Classifications: Duties, MQs, Levels and Utilization
Agenda

- Civil Service Systems
- Occupational Categories and Levels
- Bargaining Unit Work
- Classifications versus Positions
- Minimum Qualifications versus Desirable Qualifications
- Supervisors versus Lead Workers
- Managers versus Supervisors
- Classification Utilization
Civil Service Systems

- In the early 20th century, civil service systems created in response to *spoils systems* (i.e., non-merit based hires as government positions filled by political cronies of elected/appointed officials; not only did this result in unqualified hires, it also created a lack of continuity so there was no retention of institutional knowledge from repeated turn over after every election).

- The protection on the front end of the system is a *merit-based* examination and selection process as a barrier to politically based hiring. The protection at the back end is a right of *tenure* that prevents employees from being fired for political reasons.

- Key to ensuring that examinations are competitive and merit based is a detailed classification plan that validates the work being performed.

- However, many are concerned that such a system insulates inefficient workers and that individual success and skill level is devalued. Further, as more layers of procedures are added, it takes increasingly longer to hire resulting in many qualified applicants to seek employment elsewhere.

→ *Under these rules, we work to balance the needs of providing civil service protections with providing departments the flexibility they need to achieve their missions.*

→ *Our goal is to write classification specifications that are clear and concise, but not too rigid.*
Occupational Categories (General)

- **Clerical:** Perform routine office tasks supporting the general function of the office or managerial positions. Occupations in which workers are responsible primarily for internal and external communication, recording and retrieval of data and/or information and other paperwork required in an office.

- **Maintenance:** Perform duties which result in or contribute to the comfort, convenience, hygiene or safety of the general public or which contribute to the upkeep or care of public buildings, facilities or grounds.

- **Crafts/Trade:** Trades are externally defined and have regulatory codes; installation and repair.

- **Technical:** 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 (e.g., computer programmers, drafters, survey and mapping technicians, licensed practical nurses, technicians (medical, dental, electronic, physical sciences)).

- **Professional:** Perform duties that require interpretation, independence of judgment and application of defined principles, practices and regulations. Requires a bachelor or advanced degree and may require certification or licensing.

- **Management:** High administrative and policy influencing with responsibilities for managing a major function or rendering management advice to top-level management authority. Performs duties focused on planning, organizing, directing and controlling resources and program delivery.
# Occupational Categories by Service and Group Levels

<table>
<thead>
<tr>
<th>Service and Group Levels</th>
<th>Occupational Categories</th>
</tr>
</thead>
</table>
| 1000 Administrative, Personnel, Fiscal and Clerical | 1100 Administrative and Management  
1200 Personnel  
1300 Publicity and Public Relations  
1400 Clerical, Typing and Stenographic  
1500 Administrative Secretarial  
1600 Payroll, Billing and Accounting  
1700 Office and Photographic Machine  
1800 Budget, Administrative and Statistical Analysis  
1900 Purchasing and Storekeeping |
| 2000 Health, Welfare, Dietary and Housekeeping | 2100 Hospital Administration  
2200 Medical and Nursing  
2300 Nursing  
2400 Laboratory  
2500 Therapy and Auxiliary  
2600 Dietary and Food  
2700 Housekeeping and Laundry  
2800 Public Health  
2900 Social Services |
| 3000 Recreation, Park, Agricultural and Cultural | 3100 Administrative  
3200 Recreation  
3300 Park  
3400 Agriculture and Horticulture  
3500 Cultural  
3600 Library |
| 4000 Property Appraisal, Taxation and Revenue | 4100 Property Administration  
4200 Appraisal and Taxation  
4300 Revenue |
| 5000 Engineering and Public Works | 5100 Administrative  
5200 Professional Engineering  
5300 Sub-Professional Engineering  
5400 Community Development  
5500 Project Manager  
5600 Energy and Environment |
| 6000 Inspection | 6100 Health and Sanitation Inspection  
6200 Public Safety Inspection  
6300 Construction Inspection |
| 7000 Labor and Trades | 7100 Administrative  
7200 Supervisory  
7300 Journeyman Trade  
7400 Skilled Labor  
7500 Semi-Skilled and General Labor |
| 8000 Legal Protection and Detention | 8100 Legal and Court  
8200 Protection and Apprehension  
8300 Correction and Detention  
8400 Probation and Parole  
8600 Emergency Coordination |
| 9000 Transportation | 9100 Street transportation  
9200 Airport Operations  
9300 Port Commission  
9500 MTA Operations  
9700 Manpower Planning Unit  
9900 Federal Programs |
| Alphabetical | H2 Firefighter  
Q2 Police Officer |
Occupational Levels

- **Entry / Trainee:** Trainee or routine level; typically those with training, but little or no experience in the job area; operate with significant oversight.

- **Journey:** Perform the full range of duties; operate with supervision typically only upon completion of tasks; generally requires knowledge or experience in the job related area as a minimum qualification.

- **Advanced Journey / Senior:** Perform specialized/complex duties in a highly independent manner that require modifying approaches, methods or techniques; may supervise lower level positions.

- **Principal:** Lead responsibilities in instructing and training staff; generally should supervise lower level positions.

**Personnel Analysts**
- 1246 Principal Personnel Analyst
- 1244 Senior Personnel Analyst
- 1241 Personnel Analyst
- 1249 Personnel Trainee
The City and County of San Francisco has over 1,000 classifications. Some are in a classification series like the 1220/1222/1224 Payroll Clerk Series while others are stand-alone like the 1230 Instructional Designer.
A **bargaining unit** in labor relations is a group of employees with a clear and identifiable community of interest who are represented by a single labor union in collective bargaining and other dealings with management.

Examples would be "non-management professionals"; "law enforcement professionals"; "blue-collar workers"; "clerical and administrative employees"; etc.
Bargaining Units, Unions & MOUs

Department of Human Resources

Senior Investigator, Office of Citizen Complaints (#8126)
$39.15-$47.59 Hourly / $6,786.00-$8,240.00 Monthly / $81,432.00-$96,962.00 Yearly

Email Me when a Job Opens for the above position(s)

Definition
Under direction in the Office of Citizen Complaints, supervises the work of assigned staff and performs difficult and complex professional-level investigative work in connection with complaints brought against sworn members of the Police Department by the public.

Distinguishing Features
This class is distinguished from Class 8124 Investigator, Office of Citizen Complaints, in that incumbents in Class 8126 oversee and/or directly perform the more difficult and sensitive investigations, and supervise Class 8124 Investigators.

Supervision Exercised
Supervises the work of assigned staff, including Class 8124 Investigators.

<table>
<thead>
<tr>
<th>8124</th>
<th>Investigator, Office of Citizen Complaints</th>
<th>07/01/2014</th>
<th>07/055</th>
<th>$2,655</th>
<th>$3,470</th>
<th>$74,230</th>
<th>$90,220</th>
<th>Z</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>10/11/2014</td>
<td>07/115</td>
<td>$2,940</td>
<td>$3,574</td>
<td>$76,440</td>
<td>$92,924</td>
<td></td>
</tr>
<tr>
<td>8126</td>
<td>Sr Investigator, Office of Citizen Complaints</td>
<td>07/01/2014</td>
<td>07/245</td>
<td>$3,132</td>
<td>$3,807</td>
<td>$81,432</td>
<td>$96,062</td>
<td>Z</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10/11/2014</td>
<td>07/305</td>
<td>$3,226</td>
<td>$3,921</td>
<td>$83,876</td>
<td>$101,945</td>
<td></td>
</tr>
</tbody>
</table>
What is in a Classification Specification?

- **Definition** – Brief description of the nature and level of work. Should be no more than two to three sentences.

- **Distinguishing Features** – How is the class different from those higher and lower in the class series or other job families?

- **Supervision Exercised** – What, if any, supervisory responsibilities does the class have?

- **Examples of Important and Essential Duties** – Discrete, measurable, observable actions. Should be no more than six to eight duties. If more than that, it is likely the duties haven’t been sufficiently summarized.

- **Knowledge, Skills and Abilities (KSAs)**

- **Experience and Education** (i.e., Minimum Qualifications (MQs))
How should the Duty Statements be written on a Classification Specification?

- **CSC Rule 109.1.5:**
  - The Human Resources Director has the authority to amend class specifications as necessary to reflect the *major* duties of positions within the class and the job related knowledge, skills and abilities necessary to perform the functions of the class.

- **CSC Rule 109.6.2:**
  - The class specification shall be *descriptive* of the class but shall *not* be considered as a *restriction* on the assignment of duties not specifically listed.
  - The class specifications are intended to indicate *the kind* of positions that should be allocated to a class but shall *not* be construed as describing *the exact* duties and responsibilities of each individual position allocated to the class.
  - In addition to defining the duties and characteristics of the class, the specifications shall give *examples* of the more significant and typical duties assigned to the positions in the class, the minimum requirements for applicants for the positions in the class, and any other special requirements.
  - The appointing officer has the authority to assign an employee to perform work provided that it is *consistent with the type of duties and level of responsibility* of the employee's class, *although not specifically described* in the class specification.
Duty Statements

- Avoid jargon (e.g., synergy; buy-in), acronyms (e.g., PPACA) and redundancy (e.g., maintains records and files)

- Use simple, clear statements so that someone not familiar with the work should be able to read and understand what the classification performs

- Use specific, common action verbs; avoid ambiguous verbs (e.g., assists with the budget)

- Focus on what work the employee does (e.g., verifies salary rates) instead of what overall work gets done (e.g., work on the budget)

- List in order of importance (and/or order in which performed)

- To the extent you need to get into specifics, use examples to illustrate instead of definitive lists

- Don’t list duties as “may” as you should only be listing essential functions and its inherent that not all incumbents will perform all listed duties
Positions within a Classification

1244 Senior Personnel Analyst

- Labor Relations
- Client Services
- Exams
How is that different from a Position Description?

- Comprehensive description of a **specific** position’s work assignments and responsibilities
  - Those work assignments which are **predominant**, **permanent** and **recurring**
  - Generally will not (and should not) be specifically described in the class specification
- Denoted in one’s PPAR (Performance Plan and Appraisal Report)
- Used to create the recruitment announcement
- Itemized in a Job Analysis Questionnaire
**Examples**

<table>
<thead>
<tr>
<th>Class Specification</th>
<th>Position Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title</strong> 1244 Senior Personnel Analyst</td>
<td>Exam Development Specialist (RAS) HR Consultants (CS)</td>
</tr>
<tr>
<td><strong>Duty</strong></td>
<td></td>
</tr>
<tr>
<td>Enforces codes, regulations and ordinances</td>
<td>Enforces CA Labor Code Sections 5800 et. seq., SF Charter Section A8.590 and Government Code Section 1200-1500</td>
</tr>
<tr>
<td>Develops and implements recruitment and selection plans</td>
<td>As part of the RAS Public Safety Team, recruits for Police Officers, Sergeants, Lieutenants and Captains.</td>
</tr>
<tr>
<td>Conducts complex financial, fiscal and/or economic analyses to evaluate the overall fiscal/financial condition of a department/program</td>
<td>Annually audit overtime usage by department</td>
</tr>
<tr>
<td><strong>KSA</strong> Knowledge of personnel practices, procedures, laws, rules and regulations</td>
<td>Knowledge of the Uniform Guidelines on Employee Selection, Pay Equity Act of 1963, Civil Rights Act of 1964, MMGA, FLSA</td>
</tr>
<tr>
<td><strong>KSA</strong> Knowledge of applicant tracking and human resource management systems, word processing and spreadsheet software</td>
<td>Knowledge of JobAps, PeopleSoft 7.0, MS Word and Excel 2007</td>
</tr>
</tbody>
</table>
So What Does This All Mean?

- You don’t necessarily have to change the class specification…
  - …every time you add or change a task.
  - …every time you recruit for a position.

- Keep in mind that if class specifications are too specific…
  - …it becomes challenging to fit new assignments under the existing class specification and employees will argue that tasks not specifically listed are excluded.
  - …it will be harder for employees to move to other divisions and departments and increased chance employees will be paid differently for what are essentially the same job.
  - …you will constantly be updating the class specifications as they will rapidly get out of date.
Example

If you want employees to complete and process newly created payroll form D that replaces payroll form B, under Class One, that would fit under the existing duty statement while under Class Two it would need to be modified.

- **Class One:**
  - Complete and process payroll forms.

- **Class Two:**
  - Complete and process payroll forms A, B and C.
Distinguishing Features

- What does more “complex” or “specialized” mean? Important that distinguishing features are objective (e.g., higher level supervises)
- “Higher class *may*...”? If the distinguishing feature only “may” be performed by the higher class, then what is the distinguishing feature if it doesn’t?
- More and more years of experience ≠ different job / more value

→ If there are not sufficient differences between classifications, it can lead to situations where employees are both performing the same work, but in different classes and earning different amounts of money.
New Classifications

If there are existing classifications that can perform the body of work of the proposed new classification, then we should not create another classification. Requests for department specific classifications are not appropriate if any necessary training can be obtained on the job within 6 months and/or the duties are not at least 25% unique from equivalent citywide classifications.

- **PROs**: Allows departments to have their own classifications that are specifically detailed to the work in their department. Protects departments from citywide layoffs.

- **CONs**: Requires more exams. Impacts employee holdover rights. Moves away from broad based classification to position based classifications that are much more rigid.
MQ Committee

What is a Minimum Qualification?

- Reflects the *lowest level* of acceptable education and/or experience required of an individual such that the individual reasonably could be expected to *satisfactorily* perform the duties of the position.

What are the Committee’s goals?

- *Continue to ensure that MQs …*
  - reflect what is required by the job analysis *upon entry* in order to be *successful*, yet not so high as to create *artificial barriers* or impede *promotive opportunities*;
  - comply with *uniform guidelines*; and
  - are not used to *screen applicants* when this can be better done through the exam process,

- *but also make sure that…*
  - *consistent* with similar level classifications across the City;
  - *logical* to those classifications that are higher and lower in the same or similar series; and
  - *memorialized* and *maintained* to best utilize institutional knowledge
Minimum v. Desirable Qualifications

- **Minimum Qualifications**: qualifications that are *essential*.
- **Desirable Qualifications**: qualifications that are *preferred* (e.g., Master’s Degree).

- Communicates the qualifications that are important to the City.
- Allows for flexibility in hiring because many times the “perfect” candidate has many but not all of the desirable qualifications. Conversely, often times the candidate with the most years of experience/education is not the ideal candidate.
- Having fewer minimum qualifications and more desirable qualifications broadens the applicant pool and makes it easier for candidates from underrepresented groups to qualify and be considered.
- It provides guidance (not hard requirements) to a hiring manager or search panel on the types of qualifications to watch for and evaluate in the hiring process.
Minimum v. Desirable Qualifications

While those with the desirable qualifications will generally perform the best on an exam, many that just meet the minimum qualifications will often outperform some of those with the desirable qualifications.
Subject Matter Experts (SMEs)

- These tend to be employees that supervise or have performed the work of the classification that is being reviewed.
- While SMEs may be experts in their given fields, they are not experts in human resources so important to take advantage of their knowledge, but not defer to them to write the classification specification.
- SMEs tend to be the best employees in their field so they will often be focused on what is the ideal candidate. It is our job to utilize that information in coming up with desirables, but ensure that HR principles such as not creating undue barriers are accounted for as well.
Minimum Qualifications v. Special Conditions

- **Minimum Qualifications**: qualifications that are essential for a *classification*.
- **Special Conditions**: qualifications that are essential for a *position*. (e.g., ability to fluently speak Spanish)

→ For example, while all 2220 Physicians may need a Doctor of Medicine (M.D.) Degree, only those working in positions that work with children would need a specialty in Pediatrics. In this instance, rather than making a change to the entire classification, this special condition (i.e., minimum qualification for the position) would be noted on the job announcement.
## MQ Principles

<table>
<thead>
<tr>
<th>Level</th>
<th>Training and Experience</th>
<th>Substitution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entry / Trainee</td>
<td>6 months – 1 year of general experience.</td>
<td>6 months of education (15 semester units) or technical training exp. may be substituted for 6 months of experience</td>
</tr>
<tr>
<td>Journey</td>
<td>2 years of general experience OR 1 year of requisite/specialized experience to the classification</td>
<td>6 months (15 semester units) of specialized coursework may be substituted for 6 months of experience</td>
</tr>
<tr>
<td>Advanced Journey / Senior</td>
<td>3 years of general experience OR 2 year of requisite/specialized experience to the classification</td>
<td>1 year (30 semester units) of specialized coursework may be substituted for 1 year of experience.</td>
</tr>
<tr>
<td>“may supervise”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principal</td>
<td>4 years of general experience OR 3 year of requisite/specialized experience, which includes 1-2 years of supervisory experience</td>
<td>2 years (60 semester units) of specialized coursework may be substituted for 2 year of non-supervisory experience</td>
</tr>
<tr>
<td>“must supervise”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## MQ Principles

<table>
<thead>
<tr>
<th>Level</th>
<th>Training and Experience</th>
<th>Substitution</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Entry</strong></td>
<td>Baccalaureate Degree</td>
<td>1 year of experience may substitute for 1 year of education up to 4 year degree</td>
</tr>
<tr>
<td><strong>Journey</strong></td>
<td>Baccalaureate Degree AND 1 - 2 years experience</td>
<td>1 year of additional experience may substitute for 1 year of education up to a max of 2 years</td>
</tr>
<tr>
<td><strong>Advanced Journey / Senior</strong></td>
<td>Baccalaureate Degree AND 3 - 4 years experience</td>
<td>1 year of additional experience may substitute for 1 year of education up to a max of 2 years</td>
</tr>
<tr>
<td><strong>Principal</strong></td>
<td>Baccalaureate Degree AND 5 - 6 years experience, which includes 2 years of supervisory experience</td>
<td>1 year of additional experience may substitute for 1 year of education up to a max of 2 years</td>
</tr>
</tbody>
</table>
Minimum Qualifications for a Classification Series or Job Families

Ideally, there should not be additional minimum qualifications added to classes higher in the same series that are not required for the lower classifications other than more years of experience. Doing otherwise could prevent promotion from within. Accordingly, when updating MQs, it is always important to review potential affects on classifications above, below and lateral. However, for a move to another job family, it may be appropriate. While employees may jump between job families, it is not the norm. See hypotheticals below.

<table>
<thead>
<tr>
<th>Class Series</th>
<th>MQs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classification</td>
<td>MQs</td>
</tr>
<tr>
<td>1246 Princ. Personnel Analyst</td>
<td>BA and 6 years exp.</td>
</tr>
<tr>
<td>1244 Sr. Personnel Analyst</td>
<td>AA and 4 years exp.</td>
</tr>
<tr>
<td>1241 Personnel Analyst</td>
<td>AA and 2 years exp.</td>
</tr>
</tbody>
</table>

→ Under the following MQs, there could be 1244 Sr. Personnel Analysts that only have an AA, but 6 or more years of experience that could not qualify to become a 1246 Princ. Personnel Analyst.

<table>
<thead>
<tr>
<th>Job Family</th>
<th>MQs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classification</td>
<td>MQs</td>
</tr>
<tr>
<td>1244 Sr. Personnel Analyst</td>
<td>AA and 4 years exp.</td>
</tr>
<tr>
<td>1241 Personnel Analyst</td>
<td>AA and 2 years exp.</td>
</tr>
<tr>
<td>1203 Personnel Tech.</td>
<td>1 years exp.</td>
</tr>
</tbody>
</table>

→ Here, the introduction of the AA starting at the 1241 is not inappropriate as are moving from a paraprofessional series to a professional series.
Education Substitution

- **Full:**
  - These are journey level classifications that require a bachelor’s degree or substitution of years of experience for years of education on a 1:1 ration.
  - Due to the nature of certain industries, comparable experience can be gained through obtaining a bachelor’s degree or working in the field. (e.g., 1052 IS Business Analyst recommends a Bachelor’s Degree and 1 year of experience, but the minimum qualifications will allow for full substitution of additional years of experience in the information systems field for the degree requirement.)

- **Partial:**
  - Many journey level positions allow limited substitution of additional years of experience for education for a maximum of 2 years.
  - These classifications require 2 years of education to develop the analytical and writing skills necessary to perform the duties and responsibilities of the position (e.g., 1842 Management Assistant may substitute up to 2 years of required education with additional qualifying experience in program/office/operations management, budget development and/or administration, or contract/grant administration.)

- **None:**
  - There are instances when educational requirements for certain classifications cannot be substituted with experience.
  - These classes require an advanced level of education in their specialized field in order to be successful. Examples of classifications that require a baccalaureate degree in a specific field include Architects, Engineers, Chemists and Librarians.
Supervisory Experience

- If underlying class supervises, higher classes must require supervisory experience

- If underlying class “may” supervise, supervisory experience in the higher level should only be listed as a desirable qualification to ensure not creating barriers to advancement.

- **Supervisory classifications require:**
  - minimum of 3 years of journey level experience
  - years of experience required should be an additional 2 years of experience above that required for the journey level
Classification Update Check List

- Are the proposed updates necessary? (i.e., Can you not reasonably assign the work within the existing job duties?) If not, then probably not best to engage in a lengthy administrative process that is subject to appeal if the revisions are non-essential.
- Have higher, lower and related classifications been reviewed as well so that any changes are consistent and logical?
- Are the duties sufficiently summarized?
- Are the minimum qualifications appropriate for the occupational category and level?
- If proposing a new classification, is this work that cannot be reasonably assigned to an existing classification?
- For classifications that cut across several departments, have the proposed edits been shared with all affected departments? A change that may make sense for how one department uses a class may not make sense for another department.
- Laws and technology are constantly changing in all fields and all employees are expected to continue to receive training throughout their employment. However, that does not necessarily mean that their jobs have fundamentally changed. Further, the point of technology is to make things easier, not harder, so one should be suspect if an employee is making assertions to the contrary.
Supervisor v. Lead Worker

- **Supervisor**: An individual having authority and exercising independent judgment to effectively **recommend** to **hire/promote, discipline, assign, reward** or **adjust the grievances** of other employees. Please note, pursuant to Civil Service Rules, supervisors do not directly hire or discipline employees; rather, they recommend to a higher level manager a course of action that will be given substantial weight and almost always accepted.

- **Lead Worker**: A working leader that **assigns works** and **ensures completed** for a specified work group. While lead workers **may assist** in many supervisorial functions, it will just be in preparing or offering input rather than making determinations/recommendations.
## Supervisor v. Lead Worker

<table>
<thead>
<tr>
<th>Function</th>
<th>Supervisors</th>
<th>Lead Workers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work Assignments</td>
<td>Define job roles and responsibilities, determine work to be done, develop assignments, assign work and ensure completed</td>
<td>Assign work and ensure completed</td>
</tr>
<tr>
<td>Work Rules and Procedures</td>
<td>Establish and enforce</td>
<td>Enforce</td>
</tr>
<tr>
<td>Work Schedules, Overtime, Travel and Time Off</td>
<td>Set, approve and track</td>
<td>Track; may recommend</td>
</tr>
<tr>
<td>Training</td>
<td>Develop training plans, approve training course attendance, motivate, associate assignments with organization goals and train employees</td>
<td>Train employees</td>
</tr>
<tr>
<td>Performance Evaluation</td>
<td>Issue formal evaluations (pursuant to Appointing Officer oversight), provides input on areas of deficiency and applies corrective action</td>
<td>May provide input regarding areas of deficiency and recommend corrective action</td>
</tr>
<tr>
<td>Discipline</td>
<td>Recommend appropriate level of discipline (e.g., written warning, suspension and termination)</td>
<td>May recommend that some form disciplinary action is necessary</td>
</tr>
<tr>
<td>Grievances</td>
<td>Resolve</td>
<td>May provide input</td>
</tr>
<tr>
<td>Hiring / Promoting</td>
<td>Recommend employees</td>
<td>May participate in interviews</td>
</tr>
</tbody>
</table>
Manager v. Supervisor

While the terms “manager” and “supervisor” are often used interchangeably, they are not the same thing.

- **Manager**: An individual in a *high administrative* and *policy influencing* position that *plans, organizes, staffs, leads* and *controls* a major function or effort for the purpose of accomplishing organizational goals.

- **Supervisor**: An individual having authority and exercising independent judgment to effectively *recommend* to *hire/promote, discipline, assign, reward* or *adjust the grievances* of other employees. Please note, pursuant to Civil Service Rules, supervisors do not directly hire or discipline employees; rather; they recommend to a higher level manager a course of action that will be given substantial weight and almost always accepted.
While almost all managers supervise (or should at least possess supervisorial skills), it is not the case that all supervisors are managers. Supervision is a skill set that crosses all occupational categories (e.g., clerical, trades, professional and management).
Manager v. Supervisor

- Managers focus on determining ‘what’ it is their unit does (i.e., policies, purpose, function and roles) and doing so in a manner that furthers the organization’s larger goals.

- Supervisors are focused on day-to-day operations of ‘how’ to implement management’s decisions in their unit through the work of subordinates.

- For example, a manager at MTA may have the goal of ensuring that there is adequate street parking (e.g., determining location of parking meters/lots, setting parking rates) while a parking control supervisor will have a goal that cars parked illegally are ticketed/towed by his/her subordinates.
Manager v. Supervisor

Distinguishing Features:

- Supervisors often perform the same work as their subordinates (or have a lot of experience performing the same work) while it is rarely the case for managers. Accordingly, management positions rely less on technical expertise and more on soft skills (e.g., conceptual; organization).

- Generally only beginning at the second line level of supervision is it possible that a position might be deemed at a management level.

<table>
<thead>
<tr>
<th>Managers</th>
<th>Supervisors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deals with groups</td>
<td>Deals with individuals</td>
</tr>
<tr>
<td>Develops mission; creates and delegates goals; schedules projects</td>
<td>Assigns tasks and implements</td>
</tr>
<tr>
<td>Develops staffing structure (i.e., determining how many employees and at what level are needed for a particular unit/division)</td>
<td>Hires staff pursuant to defined staffing plan</td>
</tr>
<tr>
<td>Determines a budget for a unit/division; allocate resources</td>
<td>Operates within defined budget</td>
</tr>
</tbody>
</table>
Manager v. Supervisor

As you go higher in management, technical skills become less important as soft skills become more important.
Classifications within a Classification Series

**Scope of Work**
Per the illustration, while the journey, senior and principal may all be able to do 100% of what is needed to be performed for the position, if only 80% of the scope of the classification is being utilized by the senior and only 60% for the Principal, then the best class match would be the journey where 100% of the class is being utilized.
Classifications within a Classification *Series*

**Ratio of Positions by Level**
- *can perform the work required of the position*
- *is the best match (i.e., most closely conforms to the work required of the position)*