee training.
- ◆ Transfer, preferred list and re-employment roster determinations.
- ◆ A host of other administrative concerns and processes.

Although Classification Standards are used frequently by those in personnel 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 merely provide a way to organize important information about the duties and responsibilities and the minimum qualification requirements of classes so that we can understand the work they do and distinguish them from each other. The format of these documents has been revised several times 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 their minimum qualification requirements. In 1974, this format was expanded into the first Classification Standard, which retained the summary of duties and minimum qualification requirements and added information on duties and responsibilities in an activity and task format, as well as sections on related classes, classification criteria, supervision, communication, and a section on knowledge, skills and abilities.

Effective May 2001 we again revised the Standard format and reduced the number of required sections in a Classification Standard to **four**:

- Brief description of the class or classes
- Distinguishing characteristics
- Illustrative duties in task and activity format or in paragraph format and
- Minimum qualifications.

These four sections are required regardless of the format in which the Classification Standard is prepared.

The formerly required sections that are now optional are independence of operation, complexity, communication, supervision and related classes. Sufficient information about these characteristics can usually be included in the required sections. Whether or not you include them as separate sections you must know and understand the characteristics addressed by each of the optional sections if an effective Classification Standard is to be the result.

If adding an optional section makes the Classification Standard repetitive, exclude it.

If adding an optional section makes the Classification Standard clearer and more understandable, include it.

Lastly, since Class Specifications and Class Standards are technically the same thing, that is, descriptions of classes or class series, in somewhat different formats, we now refer to both formats as Classification Standards, distinguished by use of task and activity format or paragraph format to describe the illustrative duties of the class.

Getting Started

YOU NEED TO KNOW THE WORK

You can't prepare an effective Classification Standard without knowing the work of the class or classes you are describing and what an employee must bring to the work to get it done satisfactorily. You need to know:

- ◆ The duties and responsibilities characteristic of the class.
- ◆ The purpose of the work performed.
- ◆ The nature of the work received.
- ◆ The work output.
- ◆ The organizational location or setting in which the work is performed.
- ◆ The work characteristics that form the basis for the class and its level within the series and as compared to other related classes.
- ◆ The extent to which workers function independently.
- ◆ The range of difficulty and level of responsibility for the class or classes within the occupation.
- ◆ The minimum qualifications required.

INFORMATION RESOURCES ABOUT THE WORK

Information about the work of the class or classes that you are describing is available from a wide variety of sources. The list below presents some resource options:

- ◆ Descriptions of duties, work papers, title folders, Classification Standards and other existing file material in the agency or in the Division of Classification and Compensation.
- ◆ Out-of-title work determinations may be especially useful in discovering problems with the wording and interpretation of existing Classification Standards.
- ◆ Quantitative Job Evaluation files.
- ◆ The Divisions of Staffing and Testing Services may be able to provide examination planning and job analysis information.
- ◆ Incumbents of representative positions may provide up-to-date duties descriptions.
- ◆ Individual Performance Programs.

- ◆ Job audits of incumbents of representative positions. These must be documented.
- ◆ Classification Standards or similar documents from other jurisdictions covering the same or similar classes.

This list is a sampling of the information resources available. Usually, it will not be necessary to use all of these resources to write an effective Classification Standard. Some of these resources should only be used when information from existing files is not sufficient.

WHAT CLASSES TO INCLUDE IN THE STANDARD

Existing Classification Standards cover as few as one class or as many as six or seven related classes in a single document. How many classes you choose to include in a single Standard will depend on how many related classes you need to develop Standards for; how closely related the classes are; and how much information needs to be presented to accurately describe and distinguish each separate class. Classes to be included in a single Standard may be:

- Individual: One class within a series such as Occ. Code 8755100, Safety & Security Officer 1.
- Vertically related: More than one level in a class series such as Occ. Code 2279100, Retirement Systems Information Representative. This Standard includes Retirement Systems Information Representatives 1, 2, and 3 in a single document. In this instance all levels in the series are included in one Standard.
- Horizontally related: Closely related classes at the same or similar grade levels such as Occ. Code 555700 which includes Secure Care Treatment Aide 1, G-11 and Developmental Disabilities Secure Care Treatment Aide, G-11.
- Organizationally related: Classes that work in the same organizational area but not the same occupations in the same occupations such as Occ. Code 1567510, Management Positions at Riverbank State Park.
- Occupationally related: Classes that work in the same or closely related occupations but not forming a distinct class series, such as Occ. Code 1528800, Arboretum Series.

REMEMBER YOUR AUDIENCE

Many people from various walks of life have a legitimate interest in the information contained in Classification Standards, and they are available to a

wide audience through both print and electronic media. It is important that they be written in a manner that supports effective communication. As you prepare Classification Standards, please keep the following in mind:

- ◆ Be concise. Don't use many words where few will suffice. Don't use "for the purpose of" when "to" will do.
- ◆ Avoid jargon and technical language.
- ◆ Use active verbs that convey a precise meaning. [See Appendix E]
- ◆ Write out the full meaning of initials the first time you use them, followed by the initials in parenthesis.
- ◆ Don't use "/" when you mean the word "and."
- ◆ Class versus Title. We tend to use these two words interchangeably in our daily work. Use "class" when preparing Classification Standards.
- ◆ Finally, **edit** what you write and remember Standards cannot and do not include all of the work that might be appropriately performed by a class.

Guide to Writing Classification Standards

The 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, the 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

*Optional Sections

**REQUIRED SECTIONS OF THE
CLASSIFICATION STANDARD AND
EXAMPLES**

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. 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 for all the classes covered in the Standard. For example, say “Park Patrol Officers enforce” rather than “Positions in this class enforce.”
- Use “This series” or “Positions in this series” when there are multiple classes that do not include a core class title or that do not use the core class title at all levels. For example, use this phrase for those Standards that are organizational and include several occupations, such as Management Positions at Riverbank State Park.

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 the Appendix C are a good guideline for this description.
- If the Standard covers only one level of a series, indicate what that level is, e.g., entry level, supervisory, management, journey, etc.
- State the profession to which the classes belong, such as recreation therapy or accounting.

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, e.g., Environmental Specialists “perform analysis and research regarding environmental concerns affecting their agency’s mission.”
- Describe the purpose of the work, e.g., State Accounts Auditors perform audits to “ensure that accounts are maintained in compliance with governing laws, rules, and regulations.”

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., Bus Drivers “drive full-sized passenger buses” or Keyboard Specialists 2 “require skilled use of keyboarding and information processing equipment and 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, e.g., “These positions are classified only in the Office of the State Comptroller” or “These positions are assigned to each of the agency’s eleven regions.”
- Do not state if the class is used interdepartmentally. Interdepartmental use is assumed when limitations are not described.
- State the work location at the end of the paragraph.

Note: These are general rules that the writer should follow. We realize that, at times, the document will read more easily in a slightly different format or that ideas may be conveyed more accurately by varying the style or format. Use common sense, but include the basic information.

EXAMPLES

BRIEF DESCRIPTION OF CLASS

Occ. Code 1570200

GOLF COURSE MAINTENANCE SUPERVISOR, GRADE 12
GOLF COURSE MANAGER 1, GRADE 15
GOLF COURSE MANAGER 2, GRADE 18
GREENSKEEPER, GRADE 18
SUPERVISING GREENSKEEPER, GRADE 21

Positions in this series perform skilled work, requiring specialized training and experience, to maintain, operate, and supervise golf courses and related facilities and equipment. In addition, they supervise and maintain other recreational facilities at the courses and are responsible for off-season course activities, such as cross country skiing. These positions are found only in the Office of Parks, Recreation, and Historic Preservation.

Occ. Code 0842200

CHIEF OF DATA PROCESSING SERVICES, M-3
CHIEF OF DATA PROCESSING TECHNICAL SERVICES, M-3

Chiefs of Data Processing Services plan, direct, and coordinate systems analysis, design, maintenance, implementation, application program design, and customer support activities.

Chiefs of Data Processing Technical Services plan, direct, and coordinate any combination of two or more of the Information Resources Management (IRM) technical specialties. The specialties include data base programming, data communications, operations, and systems programming.

Occ. Code 0428300

SENIOR EXAMINER OF MUNICIPAL AFFAIRS, GRADE 18
ASSOCIATE EXAMINER OF MUNICIPAL AFFAIRS, GRADE 23
PRINCIPAL EXAMINER OF MUNICIPAL AFFAIRS, GRADE 27
SUPERVISOR AUDIT PLANNING AND PROGRAM DEVELOPMENT, M-3
CHIEF EXAMINER OF MUNICIPAL AFFAIRS, M-4
ASSISTANT DIRECTOR MUNICIPAL AFFAIRS EXAMINATIONS, M-5
DIRECTOR MUNICIPAL AFFAIRS EXAMINATIONS, M-6

Positions in this series apply professional accounting knowledge and training to perform and manage on-site field examinations of the accounts and

fiscal affairs of units of local governments, such as cities, towns, villages, school districts, counties, town justices and clerks, school lunch programs, fire districts, special districts, and industrial development authorities, to determine compliance with applicable laws and the uniform system of accounts. These positions are classified only in the Office of the State Comptroller.

Occ Code 8714500

SERGEANT PARK PATROL, GRADE 16
LIEUTENANT PARK PATROL, GRADE 19
CAPTAIN PARK PATROL, GRADE 22
CHIEF REGIONAL PARK POLICE 1, GRADE 21
CHIEF REGIONAL PARK POLICE 2, GRADE 23
CHIEF REGIONAL PARK POLICE 3, M-1

Positions in this title series manage police activities and supervise Park Patrol Officers and seasonal and temporary staff assigned to enforce all New York State and local laws and agency rules and regulations at recreational and historic sites operated by the Office of Parks, Recreation and Historic Preservation. They have full police powers and perform and direct the full range of professional police duties. These positions are assigned to each of the agency's eleven regions.

Occ. Code 5216500

WORKSHOP SPECIALIST, GRADE 17

Workshop Specialists are professionals responsible for the business management and operations of sheltered workshops, work activity centers, and affirmative business enterprises in facilities or community programs operated by the Office of Mental Health.

Incumbents provide contractual, administrative, and fiscal management services in areas such as business planning, contract procurement, quality control, worksite engineering, production coordination, product development, and inventory control.

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. In preparing this portion of the Classification Standard, be precise. Write distinctions in quantitative and specific terms. If a class is primarily supervisory, indicate the number or range of staff generally supervised and how that supervision is exercised. Again, do not use terms that are open to a variety of interpretations, e.g., if the work of a class is complex, describe what makes it complex.

Note the existence of any parenthetics to the class in this section of the Classification Standard. Do not, however, describe the parenthetics here. Write the descriptions as an Attachment to the Standard (see Attachments). Refer the reader to the Attachments for explanation and description of the parenthetics. Description of the parenthetics 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 parenthetic 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.

List the distinguishing characteristics sequentially to ease comparisons among the levels.

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. At times this will require condensing many pages of analysis into a few brief lines.

In addition to being difficult to write, this is also the section that most users want to change to adjust the criteria to match altered staffing patterns or reassignments of positions or duties and responsibilities not approved by the Division of Classification and Compensation. Consequently, the Division of

Classification will carefully evaluate any proposed changes to criteria to assure 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. When narrowing this down, ask yourself if you would classify a position in this class without the presence of these characteristics. For example, would you classify an Equipment Operator Instructor if the requested position did not instruct Highway Equipment Operators to operate heavy equipment? No. Therefore, this activity is a distinguishing characteristic of the class.

Distinguishing Characteristics should focus on defining the differences among levels in the series and providing a concise description of characteristics unique to the class. It is also a good place to convey information on other related classes. (See Related Classes).

Keep in mind that this section should contain descriptions of point formulae or approved staffing patterns that apply to the classes being described.

Listed below are key factors that may distinguish a class. Although this list is long, each class is distinguished by only a few of these factors and only those factors should be described. Also, if the information was provided in the Brief Description of Class or Class Series, it is not necessary to repeat it in this section unless it truly distinguishes the class from all other classes. For example, if the Brief Description states that all positions are assigned to regional programs, it is not necessary to repeat that in this section.

- 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.

- One Position Class: Indicate if there is only one position in the class, a circumstance frequently found with classes such as directors and assistant directors of specialized programs.
- Level in the Series: Is it entry level professional, first level supervisory, semiskilled, full performance level, management, etc.
- Duties: Are there particular assignments or responsibilities that are uniquely characteristic, such as training staff to operate heavy equipment, using an alphanumeric keyboard for 50% of the workday, conducting hearings for Workers' Compensation Benefits, or approving contracts for architectural services, that distinguish the class from all other classes in State service? Remember, the following section, Illustrative Duties, will provide a longer description of the duties so focus on those assignments that define a class.
- 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 must be included. In those instances, define exactly what complex assignments are characteristic of the class. Descriptions such as "performs the more complex assignments" are not considered acceptable. For example, rather than state that a class performs the more complex legal work, state that the class "evaluates cases where there are conflicting legal opinions, precedents, and court decisions that may be applied in determining actions to be taken." [See Complexity].
- Supervision: If the class supervises, what is the normal range of supervision? Be very careful in analyzing this number to assure that the classification criteria are used, rather than the actual number. Due to reductions in force in the past few years, many supervisory classes have increased or decreased their range significantly, to the point where the criteria for the class are not met. In the long term, this will be resolved, but, in the meantime, we do not want to formalize patterns that are not appropriate. [See Supervision Exercised].
- 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 other unique circumstances that may apply to 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 classified for particular assignments, such as conducting research. 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 class assigned primarily to regional maintenance shops or field offices?

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."
- Describe characteristics applicable to all classes that are covered in the Classification Standard in a separate paragraph at the beginning of the section, if this characteristic has not already been described in the Brief Description of Class. For example, 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.
- Describe characteristics applicable to some of the classes in the Standard in a footnote at the end of the section. For example, "No more than one position of Chief Regional Park Police may be classified in a region."

Again, 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!

EXAMPLES

DISTINGUISHING CHARACTERISTICS

SERGEANT PARK PATROL, GRADE 16
LIEUTENANT PARK PATROL, GRADE 19
CAPTAIN PARK PATROL, GRADE 22
CHIEF REGIONAL PARK POLICE 1, GRADE 21
CHIEF REGIONAL PARK PATROL 2, GRADE 23
CHIEF REGIONAL PARK PATROL 3, M-1

SERGEANT PARK PATROL: first supervisory level; supervises six or more full time Officers; serves as second-in-command of a small or medium sized region; may serve as shift supervisor or zone supervisor.

LIEUTENANT PARK PATROL: serves as second-in-command and shift supervisor for the Palisades or Niagara region; serves as a zone supervisor for the Long Island region; serves as a shift supervisor in the New York City region; two positions in each of these four regions.

CAPTAIN PARK PATROL: serves as second-in-command of the Long Island or New York City region and, in the latter region, supervises one of two zones.

CHIEF REGIONAL PARK POLICE 1: manages all police activities for a small to medium sized park region; commands a staff of up to 19 full-time and up to 30 part-time Officers.

CHIEF REGIONAL PARK POLICE 2: manages all police activities for the Niagara or Palisades region; commands a staff of between 20 to 49 full-time and 20 to 30 part-time Officers

CHIEF REGIONAL PARK POLICE 3: manages all police activities for the Long Island or New York City region; commands a staff of 50 or more full-time and 50 or more part-time Officers.

Note: No more than one Chief Regional Park Police may be classified for a park region.

Occ. Code 1567510

MANAGEMENT POSITIONS AT RIVERBANK STATE PARK

RECREATION COMPLEX MANAGER 1, GRADE 18
RECREATION COMPLEX MANAGER 2, GRADE 21
PARK OPERATIONS MANAGER, M-1
PHYSICAL PLANT MANAGER, M-1

All positions are in the non-competitive jurisdictional class.

RECREATION COMPLEX MANAGER 1: assists the Recreation Complex Manager 2 in managing one of the four recreation complexes at the park, the swimming pool complex, the indoor and outdoor sports and athletic facilities, the skating building, and the cultural and arts building and ampitheatre; serves as shift supervisor for all programs and operations.

RECREATION COMPLEX MANAGER 2: manages all programs and operations at one of the four recreational complexes.

PARK OPERATIONS MANAGER: one position class; supervises and coordinates operations and programming for the four complexes, outdoor sports, and public areas of the park.

PHYSICAL PLANT MANAGER: one position class; develops and directs the maintenance and engineering program for the park.

Occ. Code 0428300

SENIOR EXAMINER OF MUNICIPAL AFFAIRS, GRADE 18
ASSOCIATE EXAMINER OF MUNICIPAL AFFAIRS, GRADE 23
PRINCIPAL EXAMINER OF MUNICIPAL AFFAIRS, GRADE 27
SUPERVISOR AUDIT PLANNING AND PROGRAM DEVELOPMENT, M-3
CHIEF EXAMINER OF MUNICIPAL AFFAIRS, M-4
ASSISTANT DIRECTOR MUNICIPAL AFFAIRS EXAMINATIONS, M-5
DIRECTOR MUNICIPAL AFFAIRS EXAMINATIONS, M-6

Employees in this series are generally assigned to specific geographic areas of the State.

SENIOR EXAMINER OF MUNICIPAL AFFAIRS: entry level for the series; appointees must complete a two year traineeship; performs field examinations; may serve as examiner-in-charge; works independently on small or fairly routine audits.

ASSOCIATE EXAMINER OF MUNICIPAL AFFAIRS: working supervisor; supervises a staff of three to five Senior Examiners of Municipal Affairs; in charge of field examinations of governmental units or may assist the Principal Examiner on large and complex audits, such as that of the City of Buffalo; several positions assigned to central office to assist in special projects and systems development and to edit audit reports.

PRINCIPAL EXAMINER OF MUNICIPAL AFFAIRS: assists the Chief Examiner of Municipal Affairs in the administration and supervision of the regional examination program; typically two positions per area office; three positions assigned to central office to assist in developing municipal accounting and information systems.

SUPERVISOR AUDIT PLANNING AND PROGRAM DEVELOPMENT: one position class assigned to central office; supervises a staff assigned to develop and evaluate audit procedures, techniques, and programs for area offices.

CHIEF EXAMINER OF MUNICIPAL AFFAIRS: responsible for managing an area office; one position per office.

ASSISTANT DIRECTOR MUNICIPAL AFFAIRS EXAMINATIONS: one position class assigned to central office; overall assistant director for the municipal examinations program.

DIRECTOR MUNICIPAL AFFAIRS EXAMINATIONS: one position class assigned to central office; directs the statewide municipal examinations program.

ILLUSTRATIVE DUTIES

This is a summary of the activities and tasks performed, with the most frequently and commonly performed duties 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. Keep in mind that this section is not all inclusive and should not attempt to account for all the different kinds of work performed within the class. Additionally, it is assumed that levels in a series may share some of the activities described for other levels of the series: reiteration of those activities for each level in a series is not necessary.

This material may be presented in a paragraph using semi-colons to separate major activities or as bullets. A separate paragraph is used for each level in the class or series. This is the format that had been used for Classification Specifications.

The material may also be presented in an activity task format with a separate paragraph for each activity with the critical tasks for each activity listed directly below the activity. 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 do we use separate writing styles for the Illustrative Duties section of the Classification Standard?

Separate and distinct writing formats are used because of the difference in the quantity of information needed.

The difference in 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 in 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 in order to adequately describe the range of appropriate work [see Example – Keyboard Specialist 2]. It will also be necessary to use the task and activity format when the class or classes perform work that requires additional explanation in order to be understandable [see Example – Computer Systems Programmer 1 and 2].

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. In Appendix E is a listing of “Action Word Definitions,” reprinted from the State of Minnesota’s manual Describing Job Content: Class Specifications. This is an excellent resource for choosing verbs that convey precise meanings.
- 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 a wide variety of meanings, such as “is responsible for” or “maintains liaison with.” A list of verbs to avoid is included in Appendix F, also from Minnesota’s “Action Word Definitions.”
- Focus on answering four questions when writing activities and tasks. They are:
 1. Does WHAT (the verb)
 2. To WHOM or WHAT (the direct object of the verb)
 3. WHY (for what reason or purpose)
 4. 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 assure contract compliance	by comparing work to engineering standards and contract specifications

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 and interviewing techniques)

- Consolidate activities and task descriptions wherever possible. For example, if a major role of a position is to monitor services, state “Monitors services to clients to assure compliance with program mandates and applicable laws and regulations and to evaluate program and staff effectiveness.” Do not include a separate description for each incidence of monitoring for each type of program and for every activity performed.
- 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 Correctional Services, 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 in the Department of Correctional Services.
- Review out-of-title work grievances and include those duties that are frequently the subject of misinterpretation or misunderstanding, making sure that the description clarifies the duties.

Note: Appendix D is a copy of Minnesota’s “Writing Examples of Work/Work Behavior Statements” that describes in detail how to write Work Behavior statements which are similar to Activity and Task statements.

What is the format for presenting this material?

Paragraph Format:

- Describe classes starting with the lowest level in the series first and, generally, progress according to 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 boldface capital letters, followed by a colon. Do not include the salary grade.
- Describe the activities performed, consolidating where possible.
- Separate each major activity by a semi-colon. Alternatively you may use bullets instead of a paragraph if it will not make the document too long.

Activity and Task Format

- Describe first the activities common to all classes covered in the Standard.
- If the Standard covers more than one class, list those activities specific to particular classes at the end of the Illustrative Duties section, with a statement indicating which classes perform the duties.
- If particular activities and tasks are characteristic of only certain assignments, list these activities and tasks at the end of the of the class description and indicate the conditions that apply to the assignments.
- 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.
- Activities begin at the left hand margin.
- List tasks performed as part of the activity directly below the activity.

- Indent each task one tab setting and place a dash in front of each task.
- Place a period after each activity and task statement.
- Leave a space between each activity and task described.

EXAMPLES

ILLUSTRATIVE DUTIES: PARAGRAPH FORMAT

Occ. Code 1570500

GOLF COURSE MAINTENANCE SUPERVISOR, GRADE 12
GOLF COURSE MANAGER 1, GRADE 15
GOLF COURSE MANAGER 2, GRADE 18
GREENSKEEPER, GRADE 18
SUPERVISING GREENSKEEPER, GRADE 21

GOLF COURSE MAINTENANCE SUPERVISOR: under the supervision of a Golf Course Manager, maintains, repairs, and rehabilitates golf courses and related facilities, grounds, buildings, irrigation and aeration systems, roads, parking lots, and wood lots; operates, maintains, and repairs equipment and machinery; conducts daily inspections to determine maintenance needs and identify problems and performs and supervises emergency repairs; recommends work programs and projects; schedules, trains, assigns, and supervises staff and inspects work; performs and supervises maintenance activities, such as maintaining roughs and bunkers, mixing and applying fertilizers, pesticides, and fungicides, renovating turf, repairing aeration and irrigation systems, mowing, and removing, pruning, and replacing trees; reviews inventory and prepares requisitions; makes emergency repairs; and ensures patron and employee compliance with safety codes, rules, and regulations.

GOLF COURSE MANAGER 1 AND 2: under the general direction of a Park Manager or other higher level staff, plans, develops, directs, and supervises the operation, maintenance, and rehabilitation of a golf course facility, including the turf management and grounds; plans, directs, and supervises revenue and non-revenue producing recreational activities and facilities associated with the course, such as cross-country skiing, tennis courts, and playgrounds; trains, directs, and supervises staff assigned to the course; develops short-term and long-term work schedules and repair and rehabilitation projects; determines the need for major and emergency repair projects and directs and authorizes projects; may assist on work projects by performing skilled work; recommends and determines priorities for major capital improvement and rehabilitation

projects and supervises staff and contractors assigned to the projects; directs daily operations, including regulating hours and usage, coordinating special events, handling special requests, and coordinating activities, operations, and maintenance with other park staff and operations; promotes and publicizes schedules, activities, and programs; controls inventory; evaluates expenditures and prepares budget requests; determines staffing requirements and recruits, trains, and supervises staff; establishes procedures for fee and ticket collection; assists the public and resolves problems; and inspects facilities for compliance with rules, regulations, codes, procedures, and policies.

GREENSKEEPER: assists the Supervising Greenskeeper in all aspects of turf planning, development, and rehabilitation; establishes mowing schedules and programs to maintain and improve conditions; prepares seeding plans to ensure maximum turf grass development and proper grass mixture; evaluates and establishes equipment needs, verifies that proper equipment is purchased, and develops and monitors equipment inventory, control, and security procedures; establishes and implements fertilization plans; performs site inspections of all courses to determine and schedule maintenance; diagnoses and corrects turf grass diseases and drainage problems; ensures compliance with Department of Environmental Conservation regulations for application, handling, and storage of various chemicals; and analyzes staffing requirements, develops schedules, and recruits, trains, and supervises staff.

SUPERVISING GREENSKEEPER: under the general direction of the Assistant Superintendent Bethpage State Park, establishes maintenance and repair programs for the golf courses; evaluates and determines the need for and scope of emergency repairs and capital improvement projects and supervises staff and contractors in performing work; establishes procedures governing employee and patron safety, ensures that information and warning devices are properly placed, and assures compliance with rules and regulations; conducts site inspections on all courses to verify the progress and appropriateness of maintenance plans; determines and justifies fiscal needs and prepares budgets; institutes and reviews systems and procedures for record keeping; prepares reports related to program activities; prepares, administers, and monitors contracts with service providers; develops and implements a comprehensive maintenance program; and directs the activities of staff.

Occ. Code 4010200

PARK ENGINEER, GRADE 20
SENIOR PARK ENGINEER, GRADE 24
CAPITAL FACILITIES REGIONAL MANAGER 1, M-3
CAPITAL FACILITIES REGIONAL MANAGER 2, M-4

PARK ENGINEER: under the general supervision of a licensed engineer, prepares plans, specifications, and estimates for projects following applicable

codes and standards; designs park facilities and enhancements; coordinates project activities with contractors, work crews, consulting engineers, and agency staff and resolves problems and disputes; supervises and inspects work done by contractors and authorizes changes to meet field conditions; reviews and recommends for approval plans made by staff in other agencies or by consulting engineers; inspects and surveys agency facilities to determine need for repair, rehabilitation, and maintenance and prioritizes proposed projects; prepares applications for permits from various authorities; assists in preparing the regional budget for rehabilitation and capital investment; reviews and authorizes contract documents and payments; supervises construction and rehabilitation work done by agency staff; prepares feasibility studies for proposed projects; and serves as engineer-in-charge for major projects and surveys.

SENIOR PARK ENGINEER: coordinates the engineering activities for an assigned region by supervising the design, construction, rehabilitation, and maintenance of facilities and personally managing the largest and most complex projects; assigns staff to projects and reviews their work; reviews all plans, documents, and projects requiring the approval of a licensed engineer and certifies them as the official representative of the department; prepares capital budget requests; ensures that all engineering work performed complies with codes and standards; prepares feasibility studies, master plans, and designs for major construction projects; coordinates work with other agencies, engineering firms, and park officials and staff; serves as agency liaison for grants-in-aid projects; supervises large survey parties; and supervises and trains engineering and technical staff.

CAPITAL FACILITIES REGIONAL MANAGER 1 AND 2: provides administrative and technical direction for planning, design, construction, and rehabilitation of all park facilities within an assigned region; prepares and manages the regional capital facilities budget and assures priorities and budget plans are implemented and followed; controls and implements the regional master plan and five year capital plan; supervises and trains staff; assigns staff to meet work needs and priorities; directs the planning and review of projects, assuring that they adhere to agency policies and priorities and comply with codes; monitors and oversees work performed by other agencies, consultants, contractors, and concessionaires to ensure it is consistent with agency plans and complies with codes; supervises the preparation, bidding, award, and administration of contracts; monitors grants-in-aid programs and contracts to municipalities; coordinates land acquisition, survey, environmental impact assessment, and easement activities; and prepares and reviews technical and administrative reports.

EXAMPLES

ILLUSTRATIVE DUTIES: ACTIVITY AND TASK FORMAT

Occ. Code 0831100

COMPUTER SYSTEMS PROGRAMMER 1, GRADE 23 COMPUTER SYSTEMS PROGRAMMER 2, GRADE 25

Installs, modifies and maintains systems software.

- Installs, tests and maintains systems software, such as operating systems, compilers, language processors and utilities.
- Codes, tests, installs and maintains customized system software and special purpose system software modules.
- Develops detailed technical procedures for the installation, customization, testing and maintenance of systems software.
- Analyzes system software releases from vendors and software configuration changes to determine their effects on existing operations.
- Installs and modifies for optimum use software packages from vendors, ensuring that all installation standards are maintained.
- Works with IRM staff to minimize the negative impact of changes on the total system environment.
- Maintains a library of system software documentation for use by IRM staff.
- Assists in the preparation and maintenance of material providing information on available software, site standards, equipment and publications.
- Programs routines for use in the optimization of system software.
- Evaluates utilities and other programs available from vendors and makes recommendations regarding acquisition.

Participates in performance analysis, system tuning and capacity planning.

- Works with program and IRM management and users to determine service requirements and develops technical procedures for meeting objectives.
- Analyzes system performance by utilizing software monitors to gather performance data.
- Implements software changes to improve performance and balance system activity.
- Prepares reports for IRM management detailing projected hardware/software needs.
- Participates in the evaluation, acquisition and installation of hardware/software required to meet projected needs.

Diagnoses and corrects problems.

- Gathers data as indicated by symptoms of failures.
- Evaluates or aids in evaluations of system damage.
- Determines alternative means of restoring system availability and develops and executes emergency procedures.
- Works with IRM staff and vendors in determining the causes of and implements the solutions to hardware and/or software problems.
- Provides documentation of software problems to vendors' technical staffs and tests and implements remedial procedures.
- Works with IRM staff and users to establish disaster recovery, back-up and other related site management procedures.

Selects, installs and maintains an agency's computer security software.

- Trains staff in the administration of the computer security system.
- Works with IRM staff to establish and control user identification codes.
- Develops guidelines and rules to enhance the security system.
- Monitors the use of the security system to detect violations.

In addition, as a Computer Systems Programmer 2:

Develops and maintains detailed technical procedures for storage management, capacity planning, system accounting, change control and system management.

Works with program, IRM staff and users to ensure that system management activities are coordinated with the implementation and operation of the agency's application programming systems.

Identifies and resolves system management problems.

Acts as lead systems programmer responsible for implementation of and technical support for specialized system software.

- Maintains a high level of expertise in the implementation and use of compilers, code generators, systems utilities, security software, advanced function printing, real time systems, etc. and provides consultative services to application programmers, operations staff and other users of such software.
- Analyzes the operational environment into which specialized system software will be integrated and develops technical procedures to accomplish the integration.
- Acts as the primary liaison with vendors supporting specialized system software.
- Supervises and trains Computer Systems Programmers 1 and provides on-the-job training related to systems programming to application programmers and operations personnel.

Occ. Code 8106215

HOMELESS SERVICES REPRESENTATIVE, GRADE 18

Conducts inspections and reviews of family shelters to improve the provision of services to the homeless population and enforce compliance with established standards.

- Reviews operational plan or certification application and last inspection report.
- Conducts entrance interview with facility director.

- Reviews a sample of facility case files and records.
- Interviews facility staff and residents to determine adequacy of care, staffing ratios, and type and quality of services provided.
- Verifies all information collected with other agencies and sources as necessary.
- Prepares written reports documenting violations and detailing the findings of the inspection, including recommendations for corrective action to remedy deficiencies.
- Conducts exit conference with facility director summarizing findings and outlining suggestions for correcting problems and improving operations.
- Participates in follow-up inspections to ensure recommended corrective action has been taken.
- Provides supervisor with up-to-date status reports on all outstanding inspections and administrative actions being undertaken to obtain compliance with established standards.

Investigates complaints brought against facilities providing shelter for the homeless.

- Reviews allegations and checks against the facility's operational plan or certification application, most recent inspection report, and all applicable regulations to determine the validity of the complaint.
- Contacts complainant to clarify allegations and obtain additional information.
- Visits facility to interview administrators, staff and residents, and gather data.
- Prepares written summary of investigation for supervisory review and recommends corrective action to address violations and deficiencies.

Provides technical assistance to facility operators to assist them in complying with appropriate standards and regulations and/or improving level of services.

- Performs consultation reviews with administration and staff of new shelters to explain regulatory requirements and necessary documentation, and discuss unresolved operational plan issues.

- Tours key areas of new shelters pointing out deficiencies and making suggestions to improve physical plant.
- Prepares written report of consultation, including recommendations, for supervisory review.
- Provides facility operators with interpretations and explanations of the rules, regulations, and standards with which they must comply, advising them of methods they may use to meet these requirements.
- Advises facility operators of sources of information for program improvement.

Reviews and evaluates operating plans and certification applications submitted by directors of shelters for the homeless.

- Reviews operating plan and certification application for completeness, accuracy, and compliance with established procedures and regulations.
- Prepares written reports for supervisory review detailing deficiencies and containing recommendations for approval of portions of the plan that meet appropriate requirements.
- Advises facility operators of changes that must be made in the plan to bring it into compliance with established standards.

Collects and analyzes data for use in internal and external program evaluations.

- Provides recommendations to higher level staff on technical policy and operational issues related to the provision of shelter to homeless families including changes in policy and procedures.
- Assists higher level staff in efforts to develop long range plans to meet the needs of the homeless. Collects data on the homeless population, available facilities, and services provided and required, and makes recommendations for use by higher level staff in planning for the long term needs of the homeless.
- Provides assistance on special studies in support of management efforts to improve the effectiveness of office operations.
- Participates in special projects related to homeless issues including coordination of the placement of homeless from shelters into permanent housing.

May be assigned to work with automated systems staff in the development and implementation of automated systems for management reporting and to enable the office to collect data, evaluate services and prepare reports.

- Assists in the identification of data elements to be included in the system and types of reports to be produced.
- Defines data in user terms for systems staff.
- Assists in providing test data and evaluating results.
- Identifies problems with systems and modifies user and systems programs.
- Assists with the maintenance and updating of systems.

Occ. Code 2600200

KEYBOARD SPECIALIST 2, GRADE 9

ILLUSTRATIVE ACTIVITIES AND TASKS

In those instances where positions are classified on the basis of complex clerical activities in combination with skilled keyboarding and information processing activities, the typical clerical activities performed, such as designing clerical processing procedures, setting up and maintaining the records for a program, and scheduling and coordinating administrative procedures, are those described in the standard for Clerk 2, Occ. Code 2501210.

In those instances where positions are classified on the basis of supervision, incumbents typically supervise three to eight keyboarding and clerical support staff, and:

- 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 automated and manual information and word processing systems and equipment and office and agency procedures.
- Assist professional and support staff to use existing, new, and expanded software capabilities in the preparation of documents and reports.
- Evaluate quality and quantity of work produced and assure work is completed on a timely basis.
- Evaluate performance of staff and prepare performance evaluations.
- Schedule work hours and time off.

In performing office support activities incumbents may perform any of the tasks described in the Standard for Keyboard Specialist 1, Occ. Code 2600100.

Using knowledge of systems and procedures and available resources including user manuals and guides, determine the nature of problems with systems and equipment in the office, such as hardware or software malfunction, user problems, or deficient data, and either resolve problems or contact agency or vendor staff for assistance.

MINIMUM QUALIFICATIONS

This section describes the minimum amount of education and experience of specified types that candidates must possess for appointment to positions in the class. Included in this section are any requirements mandated by accredited or licensing authorities, such as a Professional Engineer's License or registration in New York State as a professional nurse.

The minimum qualifications shown are those approved when the Classification Standard was prepared. Because qualifications may be revised, readers should be advised to contact the Division of Staffing Services for the most recent qualifications.

List qualifications sequentially at the end of the Classification Standard to simplify comparisons among the levels and avoid repetition.

When writing minimum qualifications, use the official qualifications of record as maintained by the Division of Classification and Compensation. The minimum qualifications used on Classification Standards are not necessarily the same as those on the most recent examination announcement. Check your source documents carefully.

Why are the qualifications on an examination announcement different from those we write for a Classification Standard?

Examination qualifications describe the particular requirements needed to take an examination at a given point in time and, on occasion, in particular assignments or agencies. They frequently reflect anticipated eligibility, special recruitment strategies and programs, or programs implemented by the Department of Civil Service to address particular problems, such as the Provisional Control Program.

By comparison, the qualifications described on Classification Standards are those required for appointment. They reflect occupational requirements

generic to a class, but do not necessarily contain adjustments and changes required to meet the recruitment and examination needs of the Divisions of Staffing Services and Testing Services at a given point in time.

For example, an open competitive examination announcement may allow individuals anticipating a degree in chemistry by a certain date to participate in an examination; however, individuals on the list could not be appointed to an item unless they actually received the degree. The examination announcement states the anticipated eligibility, whereas the Classification Standard states the degree requirement.

A promotion examination may have very broad qualifications to permit a large group of candidates in different classes to participate. These qualifications may reflect title consolidation efforts and future examinations may be restricted to direct line classes only. Consequently, 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 as a Clerk 1.

What style and format are used to write this section?

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

- List the qualifications for each title in grade order, beginning with the lowest level first.
- Enter the title in boldface, capital letters and indent one tab setting. Do not include the salary grade.
- For each title, describe the promotion qualifications first, followed by open competitive qualifications, if appropriate.
- Write qualification statements in a paragraph, with separate paragraphs for promotion and open competitive qualifications.

The format for this section is described below. Remember, these are general rules: if revising the order provides more clarity, do so.

Promotion

- Starting from the left-hand margin, enter promotion in boldface, capitalized, followed by a colon.
- Describe the minimum qualifications, including:

- Requirements mandated by accrediting or licensing authorities.
 - Length of service required for appointment.
 - Titles of classes eligible to compete.
 - Jurisdictional classes permitted to compete.
 - Grade level of permanent service that candidates must obtain if eligibility is determined by grade level.
- Skip one line.

Open Competitive and Non-Competitive

- Starting from the left-hand margin, enter open competitive or non-competitive in boldface, capitalized, followed by a colon.
- Describe the educational requirements first, including the type of degree or the required number of completed credit hours.
- List the approved areas of study if eligibility requires a major in particular subject areas.
- List the areas of course work if eligibility requires completion of courses in certain subjects, such as 18 credit hours in anthropology, archaeology, or American History.
- If experience is also required, state “and” followed by the work experience required.
- 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. For example, instead of stating “experience as a mechanic, including responsibility for supervising staff,” state “two years of journey level experience repairing motorized construction equipment, including one year of supervisory experience.”
- Next indicate the substitutions allowed for education or experience.
- When qualifications increase for consecutive levels of the class series, but education or type of experience are the same, simplify by referring to the previous class, and note the difference. For example, state “a Bachelor’s Degree and seven years’ experience as described above.”

- **Always add the following note to end this section:**
 - **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.

EXAMPLES

MINIMUM QUALIFICATIONS

Occ. Code 4010200

PARK ENGINEER, GRADE 20
SENIOR PARK ENGINEER, GRADE 24
CAPITAL FACILITIES REGIONAL MANAGER 1, M-3
CAPITAL FACILITIES REGIONAL MANAGER 2, M-4

PARK ENGINEER

Promotion: one year of permanent competitive or non-competitive service in an engineering, architectural, or landscape architectural position at or above Grade 15.

Open Competitive: Bachelor's Degree in engineering, architecture, or landscape architecture and two years of experience in the design and construction of parks, parkways, recreational facilities, and comparable facilities, such as maintenance garages, gymnasiums, auditoriums, and sewage treatment facilities; or a Master's Degree as above and one year of qualifying experience; or six years of qualifying experience.

SENIOR PARK ENGINEER

Promotion: one year of permanent competitive or non-competitive service in an engineering, architectural, or landscape architectural position at or above Grade 20 and possession of a NYS license as a Professional Engineer.

Open Competitive: possession of a NYS license as a Professional Engineer and two years of post licensure work experience as described above.

CAPITAL FACILITIES REGIONAL MANAGER 1

Promotion: possession of a NYS license as a Professional Engineer or NYS registration as an Architect or Landscape Architect and one year in an engineering, architectural, or landscape architectural position at or above Grade 24 or two years of such experience in a position at or above Grade 20.

CAPITAL FACILITIES REGIONAL MANAGER 2

Promotion: possession of a NYS license as a Professional Engineer or NYS registration as an Architect or Landscape Architect and one year in an engineering, architectural, or landscape architectural position at or above Grade 27 or two years of such experience in a position at or above Grade 24.

Occ. Code 0428300

SENIOR EXAMINER OF MUNICIPAL AFFAIRS, GRADE 18
ASSOCIATE EXAMINER OF MUNICIPAL AFFAIRS, GRADE 23
PRINCIPAL EXAMINER OF MUNICIPAL AFFAIRS, GRADE 27
SUPERVISOR AUDIT PLANNING AND PROGRAM DEVELOPMENT, M-3
CHIEF EXAMINER OF MUNICIPAL AFFAIRS, M-4
ASSISTANT DIRECTOR MUNICIPAL AFFAIRS EXAMINATIONS, M-5
DIRECTOR MUNICIPAL AFFAIRS EXAMINATIONS, M-6

SENIOR EXAMINER OF MUNICIPAL AFFAIRS

Open Competitive: Bachelor's Degree and 24 credit hours in accounting and auditing.

ASSOCIATE EXAMINER OF MUNICIPAL AFFAIRS

Promotion: one year of permanent service as a Senior Examiner of Municipal Affairs.

PRINCIPAL EXAMINER OF MUNICIPAL AFFAIRS

Promotion: one year of permanent service as an Associate Examiner of Municipal Affairs.

SUPERVISOR AUDIT PLANNING AND PROGRAM DEVELOPMENT

Promotion: one year of permanent service as a Principal Examiner of Municipal Affairs.

CHIEF EXAMINER OF MUNICIPAL AFFAIRS

Promotion: one year of permanent service as a Principal Examiner of Municipal Affairs.

ASSISTANT DIRECTOR MUNICIPAL AFFAIRS EXAMINATIONS:

Promotion: two years of permanent service as a Chief Examiner of Municipal Affairs, Director Municipal Accounting Systems, or Supervisor Audit Planning and Program Development.

DIRECTOR MUNICIPAL AFFAIRS

Promotion: two years of permanent service as Assistant Director Municipal Affairs, Chief Examiner of Municipal Affairs, Director Municipal Accounting Systems, or Supervisor Audit Planning and Program Development.

Occ. Code 1570500

GOLF COURSE MAINTENANCE SUPERVISOR, GRADE 12

GOLF COURSE MANAGER 1, GRADE 15

GOLF COURSE MANAGER 2, GRADE 18

GREENSKEEPER, GRADE 18

SUPERVISING GREENSKEEPER, GRADE 21

GOLF COURSE MAINTENANCE SUPERVISOR

Promotion: one year of permanent competitive or non-competitive service in a position allocated to Grade 9 or higher.

Open competitive: two years of experience in the maintenance, operation, or management of a golf course and related facilities and equipment, including one year of supervisory experience; college study in turf agronomy or golf course maintenance may be substituted, on a year-for-year basis, for up to one year of the general experience.

GOLF COURSE MANAGER 1

Promotion: one year of permanent competitive or non-competitive service in a position allocated at or above Grade 11.

Open competitive: four years of experience in the maintenance, operation, or management of a golf course and related facilities, including one year of supervisory experience; college study in turf agronomy or golf course

maintenance may be substituted, on a year-for-year basis, for up to two years of the general experience.

GOLF COURSE MANAGER 2

Promotion: two years of permanent competitive or non-competitive service in a position allocated at or above Grade 12.

Open competitive: five years of experience in the maintenance, operation, or management of a golf course and related facilities, including two years of supervisory experience; college study in turf agronomy or golf course maintenance may be substituted, on a year-for-year basis, for up to three years of the general experience.

GREENSKEEPER

Promotion: two years of permanent competitive or non-competitive service in a position allocated at or above Grade 12.

Open competitive: five years of progressively responsible experience in the maintenance and turf management of a golf course complex and the related facilities and equipment, including two years of supervisory experience; college study in turf agronomy or golf course maintenance may be substituted, on a year-for-year basis, for up to three years of the general experience.

SUPERVISING GREENSKEEPER

Non-competitive: Seven years of progressively responsible experience in the maintenance and turf management of a golf course complex and related facilities and equipment, including two years of supervision; college study in turf agronomy or golf course maintenance may be substituted, on a year-for-year basis, for up to three years of the general experience.

OPTIONAL SECTIONS OF THE
CLASSIFICATION STANDARD AND
EXAMPLES

RELATED CLASSES

A brief description of the classification criteria and/or duties of related classes that clearly differentiate them from the subject classes. If you need to include information about related classes or levels in the series that are earmarked for elimination, that information should be included here.

In the revised Classification Standard format this section is optional because the topic is frequently covered adequately under Distinguishing Characteristics. There is no need to stretch the definition of the word “related” merely to provide material for a separate section of a Classification Standard.

It may be appropriate to include this information as a separate section of the Standard if the classes directly above or below the class being described are not already mentioned elsewhere in the Classification Standard or if the class or classes being described have been found to be difficult to distinguish from other classes. If you choose to include this Section in the Classification Standard, familiarize yourself with the "Brief Description of Class" section of the manual before writing "Related Classes" because these sections are written using many of the same general principals. **It may be possible to prepare this section by copying material directly from the “Brief Description of Class” sections of the Classification Standard for the classes you are referring to.**

Principals that apply to this section of the Standard include:

- Brevity: Limit the description to three sentences for each class or class series cited.
- Style: Write in complete sentences, using active, descriptive verbs.
- Occupation: Indicate the general nature of the occupation, the profession, and the level if referring to only one level in a series.
- Explain and describe the work: What kind of work do the related classes do and why are they doing it.
- Where: Describe where the positions are classified and if they are limited to certain agencies or particular types of assignments.

If you include this section in the Classification Standard, you need to 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 principal differences between the classes described in the Standard you are writing and related classes.

What classes or class series are included and how much information should be written about them?

Some general guidelines to follow are:

- Include those classes that are directly above and below in the same class series if the Classification Standard does not already cover them.
- Include those classes that have been difficult to distinguish from the series covered in the Classification Standard. Make sure the description clearly differentiates the classes.
- Include closely related occupations in the same agency, followed by closely related series in the same occupation in other agencies.
- For those general occupations where there are many separate class series, include a representative number and note that there are a number of related series.
- Summarize information about a series. For example, rather than write a separate paragraph for each higher level in a class series, the same idea can be expressed by stating “Higher levels in the Recreation Therapy Series supervise subordinate staff and manage recreation therapy programs for an assigned institution.”
- State common characteristics once rather than for each class or series referenced in the Classification Standard. For example, “There are a number of class series that require professional knowledge and training in accounting. Positions in each of the series described below are characterized by requiring knowledge and use of a separate body of accounting and auditing procedures, statutes, and regulations that govern the work area reflected in their titles.”

What details are excluded?

Do not include salary grades in this section because:

- We are emphasizing what classes and class 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 classes eliminates the need for revising the Classification Standard if this information changes.
- Including a series of classes and grades in a paragraph would be awkward.

Do not reference the occupational (title) code because:

- The code can be easily obtained from the Title and Salary Plan.
- Many readers mistakenly assume that because a class has an occupational code, it means there is a Classification Standard corresponding to the code.

EXAMPLES

RELATED CLASSES

Occ. Code 0842200

CHIEF OF DATA PROCESSING SERVICES, M-3 CHIEF OF DATA PROCESSING TECHNICAL SERVICES, M-3

Managers of Data Processing Services plan, and coordinate systems analysis, design, application program development, maintenance, and implementation activities.

Managers of Data Processing Technical Services plan, direct, and coordinate activities in any combination of two or more of the IRM (Information Resources Management) technical specialties.

Assistant Directors of Data Processing Services 1 typically assist in planning, directing, and coordinating the day-to-day IRM activities for an entire agency.

Assistant Directors of Data Processing Technical Services 1 plan, direct, and coordinate all activities in the IRM technical specialties for an entire agency.

Occ. Code 1573100

**PARK SUPERVISOR, GRADE 12
PARK MANAGER 1, GRADE 18
PARK MANAGER 2, GRADE 21
PARK MANAGER 3, GRADE 23**

Golf Course Managers manage the maintenance, rehabilitation, and operations at a golf course, including recreational facilities, programs, and activities operated in conjunction with the course.

Historic Site Managers manage, supervise, and maintain historic sites and collections at the sites and develop and supervise programs and activities related to the sites to which they are assigned.

Supervising Park Workers, under the direct supervision of Park Managers, supervise work crews assigned to perform maintenance and repair activities at recreational facilities and may serve as second-in-command of a park or as supervisor of a satellite park or facility.

The General Park Manager title has been earmarked for elimination.

INDEPENDENCE OF OPERATION

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

In the revised Classification Standard format this section is optional and should be used only when the required sections do not adequately describe the supervision or direction incumbents of the class receive and the judgment they must exercise. This section may also be used when there are special circumstances that impact on independence of operation.

Answering the questions below will help you define independence of operation:

- Who supervises employees in the class?
- What is the nature of the supervision provided? Is all 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 a daily review of all typed materials, a periodic inspection of samples of work products, 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 on forms 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 class assigned to the field? How does this affect the independence expected of incumbents in the class?

- 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 fewer supervisors and managers assigned to review work or provide assistance and advice.

What format and style are used to write this section?

This section of the Standard is written in paragraph form, using complete sentences.

If the Standard covers more than one class, write a separate paragraph for each level in the series

If there is significant variation in independence of operation depending on the type of assignment, describe the variation and identify the assignment in a separate paragraph.

Remember, this section provides a summary of the Independence of Operation for the class. It should be brief and emphasize the factors typical of the class. This section will be unnecessary if independence of operation is adequately described in the mandatory sections of the Classification Standard.

EXAMPLES

INDEPENDENCE OF OPERATION

Occ. Code 8755100

SAFETY AND SECURITY OFFICER 1, GRADE 12

Under the shift supervision of a Safety and Security Officer 2, Safety and Security Officers 1 operate with a high degree of independence and make decisions based on the circumstances which confront them. These decisions are generally made with full knowledge of specific policies, rules, regulations, or laws applicable to each agency's situation and the advice of their shift supervisor. The officers receive the following kinds of supervisory direction: determination of station assignments, close supervision at the scenes of major incidents, performance appraisal and evaluation, and on-site instructions on safety and security procedures.

Shift supervisors will occasionally tour the facility grounds to observe the work of the Safety and Security Officers 1 on the job and offer advice and instruction. However, for the most part, these officers work independently.

Occ. Code 1631210

ENVIRONMENTAL PROGRAM SPECIALIST 1, GRADE 18

Environmental Program Specialists 1 apply knowledge of environmental problems, techniques, legislation and rules and regulations to specific projects under general written or oral instructions. They have relative independence in planning, scheduling and performing work; selecting methodology; analyzing and evaluating information and developing recommended solutions to problems. Environmental Program Specialists 1 are supervised by Environmental Program Specialists 2 or 3 or other professional staff. Incumbents keep the supervisor informed of any problems and of progress of the project(s). Completed work is reviewed by the supervisor for compliance with procedures and instructions, technical accuracy and soundness of the results.

Occ. Code 2600200

KEYBOARD SPECIALIST 2, GRADE 9

Keyboard Specialists 2 independently perform keyboarding and the more complicated clerical and office support tasks that require an understanding of the purpose of transactions. They are found in program areas characterized by a number of rules, regulations, and procedures which require interpretation or are subject to frequent revision. Additionally, they may independently train and supervise subordinate staff in the use of automated equipment and records keeping systems and the application of procedures, rules, regulations, and guidelines which govern the work performed.

Incumbents are typically supervised by higher level support staff or program managers who provide general direction and guidance.

COMPLEXITY

This section provides a description of the range of difficulty and level of responsibility of work for the class within the occupation, including those factors that determine why a class falls within a particular range or level.

In the revised Classification Standard format this section is optional.

It is most important to include specific information about work complexity if it forms the basis for distinguishing among levels of classes within a series. When this is the case, it should be described in the section **Distinguishing Characteristics**. To include this information again under a separate section, is unnecessarily redundant.

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.

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 class 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 complexity 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 class within the series. The primary focus of the narrative should be the overall level of complexity for the class and those factors most typical of the class. This should not be a definitive analysis of every factor. Use discretion and be concise.

Descriptions of particular assignments should not be included.

What format and style are used to write this section?

This section of the Standard is written in paragraphs, using complete sentences.

EXAMPLES

COMPLEXITY

Occ. Code 0803110

**COMPUTER SYSTEMS PROGRAMMER 1, GRADE 23
COMPUTER SYSTEMS PROGRAMMER 2, GRADE 25**

The work of Computer Systems Programmers 1 and 2 is complex and requires specialized training and experience. Systems programming is a highly technical specialty within the field of data processing. Hardware changes may require changes in system software. Consequently, Computer Systems Programmers must continually modify system software to accommodate change and to balance system activity for optimum effectiveness and efficiency. In

addition, their work requires interaction with users as well as other IRM processing personnel.

The consequences of error or neglect on the part of Computer Systems Programmers 1 and 2 are great, affecting the availability of some or all computer services in the agency and affecting the work of users, applications programmers, data base programmers, data communications specialists and operations personnel.

Occ. Code 2600200

KEYBOARD SPECIALIST 2, GRADE 9

When classified on the basis of complex clerical activities, Keyboard Specialists 2 are assigned the more difficult clerical work within an organization characteristic of Clerk 2.

When classified on the basis of supervision, Keyboard Specialists 2 are first line supervisors. Incumbents perform the full range of supervisory tasks, working within broad supervisory directives. They are expected to have a working knowledge of equipment and systems used in the office.

In either situation, incumbents of these positions are expected to understand the activities of the program area in which they work in order to answer questions and explain or clarify procedures and use independent judgment to make decisions where clear precedent does not exist. This work is distinguished from entry level clerical work where procedures are clearly defined and/or other staff are available to answer questions or handle more difficult cases.

Occ. Code 6301000

PHARMACY AIDE, GRADE 7

Incumbents relieve licensed pharmacists of the most routine and repetitive stock-clerical tasks in the receipt, stocking, packaging, inventorying and delivery of patient medication and pharmacological supplies.

Occ. Code 7888810

AGENCY SAFETY AND HEALTH DIRECTOR 1, GRADE 23 AGENCY SAFETY AND HEALTH DIRECTOR 2, M-2

The work performed by Agency Safety and Health Directors 1 and 2 entails a wide range of technical knowledge. An Agency Safety and Health Director 2 addresses safety and health issues requiring more complex technical knowledge and the adoption of federal safety and health work procedures to suit

the agency's unique operations or settings. Developing these procedures may be complicated by the existence of multiple safety considerations, such as a security hazard and a mechanical hazard, each requiring separate specific action at the work operation.

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 components that are characteristic of the class.

For some classes, this section may also include a description of non-traditional communication, such as communicating by picture boards and physical demonstrations or using languages other than English.

In the revised Classification Standard format this section is optional. It 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.

Communication is usually defined in terms of written and oral contacts. It generally consists of four components:

- People contacted.
- Types of contact made.
- Frequency of the contacts.
- Purpose of the contacts.

Additional components may include:

- Tools used to communicate.
- Alternate methods of communication.
- Communication in languages other than English.
- Environment in which contacts are made.

Although these latter four components are not found in many Classification Standards, they can be critical in describing some classes.

How is each of these components described in the Classification Standard?

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, and representatives of organizations.

In some instances, contacts with certain people may not be common, 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, communicating by telephone, instructing students, giving speeches, etc. Written contact 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 not frequent.

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 very complex communications, such as evaluating the level and ability of clients to comprehend information or presenting the findings of original research in experimental studies.

Tools Used to Communicate

Indicate if specialized equipment or tools are required for all or a significant part of the class to perform the duties. For example, positions may use teaching aids, such as overhead projectors or slide presentations, to present information to others. Similarly, classes working with disabled clients may use computers or picture boards to enhance communications with their clients.

Alternate Methods of Communication

Describe those communications that require more than verbal skills and abilities to communicate information. For example, Vocational Instructors

provide physical demonstrations and hands-on instruction to show students how to use various tools and equipment. Professional nursing staff may show patients or their caregivers simple medical procedures required for patient care at home.

Communications in Languages Other Than English

For some classes, such as those described as translating, this is a critical part of their jobs. In those instances, indicate the other languages used, the level of language comprehension and usage required, and the frequency of its use.

Class titles with language parenthetics are not usually described in separate Standards if the primary differentiation is the use of another language. However, include a description of this characteristic when there are a significant number of positions with a language parenthetic. In those cases, provide the same information as noted in the preceding paragraph.

Please note that other languages include not only spoken languages, but also the use of manual communications, such as American Sign Language.

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 of most classes. Normally, this component is included for law enforcement classes and for those classes working with prison populations, other institutionalized clients, and clients requesting benefits. Representative classes include Correction Officers, and Safety and Security Officers 1.

What format and style are used to write this section?

Write this section of the manual in a paragraph, using complete sentences. Write a separate paragraph for each level in the series if the Standard covers more than one class and there is significant variation in communications.

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.

EXAMPLES

COMMUNICATION

Occ. Code 0299100

**DIRECTOR, FINANCIAL ADMINISTRATION 1, M-1
DIRECTOR, FINANCIAL ADMINISTRATION 2, M-2
DIRECTOR, FINANCIAL ADMINISTRATION 3, M-3
DIRECTOR, FINANCIAL ADMINISTRATION 4, M-4
DIRECTOR, FINANCIAL ADMINISTRATION 5, M-5
DIRECTOR, FINANCIAL ADMINISTRATION 6, M-6**

Directors, Financial Administration communicate orally and in writing with a variety of individuals including their supervisors, agency program managers, staff of the Division of the Budget and the Office of the State Comptroller, subordinates, and others. The purposes of their communications are to receive and give assignments, receive and convey information relative to agency budgeting, fiscal, and support services, and present and acquire information to resolve problems. 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 agency fiscal programs.

Occ. Code 1501200

PARK RANGER, GRADE 8

Park Rangers have frequent face-to-face communications with the public to provide information, answer questions, and provide assistance and advice. They must use tact and diplomacy to encourage proper behavior and use of facilities and wilderness areas and to minimize conflict when enforcing laws, rules, and regulations.

Park Rangers communicate in writing by preparing simple narrative, factual reports.

SUPERVISION EXERCISED

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

Remember, generally all classes may serve as lead workers on projects or for particular assignments and may assist in training and orienting new staff members. This does not need to be described.

In the revised Classification Standard format this section is optional.

Supervision is usually adequately described in the sections Distinguishing Characteristics and Illustrative Duties. For these reasons, it is not necessary to reiterate supervisory activities and tasks when writing this section. Instead, emphasize supervisory characteristics or duties that are unique to the class. These should include:

- Classes or occupations that the class supervises.
 1. For some classes subordinate staff is limited to certain classes.
 2. For other classes it is appropriate to describe subordinate staff in general terms because the staff can vary significantly depending on the assignment, e.g., the supervisory responsibilities of Assistant Directors, Financial Administration may vary considerably among agencies. In this case, it is preferable to provide a general statement about the typical subordinate staff, such as supervising lower level budget, fiscal, and clerical support staff, rather than designate staff by titles.
- Approximate number of staff supervised, which can be expressed in two ways.
 1. Commonly accepted range of supervision, e.g., Stores Clerks 2 may function as supervisors of three to eight clerical support positions when in a supervisory assignment, although supervisory responsibilities are not mandatory to support classification of positions.

2. Number of staff supervised is part of the class criteria, e.g., Food Inspectors 2 are classified to supervise a staff of four to six Food Inspectors 1 and Food Processing Inspectors.

Note: Be careful when indicating the numbers supervised to assure that classification criteria are used. Due to reductions in force, many supervisory classes have increased or decreased their range significantly to the point where the criteria no longer are met. In the long term, this will be resolved, but, in the meantime, we do not want to formalize patterns that are not appropriate.

For some classes, such as Directors Financial Administration and Deputy Commissioners, the number of staff supervised varies to such an extent that inclusion of actual numbers is not significant to understanding the role and nature of the supervision. In those instances do not include the numbers supervised.

- Unique or restrictive supervisory assignments. For example, some classes normally do not supervise, but may perform supervisory activities in some instances, such as when assigned to shift work or to supervision of part-time employees. This should be noted.
- Significant part of the class supervises, but it is not typical of the entire class. The supervisory description should clearly indicate that not all positions in the class supervise.
- Kind of supervision exercised if not specified elsewhere in the Standard. This can be:
 1. Direct: supervise directly the activities, tasks, and work behavior of subordinate staff assigned to the same unit, program, or title series, e.g., Clerks 2 supervising Clerks 1.
 2. Indirect: supervise and manage staff through other supervisors and managers, e.g., Chief Clerks supervising a number of units assigned to clerical processing.
 3. General: review overall work performance, but allow considerable latitude in the accomplishment of work, e.g., Directors, Financial Administration responsible for staff assigned to different fiscal office units and programs.
 4. Administrative: set work policies and goals and provide resources, but generally not involved in the direct or indirect supervision of staff and the performance of their work activities and tasks, e.g., Deputy Commissioners responsible for supervising major divisions of an agency.

5. Functional: review and approve the work of staff performing a specific activity, but not their overall work behavior and assignments, e.g., the Supervisor, Audit Planning and Program Development responsible for developing and evaluating audit procedures, techniques, and programs for all offices of the Division of Municipal Affairs.
6. Technical: review and approve the technical quality of work produced by staff for a temporary project or assignment, but not their overall work behavior and assignments, e.g., Senior Computer Programmer Analysts assigned to supervise the technical work for a systems installation project, but not responsible for other work activities and behavior of staff.

Common supervisory activities

There are a number of activities common to most supervisory classes. It is not necessary to reiterate these in each Standard, but they are included here as a reference.

- Monitor the quality and quantity of work produced.
- Select, train, counsel, evaluate, and, as necessary, 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 and programs.
- Communicate management policies to staff.
- Prepare workload statistics and related reports.
- Determine work priorities.
- Provide procedures, guidelines, and resources and provide advice and assistance needed to accomplish work.

What format and style are used to write this section?

This section of the manual is written in paragraphs, using complete sentences.

EXAMPLES

SUPERVISION EXERCISED

Occ. Code 0298100

**ASSISTANT DIRECTOR, FINANCIAL ADMINISTRATION 1, M-1
ASSISTANT DIRECTOR, FINANCIAL ADMINISTRATION 2, M-2
ASSISTANT DIRECTOR, FINANCIAL ADMINISTRATION 3, M-3**

Assistant Directors, Financial Administration supervise lower-level budget, fiscal, and clerical support staff. In some instances, they also directly supervise related units and programs, such as print shops, office services units, grants administration programs, and accounting sections. They directly supervise unit or section heads and indirectly supervise the staff of the units and sections by performing the full range of supervisory responsibilities and coordinating work activities among the units. The number of subordinate staff varies, depending on the size and scope of the program.

Occ. Code 0803110

**COMPUTER SYSTEMS PROGRAMMER 1, GRADE 23
COMPUTER SYSTEMS PROGRAMMER 2, GRADE 25**

Computer Systems Programmer 1 positions are typically non-supervisory.

Computer Systems Programmers 2 usually exercise the full range of technical and direct supervision over one to three Computer Systems Programmers 1. Technical supervision includes responsibility for the quality and quantity of work produced by staff and training staff in particular technical assignments. If a position is the only systems programming position in an agency, it may be classified at the 2 level with no subordinates.

Occ. Code 8755100

SAFETY AND SECURITY OFFICER 1, GRADE 12

This is an entry level class and incumbents do not, on a regularly assigned basis, supervise others. Incumbents may be called upon to act temporarily as shift supervisors in the absence of Safety and Security Officers 2. In this capacity, they make assignments for security staff assigned to the shift, assign staff to cover emergencies or absences, authorize requests for additional assistance or to resolve safety problems, and patrol the grounds to check duty posts.

**ATTACHMENTS TO
THE STANDARD**

PARENTHETICS AND LANGUAGE TAGS

Describe the parenthetics added to a class in an Attachment to the Classification Standard rather than in the body of the Standard. A parenthetic is a descriptive designation in parentheses added to a class to distinguish positions within the class that require specialized knowledge or training, such as Principal Clerk (Personnel). If a class has parenthetics, note the existence of the parenthetics in the sections Distinguishing Characteristics and Minimum Qualifications.

The addition or deletion of a parenthetic to a class does not change the typical duties or distinguishing characteristics of the class and should not affect the accuracy of the Classification Standard.

If the Brief Description of the Class, Distinguishing Characteristics, and Illustrative Duties sections of the Class Standard do not adequately describe the positions classified in a parenthetic to the class, you need to consider whether you have a class with a parenthetic or separate classes.

The Program Research Specialist class series has multiple levels and multiple parenthetics at each level. The various parenthetics are described in an attachment as in the sample below.

SAMPLE:

Program Research Specialist (Criminal Justice) performs program research activities with the major focus on various aspects of the legal system, such as Probation, Parole, Juvenile Justice, Correctional Services and Crime Victims Services.

Program Research Specialist (Human Services) performs program research activities with the major focus on services to individuals and families in areas such as Aging, Medical Assistance, Mental Health, Social Services. Vocational Rehabilitation, Youth Services, and Addictions.

Description of the parenthetics in an Attachment rather than as part of the body of the standard will reduce the need to revise the standard every time a new parenthetic is added to the class. Only the attachment will need to be revised. This is a change to the records maintained by the Division of Classification and Compensation, not a change or revision to the standard.

A **language tag** is a designation added to a class indicating that demonstrated competence is required in the specified language, such as Korean or Manual Communications, in order to perform the duties of the class. Language tags are not included in the Class Standard.

APPENDICES

APPENDIX A

General Formatting Guidelines

- ◆ Classification Standards are prepared using the **Arial font in font size 12**, the same font and font size used to prepare this manual.
- ◆ Format details are entered in bold face and placed in the same location for all documents as follows:

Draft or Tentative: Capital letters; upper-left hand corner of the first page; no notation for final documents.

Occ. Code:

Agency - leave this blank

Classification and Compensation - this is added when the standard is received or once a code is assigned to a new class. Capitalized; upper-right hand corner of first page; use the lowest class code covered in the classification standard; leave one line blank.

Class Titles, Title Codes and Grades: All classes covered in the Classification Standard are listed in grade order, with one class to a line; starting in the upper right hand corner of the first page, below the occupational code; leave one line blank below the class titles. Class titles are in capital letters followed on the same line by the title code. The title code is placed seven spaces from the right hand margin. Class grade is placed on a separate line immediately below the class title. Class titles, title codes and grades are all in bold.

SAMPLE

MOTOR VEHICLE REPRESENTATIVE, GRADE 9	2540000
SUPERVISING MOTOR VEHICLE REPRESENTATIVE 1, GRADE 14	2540510
SUPERVISING MOTOR VEHICLE REPRESENTATIVE 2, GRADE 17	2540520
SUPERVISING MOTOR VEHICLE REPRESENTATIVE 3, GRADE 20	2540530

New York State Department of Civil Service: This is added by the Division of Classification and Compensation when the Classification Standard is prepared for distribution in Tentative. Capitalized; placed below the class titles and to the far left.

Classification Standard: Capitalized; placed directly below New York State Department of Civil Service; leave one blank line below.

Section Headings: Capital letters; underlined; one blank line is left above and below each section heading.

Date: In numbers, with the month and year separated by a slash; placed in the bottom-left hand corner of each page.

Page Number: In the center of the bottom line of each page.

Writer: Capital letters; initials of the agency writer or Classification and Compensation Analyst preparing the Classification Standard; lower right hand corner of last page; use on draft only.

A blank line is left between each paragraph and between each paragraph and section heading.

Each paragraph is indented by one standard tab setting.

KEYBOARDING FORMAT

Below are the technical specifications for keyboarding. While analytical and agency staff are not required to adhere to them when preparing Classification Standards, it will save considerable work time for keyboarding staff if the format is followed.

Paragraph and Font Spacing	Normal
Font	Arial
Style	Regular
Type Size	12
Body	Justify
Margins	
Top	1"
Bottom	1"
Left	1.25"
Right	1.25"
Header	0.5"
Footer	0.5"
Tab Indent	0.5"
Indent	0.5"
Page Size	100%
Line Spacing	
Draft	Double
Tentative	Double
Final	Single
Spaces	Between each paragraph Between each heading and paragraph
Headings	Bold, underlined
Header	Bold, every other page, top right hand corner e.g., Occ. Code 0100200
Footer	Bold, every page Date Issued in lower left hand corner, indicate if revised, date in numbers Page Number in lower right hand corner, indicate number of pages e.g., Date: 10/01 1 of 6 pages

APPENDIX B

STYLE AND FORMAT BY SECTION

Required Sections of the Standard

Brief Description of Class

This section is written in paragraph form, using complete sentences.

Distinguishing Characteristics

Write a separate paragraph for each class included in the standard, using the following style:

- Indent for each paragraph.
- Begin each paragraph with the title typed in capital letters in boldface, followed by a colon and two spaces. Do not include the salary grade.
- Use semi-colons to separate each of the points in the summary.
- 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."
- Describe characteristics applicable to all classes that are covered in the Standard in a separate paragraph at the beginning of the section, if this characteristic has not already been described in the Brief Description of Class.
- Describe characteristics applicable to some of the classes in the Standard in a footnote at the end of the section.

Illustrative Duties

Paragraph Format:

- Describe classes starting with the lowest level in the series first and, generally, progress according to 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 boldface capital letters, followed by a colon. Do not include the salary grade.
- Describe the activities performed, consolidating where possible.
- Separate each major activity by a semi-colon. Alternatively you may use bullets instead of a paragraph if it will not make the document too long.

Activity and Task Format

- Describe first the activities common to all classes covered in the standard.
- If the Standard covers more than one class, list those activities specific to particular classes at the end of the Illustrative Duties section, with a statement indicating which classes perform the duties.
- If particular activities and tasks are characteristic of only certain assignments, list these activities and tasks at the end of the of the class description and indicate the conditions that apply to the assignments.
- Begin each activity and task statement with an active, capitalized verb.
- Activities begin at the left hand margin.
- List tasks performed as part of the activity directly below the activity.
- Indent each task one tab setting and place a dash in front of each task.
- Place a period after each activity and task statement.
- Leave a space between each activity and task described.

Minimum Qualifications

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

- List the qualifications for each class in grade order, beginning with the lowest level first.
- Enter the class in boldface, capital letters and indent one tab setting. Do not include the salary grade.

- For each class, describe the promotion qualifications first, followed by open competitive qualifications, if appropriate.
- Write qualification statements in a paragraph, with separate paragraphs for promotion and open competitive qualifications.

Promotion:

- Starting from the left-hand margin, enter promotion in boldface, capitalized, followed by a colon.
- Describe the minimum qualifications, including:
 - Requirements mandated by accrediting or licensing authorities.
 - Length of service required for appointment.
 - Classes eligible to compete.
 - Jurisdictional classes permitted to compete.
 - Grade level of permanent service that candidates must obtain if eligibility is determined by grade level.
- Skip one line.

Open Competitive and Non-Competitive:

- Starting from the left-hand margin, enter open competitive or non-competitive in boldface, capitalized, followed by a colon.
- Describe the educational requirements first, including the type of degree or the required number of completed credit hours.
- List the approved areas of study if eligibility requires a major in particular subject areas.
- List the areas of course work if eligibility requires completion of courses in certain subjects, such as 18 credit hours in anthropology, archaeology, or American History.
- If experience is also required, state “and” followed by the work experience required.
- 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. For example, instead of stating “experience as a mechanic, including responsibility for supervising staff,” state “two years of journey level experience repairing motorized construction equipment, including one year of supervisory experience.”

- Next indicate the substitutions allowed for education or experience.
- When qualifications increase for consecutive levels of the class series, but education or type of experience are the same, simplify by referring to the previous class, and note the difference. For example, state “a Bachelor’s Degree and seven years’ experience as described above.”
- **Always add the following note to end this section:**

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.

Optional Sections of the Standard

Related Classes

Follow the General Guidelines for preparation of this section:

- Write in complete sentences, using active, descriptive verbs.
- Limit the description to three sentences for each class or class series cited.
- Do not include salary grades in this section.
- Do not reference the occupational (title) code.

Independence of Operation

This section is written in paragraph form, using complete sentences. If the Standard covers more than one class, write a separate paragraph for each level in the series.

If independence varies significantly depending on the assignment, describe the variation and identify the assignment in a separate paragraph.

Complexity

This section is written in paragraph form, using complete sentences.

Communication

This section is written in paragraph form, using complete sentences. Write a separate paragraph for each level in the series if the Standard covers more than one class and there is significant variation in communications.

If communication varies significantly depending on the assignment, describe the variation in a separate paragraph and identify the assignment to which it pertains.

Supervision Exercised

This section is written in paragraph form, using complete sentences.

Attachments to the Standard

Parenthetics and Language Tags

This section is written in paragraph form, using complete sentences. If there is more than one parenthetic to the class or class series, write a separate paragraph for each parenthetic.

APPENDIX C

FEDERAL OCCUPATIONAL CATEGORY (FOC) DEFINITIONS

FOC CODE

- 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 D

II. Writing Examples of Work/Work Behavior Statements

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

FORMAT OF A WORK BEHAVIOR STATEMENT

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

The format for a single work behavior statement should include the following four elements:

(The worker) Performs what action/On what or to whom/To produce or achieve what result or product/Using what tools, equipment, material and processes.

An illustration of the format is provided below:

Computes/statistics such as employment, overtime, hours, earnings, new hire rate, turnover, and wage surveys, /to provide information to requesting individuals or organizations, to condense source data, and/or facilitate report preparation. / Statistics are computed by applying, modifying, and, if necessary, devising statistical methods and/or procedures and by using calculators, computers, and conversion tables.

An Adequate Work Behavior Statement

1. Contains the following four parts:

- WHAT is done (action verb)

The WBS begins with a present tense, action verbs) that describes precisely WHAT physical or mental activity is being performed.

- TO WHOM OR WHAT (object of verb)

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

- WHY (to produce what or expected output)

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

- HOW (using what tools, equipment, work aids, processes)

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

In short, WHAT, TO WHOM/TO WHAT, WHY and HOW.

In writing WBS's, brevity is a virtue -- conciseness with specificity is the goal.

Example:

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

The WHAT and the TO WHOM/TO WHAT are absolutely essential; that is, some statements need not address the WHY or the HOW. For example, the WHY may be unimportant or the HOW self-evident. But frequently the WHY and the HOW are very important because the WHY will indicate the importance of the behavior and the HOW will clarify exactly how the WHAT is done.

The WBS is the heart of a job analysis; derivation of KSA's depend on the precision of the statement.

2. Is Written in Concise, Specific Behavioral Terms

The WBS should capture what workers do in relation to data, people and things.

How specific does the action verb for the WHAT part of the statement have to be?

If you cannot come up with a word that describes the action being performed, either a) break the activity down into the two or three most important behaviors and write a separate WBS for each, or b) clarify the WBS by also listing the specific tasks which make up the work behavior.

3. Describes an Important Part of the Job

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

4. Describes One Activity or a Few Closely-Related Activities Which Make Up a Single Work Process

Break the job down into its major objectives, outcomes or responsibilities (i.e., reasons why management created the job) or activity areas. Then identify the key behaviors which are done to accomplish or carry out each (if the job was broken down into objectives, outcomes or responsibilities) or which fall under each (if broken down into activity areas) and write a WBS for each one.

How many statements are needed to describe a job?

Whatever number it takes to precisely describe the major activities (behaviors) the worker does. As behaviors become more abstract, fewer will be needed to describe the job; similarly, as behaviors become more specific, more will be needed. It's the analyst's obligation to determine a level of abstraction that is meaningful (concise, yet descriptive in behavioral terms). For most jobs, 5-15 statements will prove sufficient.

5. Describes Work that Produces an Identifiable Product or Outcome

6. Is Easy to Read and Understand

7. Is Specific Enough for Deriving KSA's

- Development of KSA statements is an inferential process using the work

- behavior statement as the source.
- The HOW/USING WHAT portion of the work behavior statement becomes the primary basis for this deduction.

Overriding consideration:

Is the WBS descriptive enough of the action performed to permit someone unfamiliar with the job to identify exactly what the worker does and to derive KSA's?

Work Behavior Statement Examples

PERFORMS WHAT ACTION? (VERB)	TO WHOM OR WHAT? (OBJECT)	WHY? TO PRODUCE WHAT? (EXPECTED OUTPUT)	HOW? USING WHAT TOOLS, EQUIPMENT, WORK AIDS, PROCESSES?
Dishwasher WBS: Washes	large pots & pans	to make them suitable for re-use	using detergent solution and a scrub brush
Civil Engineer WBS: Inspects	concrete and asphalt paving	to ensure compliance with construction specifications	by comparing visual observations with construction plans and specifications
LPN WBS: Administers	minor medical treatments or medications (taking temperatures, treating minor cuts and bruises, giving aspirin or cough syrup)	to correct a resident's minor health problems	using knowledge of symptoms to determine need and following agency medical procedures

<p>Job Analyst WBS: Explains</p>	<p>task statement format to training participants</p>	<p>to provide information for participants to write adequate task statements</p>	<p>using overhead projector and transparency, four-column task worksheet, instructor's notes, and knowledge of task statement writing requirements</p>
<p>UI Program Specialist WBS: Evaluate</p>	<p>written and oral employer UI-charge protests</p>	<p>to determine if an error was made</p>	<p>by examining computer records and documents in the employer and claimant's file and by reviewing clerical, administrative and computer procedures used for the initial determination</p>

APPENDIX E

Action Word Definitions

The following words are valuable for identifying and defining the activities of a job. Through the use of concise terminology, it is possible to minimize ambiguity or misunderstanding relative to what is being done. It is not a complete list, however, and job description writers may find other suitable words.

ACCOUNTS.	To furnish a justifying analysis or explanation.
ACQUIRES.	To buy or take possession of.
ADAPTS.	To modify to suit or fit specific needs.
ADJUSTS.	To bring the parts of something to a true, more desirable, or effective position.
ADMINISTERS.	To carry out or regulate organizational or program operations, policies, and procedures; to apply a remedy.
ADOPTS.	To accept and use as one's own.
ADVISES.	To provide, based on specialized knowledge and usually only on request, information, ideas, suggestions, or informed opinions which aid/support others in deciding on a course of action or making a decision.
ADVOCATES.	To endorse in an assertive and deliberate manner.
ALLOCATES.	To set aside money, property, power, or other resources for a particular individual/program, group of individuals/programs, or an organization.
ALLOTS.	To distribute a share or portion for a specific purpose.
ALTERS.	To make different without changing into something else.
AMUSES.	To provide any form of distraction that contents the mind.
ANALYZES.	To separate all or any part of something into its constituent parts for the purpose of identifying and examining relationships of the parts to one another and to other factors.
ANSWERS.	To speak or write in reply to an inquiry.
APPLIES.	To put to use for a purpose.
APPOINTS.	To officially designate.
APPRAISES.	To give an expert judgment of worth or merit.
APPROVES.	To exercise final authority with regard to the acceptability of an action.
ARBITRATES.	To act with defined authority to resolve a dispute.
ARRANGES.	To prepare for an event.
ASSEMBLES.	To convene individuals out of common interest or purpose; to fit together with component parts of a structure or machine.
ASSESESSES.	To determine the exact value or extent prior to judging it or using it as the ground for a decision.
ASSIGNS.	To specify or designate tasks or duties to be performed by others.

AUDITS.	To examine accounts in a final, official sense to verify their correctness.
AUTHORIZES.	To give permission for or to empower through vested authority.
AWARDS.	To confer or bestow for performance or quality.
BALANCES.	To arrange or prove so that the sum of one group equals the sum of another.
BARGAINS.	To negotiate the terms of a sale, exchange, or other agreement.
BATCHES.	To group into a quantity for a future operation.
BUDGETS.	To plan a summary of probable expenditures and income for a given period.
CALCULATES.	To determine by mathematical or statistical processes.
CALIBRATES.	To check, adjust, or standardize the graduation of.
CARRIES.	To move something or someone from one place to another, using the hands.
CATEGORIZES.	To group on the basis of a comparison of certain readily perceived characteristics and criteria.
CERTIFIES.	To officially endorse something in conformance with set standards.
CHECKS.	To compare with a source as to verify accuracy.
CIRCULATES.	To move from person to person or place to place.
CLASSIFIES.	To arrange, distribute, or group facts/items according to common characteristics.
CLEANS.	To remove dirt or impurities; to prepare for cooking.
CLIMBS.	To move progressively upward.
COACHES.	To befriend and encourage individuals on a personal, caring basis.
CODES.	To translate words or figures into symbols (letters or numbers).
COLLABORATES.	To work jointly with.
COLLATES.	To assemble in proper numerical or logical sequence.
COLLECTS.	To bring data or material together in a group or mass.
COMPARES.	To examine for the purpose of discovering similarities or differences.
COMPILES.	To place information or arrange material from other documents into a formalized order.
COMPOSES.	To create by artistic labor.
COMPUTES.	To determine by arithmetical processes.
CONDENSES.	To shorten material without altering its meaning.
CONFERS.	To seek and compare views, opinions, and judgments with others through discussions.
CONFIRMS.	To assure the accuracy, consistency, or completeness of.
CONSOLIDATES.	To bring together; to combine several into one.
CONSTRUCTS.	To make or form by combining parts; to draw with suitable instruments and under specified conditions.

CONSULTS.	To give expert/definitive professional advice.
CONTROLS.	To evaluate, verify, regulate, and/or be informed about actions to the point of influencing or directing activities/functions toward conformance with plans or desired results.
CONVERTS.	To alter the physical or chemical nature of something.
CONVEYS.	To transfer by legal means ownership of property from one individual to another.
COORDINATES.	To guide, regulate, or adjust the interrelated and interdependent activities of individuals or functions of a unit(s) to facilitate a common action and to attain a common purpose or goal.
COPIES.	To reproduce an original.
CORRECTS.	To eliminate error or defect.
CORRELATES.	To establish a direct or inverse relationship.
CORRESPONDS.	To communicate with others in writing.
COUNSELS.	To provide advice, usually on one's own initiative, in which a course of action is suggested or urged and some recourse of follow-up is implied.
COUNTS.	To list or name, one by one, to find the total number of units involved.
CREATES.	To bring into existence; to produce through imaginative skill.
DEBATES.	To discuss and argue a question formally, and usually in public.
DECIDES.	To make up one's mind as to action, course, or judgment.
DEFENDS.	To ward off something that actually threatens; to repel something that actually attacks.
DEFINES.	To determine and state the limits and nature of; to give the distinguishing characteristics of.
DELEGATES.	To designate with authority another to perform tasks or duties which in turn may carry specific degrees of accountability and authority.
DELIBERATES.	To consider carefully and thoroughly a matter with abstract/complex variables to arrive at a conclusion.
DELIVERS.	To carry something to an intended destination.
DEMONSTRATES.	To explain or make clear by using examples/experiments or showing the operations of.
DESCRIBES.	To give an-account in words that create a visual image to the minds of others.
DESIGNATES.	To choose an incumbent or to detail a person to a certain post.
DESIGNS.	To conceive, create, and execute the form or shape of a physical object or the method for doing something.
DESTROYS.	To completely tear down, do away with, or bring to an end.
DETECTS.	To take notice of something by physical means (e.g., visual, tactile).

DETERMINES.	To fix conclusively or authoritatively the course, character, functions, or scope of something.
DEVELOPS.	To expand or realize the potentialities of; to bring gradually to a fuller, greater, or better state.
DEVISES.	To form in the mind by new combinations or applications of ideas or principles; to invent.
DIAGNOSES.	To identify a disease, malfunction, or cause of disorder by symptoms or distinguishing characteristics.
DIGS.	To break and turn over or remove with a tool.
DIRECTS.	To personally oversee, inspect, or guide the work of others, with responsibility for ensuring certain standards of performance are met.
DISBURSES.	To pay out or distribute with authority.
DISCIPLINES.	To penalize individuals or groups, whose behavior is contrary to existing regulations; to establish habits of self-control.
DISCOVERS.	To intentionally search for and acquire or find something that already exists but is new to the discoverer.
DISCUSSES.	To exchange views to arrive at a better understanding.
DISMANTLES.	To take apart or raze; to remove furniture or equipment.
DISPATCHES.	To send off or out.
DISPENSES.	To give a carefully weighed or measured portion to each of a group as a right or as to need.
DISPLAYS.	To show; to place before the view of others.
DISSEMINATES.	To spread or disperse information or ideas.
DISTRIBUTES.	To deal out portions or spread about units among a number of recipients.
DRAFTS.	To prepare papers or documents in preliminary form for clearance and approval by others.
DRIVES.	To start, stop, and control the movement or action of machines.
DUMPS.	To empty out or unload in a heap or mass.
DUPLICATES.	To make a copy or reproduction through the use of machinery.
EDITS.	To correct spelling, faulty phrasing, and imperfect punctuation, and mark a manuscript to ready it for publication.
ELABORATES.	To work out in detail; to give details.
ELECTS.	To vote for.
ELIMINATES.	To get rid of; to set aside as unimportant.
EMPLOYS.	To use or engage the service of; to provide a job with consideration.
ENCOURAGES.	To inspire with spirit and hope.
ENDORSES.	To support or recommend actively.
ENLISTS.	To secure the support and aid of.
ENTERS.	To write down in a record, diary, log, or list; to make an

	entry of.
ENTERTAINS.	To provide some activity or attraction that will give pleasure or relieve monotony or boredom.
ESCORTS.	To accompany another or others to give protection or to watch over; to accompany as a courtesy or honor.
ESTIMATES.	To make a rough approximation of the size, extent, or value of.
EVALUATES.	To judge reports, data, plans, or performances in relation to established goals, policies, and standards; to compare critically to a standard for suitability.
EXAMINES.	To look over closely to determine the condition, quality, validity, or nature of.
EXCHANGES.	To give or take one thing in return for another.
EXERCISES.	To train by drills and maneuvers in order to strengthen and develop.
EXHIBITS.	To put forward prominently or openly, either with the express intention or with the results of attracting other's attention or inspection.
EXPERIMENTS.	To undertake an action to discover something not yet known or to demonstrate something known.
EXPLAINS.	To make clear or easier to understand that which appears vague, causeless, or inconsistent.
EXTRACTS.	To pull out by effort; to make a selection or quotation of; to determine by calculation.
FABRICATES.	To build by assembling; to manufacture.
FASTENS.	To make secure by locking, shutting, buttoning; to fix firmly in place.
FEEDS.	To move into a machine or opening in order to be used or processed; to furnish with something essential for growth and sustenance.
FILES.	To arrange in a methodical manner; to rub smooth or cut away with a tool
FORECASTS.	To predict or indicate a condition or event beforehand as a result of rational study of available data.
FORMULATES.	To prepare mentally a rough plan, policy or procedure.
GARNERS.	To gather and store in a granary.
GATHERS.	To pick, pluck, and cull a crop.
GAUGES.	To assess a thing as authentic, good, or adequate or the degree it is so in relation to a standard measure or scale.
GENERATES.	To originate by a vital, chemical, or mechanical process.
GOVERNS.	To exercise continuous sovereign authority over.
GRADES.	To divide into groups based on ascending or descending order.
GUARDS.	To watch over to keep safe from any potential attack or harm.

GUIDES.	To show the way or approach by applying intimate knowledge or experience of the way or approach and of all its difficulties.
HAULS.	To move by pulling or drawing; to transport by vehicle.
HIRES.	To engage the service of for a set sum.
HYPOTHESIZES.	To form a tentative assumption to test its logical or empirical consequences.
IDENTIFIES.	To recognize, acknowledge, or establish based on the characteristics of.
ILLUSTRATES.	To make clear something which is difficult, abstract, or remote from experience especially to use pictures or sketches to make vivid or real what is being explained.
IMPLEMENTS.	To carry out or into effect a plan, program, or operation.
IMPORTS.	To bring in from a foreign or external source.
IMPROVES.	To correct or advance something by supplying what it lacks or wants.
INDEXES.	To classify information, usually by subject matter or name, to facilitate reference.
INDICTS.	To bring legal charges against an individual or organization.
INFORMS.	To make known; to call attention to.
INNOVATES.	To exercise creativity in introducing something new or in making changes.
INSPECTS.	To search, through direct observations, for conditions such as errors, defects, flaws, or shortcomings.
INSTALLS.	To establish in an indicated place, condition, or status; to set up for use in service.
INSTRUCTS.	To impart knowledge systematically.
INTERPRETS.	To explain meanings or intentions, not immediately apparent to others, in light of individual judgment; to translate.
INTERVIEWS.	To obtain facts or opinions through oral inquiry or examination.
INVENTORIES.	To catalog; to count and list; to make an itemized record of.
INVENTS.	To create; to think up or imagine.
INVESTIGATES.	To make a methodical, searching inquiry into a situation.
ISSUES.	To put forth or to distribute officially.
ITEMIZES.	To enumerate one after another; to set or note down in detail.
JOINS.	To bring or put together.
JUDGES.	To investigate and compare the evidence and merits of all issues in a case and decide where the truth lies.
JUSTIFIES.	To prove or show to be right or reasonable in light of individual belief or facts.
LEADS.	To guide or direct others on a course or in the direction

	of without final responsibility for results achieved.
LIFTS.	To use effort to overcome the force of gravity.
LOADS.	To place in or on a means of conveyance.
LOCATES.	To search for and find.
LUBRICATES.	To apply a substance to machinery to reduce friction in operation.
MANAGES.	To guide and coordinate worker activities and organizational or program policies, rules, practices, methods, and standards.
MANIPULATES.	To move, guide, or place objects or materials with skill and dexterity.
MANUFACTURES.	To make or process raw material into a finished product.
MAPS.	To make a survey of for the purpose of representation.
MATCHES.	To pair up or put into a set those items possessing equal or harmonizing attributes.
MEASURES.	To determine the quantity, mass, extent, or degree of in terms of a standard unit or fixed amount.
MEDIATES.	To interpose with parties to reconcile them; to reconcile differences.
MENDS.	To repair; to restore to soundness that which is broken or torn.
MIXES.	To combine or blend particles, parts, or elements into one.
MODIFIES.	To limit or restrict the meaning of; to make minor changes in.
MONITORS.	To watch, observe, or check for a specific purpose.
MOTIVATES.	To stimulate the active interest or desire within someone for something.
MOVES.	To go or transport from one point to another.
NEGOTIATES.	To confer with others for the purpose of reaching agreement.
NOTIFIES.	To send a formal notice giving required or pertinent information.
NULLIFIES.	To make of no value or consequence; to cancel out.
OBSERVES.	To obtain data visually.
OBTAINS.	To acquire or gain possession of.
OPENS.	To make available for entry or passage.
OPERATES.	To start, stop; control, and adjust machinery or equipment.
ORGANIZES.	To take steps to set up the administrative structure or functions of an office or process.
ORIGINATES.	To bring into being; to initiate.
OUTLINES.	To make a summary of the significant features of a subject.
OVERHAULS.	To make repairs, adjustments needed to restore to good working order.
OVERSEES.	To watch, to monitor.
PACKAGES.	To wrap or box an item or group of items.
PERMITS.	To consent to; to authorize.

PERSUADES.	To induce others by argument or entreaty to accept a belief or position; to prevail upon others to take a course of action.
PICKS UP.	To collect or lift an object or material.
PLANS.	To devise a detailed means of course of action for attaining an objective/goal.
POSTS.	To transfer or carry information from one record to another; to display prominently.
PREDICTS.	To foretell on the basis of observation, experience, or scientific reason.
PRESCRIBES.	To recommend medical treatment with authority.
PRESENTS.	To lay as a charge before the court; to offer for view.
PRESERVES.	To keep safe; to protect; to keep free from decay.
PREVENTS.	To stop something from occurring; to take advance measures against.
PROCURES.	To obtain possession of.
PRODUCES.	To grow; to make, bear, or yield something.
PROGRAMS.	To arrange or work out a sequence of operations to be performed by equipment or machinery.
PROMOTES.	To advance to a higher level or position; to foster the growth or development of.
PROOFREADS.	To read copy of a printer's proof against the original manuscript.
PROPOSES.	To formulate and suggest for adoption.
PULLS.	To cause to move in the direction toward the source of the force.
PURCHASES.	To buy or procure by committing funds.
PUSHES.	To use force upon an object to move it away from the source of the force.
QUANTIFIES.	To determine or express the amount of.
QUESTIONS.	To interrogate; to inquire.
RANKS.	To determine or assign the relative importance of data, people, or things.
RATES.	To determine the rank of in relation to others of the same kind.
REAPS.	To cut grain and pulse for harvest.
REBUILDS.	To make extensive structural repairs.
RECOMMENDS.	To suggest and support for adoption a course of action.
RECONCILES.	To adjust; to make congruous; to seek agreement.
RECORDS.	To set down in writing; to preserve in some permanent form.
REDUCES.	To narrow down; to diminish in size or amount.
REFERS.	To send or direct for aid, treatment, information, or decision.
REFINES.	To free from impurities, imperfections, or vulgarities; to make more polished.
REGISTERS.	To enter in a record or list officially.

REGULATES.	To order or restrain by rule, method, or established mode.
REINFORCES.	To strengthen with additional forces.
REJECTS.	To refuse to hear, receive, or admit.
RELEASES.	To permit the publication or dissemination of.
REMITTS.	To send money in payment of.
REPAIRS.	To put into good or fitting order something that is injured.
REPLACES.	To provide a substitute for something now lost, gone, or worn out.
REPORTS.	To give an account, in detail, of facts and figures.
REPRESENTS.	To foster general interest in, through speeches, and consultation and contacts with individuals, groups, and constituencies.
RESCINDS.	To make void; to repeal; to abrogate a contract by restoring preexisting conditions.
RESCUES.	To free a person or animal from imminent danger by prompt or vigorous action.
RESEARCHES.	To perform a systematic, critical, intensive investigation directed toward development of new or fuller knowledge of the topic or issue studied.
RESOLVES.	To decide to do or refrain from doing something; to take remedial action.
RETRIEVES.	To recover from a location where previously placed, set, or thrown.
REVIEWS.	To consider or to reexamine results for the purpose of giving an opinion or approval.
REVISES.	To rework in order to correct or improve; to make a new, improved, or up-to-date version.
REWARDS.	To give something in recompense for worthy behavior.
SALVAGES.	To rescue or save (as from wreckage or ruin).
SCANS.	To survey from point to point in a cursory manner.
SCHEDULES.	To plan a timetable; to set specific time for.
SCORES.	To assign a numerical evaluation.
SCREENS.	To examine for the purpose of separating one group.
SEALS.	To secure the contents of by closing with adhesive.
SEARCHES.	To systematically look over and through for the purpose of finding an item.
SELECTS.	To decide on one, or a few from several possibilities.
SELLS.	To give up property to another for money or other valuable consideration.
SENDS.	To dispatch by a means of communication; to convey.
SERVES.	To attend to the personal needs or requests of people.
SERVICES.	To make fit for use by providing maintenance, supplies, repairs, or installation.
SMELLS.	To acquire and examine the odor or scent with the nose.
SOLICITS.	To approach with a request or plea; to strongly urge.

SOLVES.	To answer a question or work out a problem.
SORTS.	To group or categorize according to systematic relations or common characteristics; to put in a definite place or rank according to kind, class, or other category.
STACKS.	To load or arrange in a somewhat orderly heap or pile.
STORES.	To put away for future use; to deposit or receive for safe keeping.
STUDIES.	To contemplate; to learn all the possibilities, applications, variations, or relations of a subject before making plans and/or taking action.
SUBMITS.	To present for the decision, judgment, or information of others.
SUGGESTS.	To direct attention to something for consideration.
SUMMARIZES.	To present in a concise and compact manner.
SUPPLIES.	To provide space, equipment, material, and other non-financial resources.
SURVEYS.	To look at or consider in a general or comprehensive way; to determine the location, form, or boundaries of by measuring the lines and angles.
SYNTHESIZES.	To compose or combine parts or elements in order to form a whole.
SYSTEMATIZES.	To arrange or make by the use of a method or orderly planning.
TABULATES.	To put in table form; to set up in columns, rows.
TEACHES.	To apply a guided process of assigned work, discipline, direct study, and the presentation of examples to increase the general knowledge of another person.
TENDS.	To start, stop, and monitor the functioning of machinery and equipment.
TESTIFIES.	To provide oral or written testimony on facts known.
TESTS.	To put a thing to decisive proof by thorough examination under controlled conditions.
TOTALS.	To add up; to compute.
TRACES.	To copy as a drawing.
TRADES.	To give in exchange for another commodity; to make a purchase.
TRAINS.	To develop a particular faculty or skill in others to bring them up to a predetermined standard of work performance.
TRANSACTS.	To carry on or handle business in accordance with a prescribed procedure.
TRANSCRIBES.	To transfer data from one form of record to another or from one method of preparation to another, without changing the nature of the data.
TRANSFERS.	To change from one mode of conveyance to another, or from one depository to another.
TRANSLATES.	To turn into one's own or another language.

TRANSMITS.	To transfer or send out a signal either by radio waves or over a wire.
TREATS.	To give medical or surgical care; to subject to chemical action.
TURNS.	To make to rotate or revolve; to cause to move around so as to effect a desired end (as locking, opening, shutting).
TUTORS.	To instruct on an individual basis and in a special subject or for a particular occasion or purpose.
TYPES.	To write with a typewriter.
UPDATES.	To make current with most recent facts, methods, or ideas.
USHERS.	To guide to a particular place.
WASHES.	To clean by means of water and/or other substances by dipping, tumbling, or scrubbing.
WAXES.	To rub, polish, cover, smear, or treat with a sealing substance.
WEIGHS.	To determine the heaviness of an object.
WRITES.	To set down letters, words, sentences, or figures on paper or other suitable material.

APPENDIX F

Action Word Definition Supplement Ambiguous "Action" Words

Below is a short list of imprecise "action" words, which always call for further clarification and supporting details before they could possibly serve as the means to describe work behaviors. While these words may satisfactorily serve the purposes of generalized or appropriate descriptions/definitions of work, they should not be used in describing practically any work behavior.

Accepts.	Interfaces.
Accompanies.	Is in charge of.
Accomplishes.	Is available for.
Acts for/as.	Is responsible for.
Aids.	Keeps abreast of.
Appears (before a group).	Keeps records.
Ascertain.	Keeps staff informed of.
Assists.	Maintains.
Assumes responsibility for.	Makes.
Assures.	May (perform, serve, etc.).
Attends.	Orientates.
Briefs.	Participates.
Carries out (instructions).	Performs.
Communicates.	Prepares.
Conducts.	Processes.
Cooperates.	Provides.
Effects.	Receives.
Endorses (an idea).	Relates.
Enforces.	Replies to.
Engages in.	Responds to.
Ensures.	Requests.
Establishes.	Requires.
Executes (an action).	Secures.
Facilitates.	Sees that.
Follows (instructions).	Serves as (in a functional role).
Follows up.	Supervises.
Functions as.	Supports (someone).
Furnishes.	Takes necessary action.
Gives.	Talks.
Handles.	Understands.
Helps.	Uses.
In cooperation with.	Utilizes.
Initiates.	Verifies.
Institutes.	Visits.
Insures.	Works with.
Interacts.	

Please note that some of these words if used in an appropriate context may be acceptable action words, i.e., "Endorses a check"

APPENDIX G



STATE OF NEW YORK DEPARTMENT OF CIVIL SERVICE

THE W. AVERELL HARRIMAN STATE OFFICE BUILDING CAMPUS ALBANY, NEW YORK 12239

TO: Agency Human Resource Managers
Directors of Personnel
Affirmative Action Administrators

FROM: W. Barry Lorch, Director of Classification and Compensation

SUBJECT: The Americans with Disabilities Act (ADA): Essential Job Functions

DATE: May 28, 1993

* * * *

This memorandum is intended to clarify how classification standards may be useful in identifying the "essential functions" of a position.

Title I of the Americans with Disabilities Act (ADA) requires employers to focus on the "essential functions" of a job or position in determining whether a disabled applicant or employee is a qualified individual with a disability protected by the Act. The ADA defines a "qualified individual with a disability" as an individual who meets the skill, experience, education and other job related requirements of a position held or desired, and who, with or without reasonable accommodation, can perform the essential functions of the position (42 U.S.C. §12111 (8)).

The regulations of the Equal Employment Opportunity Commission implementing Title I of the ADA, define "essential functions" to mean the fundamental job duties of the position the individual with a disability holds or desires. (29 CFR §1630.2 (n)). The regulations further provide the following examples of reasons why a function may be considered essential:

- the position exists to perform that function:
- there is a limited number of employees available among whom the performance of that job function can be distributed: and/or

- the function is so highly specialized that the incumbent is hired for his or her expertise or ability to perform that particular function.

While the ADA does not require employers to develop or maintain job descriptions, it provides that a written job description prepared before advertising or interviewing for a job will be considered as evidence in determining whether a particular function is essential. Further, the EEOC's Technical Assistance Manual notes that, while the job description may include a description of functions which are "marginal" or non-essential to the job, those functions which are essential or important in accomplishing the objectives of the job should in some way be identified.

A classification standard is distinct from a job description in that, while a standard broadly describes the duties and responsibilities of a class of positions, a job description should describe the duties and responsibilities of a specific position. A job description is generally more narrowly drawn. Additionally, the classification standard contains a list of illustrative activities and tasks typically performed by incumbents. This list is not exhaustive and the tasks performed by incumbents of positions within the class may vary. The focus of the ADA is on the specific position which the individual with a disability holds or seeks to hold. Therefore, while the standard may be useful as a resource in drafting job descriptions, the job description, which is developed at the agency level, should reflect the actual tasks and activities that the incumbent of a specific position will be required to perform.

The ADA re-emphasizes the benefit of having accurate up-to-date job descriptions prior to advertising or posting for a vacant position. While the classification standard, especially the classification criteria, should assist in determining what the essential functions of a specific position are, agencies should work with immediate supervisors of positions to verify that the duties, responsibilities, tasks and activities included in job descriptions are the essential functions of such positions.