

---

Division of Human Resources



*People ~ Innovation ~ Results*

# **JOB EVALUATION GLOSSARY**

## **SYSTEM DEFINITIONS**

**AND**

**TERMS**

---

**STATE OF COLORADO**

Department of Personnel and Administration

Division of Human Resources

Revised December 2009

## **OCCUPATIONAL GROUP DEFINITIONS**

The following terms contain the definitions and criteria used to structure the system by pay relationships into occupational groups, sub-groups, and class descriptions.

**OCCUPATIONAL GROUP** A grouping of jobs similar enough to be treated alike within the system. The primary criteria for designation to a particular group is the kind of work generally performed. Other criteria are as follows:

1. The education and experience required for entry into the occupation;
2. The learning time typically required to move from entry to full performing level;
3. The labor market from which the candidates for positions are drawn;
4. The pay practices of the various occupations;
5. Advancement patterns in the occupations.

**OCCUPATIONAL SUB-GROUPS** The above groups are further broken down into sub-groups. They primarily serve technical administrative purposes such as class coding.

### **ENFORCEMENT AND PROTECTIVE SERVICES OCCUPATIONAL GROUP**

**DEFINITION:** These occupations perform services where peace officer status is granted by statute with the authority and duty to enforce criminal laws and are responsible for the prevention, detection, and investigation of crime. Included are supervisors and administrators. This group is concerned with the protection of persons and property against loss, injury, or disturbance resulting from criminal acts, accidents, and other hazards. Training and skill in the use of weapons are typically required, as is the periodic qualification with such weapons. Positions in this group must satisfy requirements set forth in statute to carry out their commission and duties, and “shall or may” require certification by the Peace Officers Standards and Training (P.O.S.T.) Board as specified in statute.

**NOTE:** Occupations performing inspection or regulatory functions for the purpose of maintaining compliance with technical or professional standards, specifications, contracts, or civil code are not included in this occupational grouping. Additionally, those occupations that have peace officer status, but do not have a statutory P.O.S.T. Board certification requirement are not included in this occupational group. Such occupations are best evaluated in the occupational group containing their specific professions.

### **HEALTH CARE SERVICES OCCUPATIONAL GROUP**

**DEFINITION:** These occupations perform professional work concerned with the creative and conceptual application of theoretical and practical aspects of health care professions relating to humans or animals. Work involves care and treatment, prevention, intervention, or consultation in

the fields of nursing, pharmacy, psychology, public health, rehabilitation, or veterinary medicine. Decision-making is related to the subject matter area, duties, and consequence of action. Necessary knowledge and training is generally gained through completion of a college/university degree. Some occupations are licensed to practice medicine and perform professional work concerned with the diagnosis, prevention, and treatment of disease or injury in the fields of medicine, dentistry, or psychiatry, where necessary knowledge and training is gained through a post-baccalaureate degree and appropriate internship/residency. Included are supervisors, administrators, medical instructors, consultants, researchers and operating managers. Licensure may be required as prescribed by statute.

OR

These occupations perform technical, specialized work directly related to the diagnosis, treatment, and care of human or animal patients. The work requires the application of technical principles and manual skills obtained through specialized technical post-secondary education or on-the-job training. Licensure or certification may be required as prescribed by statute.

### **LABOR, TRADES AND CRAFTS OCCUPATIONAL GROUP**

**DEFINITION:** These occupations perform manual to skilled work in the construction, maintenance, and inspection of buildings, structures, grounds; equipment operation, fabrication, and/or maintenance of equipment; securing property or handling materials; or, for the basic needs, comfort, convenience, and hygiene of residents or clients in buildings and facilities used by state government. Higher levels require specialized skills and a comprehensive knowledge of the processes, equipment, and raw materials involved in the specific trade as acquired through training and/or experience. Included are supervisors and operating managers. Licensure, as prescribed by statute, or certification may be required.

### **ADMINISTRATIVE SUPPORT AND RELATED OCCUPATIONAL GROUP**

**DEFINITION:** These occupations perform support work primarily concerned with the preparation, coding, transcription, systematization, preservation, and distribution of documents and records; storage and distribution of materials and supplies; operation of equipment to produce and duplicate written documents and audio/visual aids; operation of equipment to facilitate communications; collection of fees and debts; and sales transactions. The work involves various degrees of interpretation and application of instructions and guidelines where the primary emphasis is on processing of information, operating equipment to produce data and documents or to facilitate communication, or coordinating office activities, practices, and procedures. The work requires a combination of practical knowledge and skills generally gained through on-the-job training and/or relatively short training courses in a specific skill or equipment operation. Included are first and second level supervisors.

## **PHYSICAL SCIENCE AND ENGINEERING OCCUPATIONAL GROUP**

**DEFINITION:** These occupations perform professional work concerned with the creative and conceptual application of theoretical and practical aspects of physical, engineering, or architectural sciences with decision making related to subject matter, duties, and consequence of action. Included are supervisors and operating managers.

OR

These occupations perform technical, specialized work as a direct extension of the profession and directly related to the end product by applying basic technical scientific theories and principles of the professional area in performing a limited scope or portion of the professional assignments.

## **PROFESSIONAL SERVICES OCCUPATIONAL GROUP**

**DEFINITION:** These occupations perform professional work concerned with the creative and conceptual application of theoretical and practical aspects of such fields as teaching, child care and education, life sciences, social sciences, law, art and entertainment, business, accounting, auditing, finance, investment, and budgeting, etc., with decision making related to subject matter, duties, and consequence of action. Necessary knowledge is generally gained through completion of a specific baccalaureate degree, specialized on-the-job training in addition to a liberal arts college degree, or equivalent specialized experience. Included are supervisors and operating managers. Licensure, certification, credential, or endorsement may be required, or as prescribed by statute.

OR

These occupations perform technical, specialized work as a direct extension of the profession, and directly related to the end product, by applying basic technical principles and practices of the professional area in performing the supportive assignments. The work requires basic technical knowledge and skills obtained through post-secondary education or on-the-job training.

# SYSTEM EVALUATION FACTORS

## FACTOR I: *DECISION MAKING*

**DEFINITION:** This factor measures the range and impact of decisions regularly made, from those dealing with the actual carrying out of decisions made at higher levels to those adapting the organization to new circumstances.

**DEGREES:** (use levels as a whole)

1. ***Defined.*** There is choice in selecting alternatives that affect the manner and speed but there is typically only one correct way to carry out the operation.
  - Limits are set by the prescribed operation.
  - Data can be numerous but are clear, unambiguous, and understandable.
  - Alternatives include choice of such things as speed, manner, proper tools and equipment, appropriate steps in the operation to apply, and priority or personal preference for organizing and processing the work. Requires logic to apply alternatives but choices do not affect the specified standards or end results.
  - Can be taught what to do and any deviation in the manner in which work is performed does not change the end result.
  
2. ***Operational.*** In carrying out the process, there is a choice as to what and how operations will be completed.
  - Limits are set by the specific process.
  - Data are numerous and variable.
  - Requires reasoning to produce practical courses of action within the established process. Choices fall within the range of specified, acceptable standards, alternatives, and technical practices.
  
3. ***Process.*** There is choice in determining the process to accomplish the work. This choice includes designing the set of operations. Positions do not necessarily perform the operations.
  - Limits are set by professional standards; available technology and resources; and, program objectives and regulations established by a higher management level. The general pattern, program, or system exists but must be individualized.
  - Data are complicated.
  - Requires analysis before alternatives can be determined. Analysis is breaking the problem or case into parts, examining these parts, and reaching conclusions that result in processes. This examination requires the application of known and established theory, principles, conceptual models, professional standards, and precedents in order to determine their relationship to the problem.

- New processes or objectives require approval from a higher management level or the agency accountable for the program or system.
4. ***Interpretive.*** There is a choice in determining the tactical plans to achieve the objectives established by a higher management level. There is choice in establishing what processes are to be done, developing the budget, and developing the staffing patterns and work units in order to deploy staff. Establishes what is to be done in similar circumstances in the future. Included is inventing and changing systems and their guidelines that will be applied by others statewide.
- Limits are set by the strategic master plan and allocated human and fiscal resources. This is the first level not bound by operations and processes for making decisions.
  - Novel or unique situations produce uncertainties that must be addressed. Through deliberate analysis and experience with these unique situations, determines the systems, guidelines, and programs for the future.
5. ***Programmatic.*** In determining strategic plans, overall purpose, and staffing, there are choices in formulating or adjusting programs, specifying program objectives, and allocating human and fiscal resources among constituent programs. Determines what has been done, what can be done, proposals for long-term policy, and estimates of what new resources are required.
- Limits are set by organizational policy, general directives, overall goals and objectives, and allocated resources established at a higher policy-making level.
  - Strategic plans require integration with other programs in the overall plan. Decisions are made under conditions of uncertainty. Program, as used here, is defined by the mission of an agency or division as opposed to a segment or piece of a program, such as planning, program evaluation, etc.
  - Not concerned with the daily management but with longer-term strategic plans, overall purpose, and staffing.

Note: Excluded are those applying a program that is controlled by another agency that has authority and accountability for it.

**NOTE:** There is one higher level of organizational decision making which is included for illustrative purposes only. It describes policy-making executives who are exempt from the state personnel system. They decide what the entire organization will or will not do. Within legal and economic constraints, they establish the scope, direction, overall goals, major programs, and limit the level of resources available to each program. Examples of this level include the legislature, governor, boards, commissions, executive directors, and presidents.

## FACTOR II: COMPLEXITY

**DEFINITION:** This factor measures the nature of, and need for, analysis and judgment within the context of available guidelines, including written or verbal procedures, policies, regulations, references; precedents and practices; and methods and techniques of a profession.

**DEGREES:** (use levels as a whole)

1. ***Prescribed.*** Applies established, standard guidelines, which cover work situations and alternatives.
  - Chooses the correct action from learned, specified guidelines that permit little deviation or change as tasks are repeated.
  - Alternatives are clearly right or wrong at each step.
2. ***Patterned.*** Studies information to determine what it means and how it fits together in order to get practical solutions.
  - Guidelines exist for most situations.
  - Judgment is needed in locating and selecting the most appropriate guidelines that may change for varying circumstances as tasks are repeated. All alternatives at each step are correct but one is better than another depending on the given circumstances of the situation.
3. ***Formulative.*** Evaluates the relevance and importance of theories, concepts, and principles, and tailors them to develop a different approach or tactical plan to fit specific circumstances.
  - Guidelines exist but are inadequate.
  - Judgment and resourcefulness are needed because guidelines are relevant only through approximations or analogy to fit particular circumstances and to deal with emergencies.
4. ***Strategic.*** Develops guidelines to implement a program(s) that maintain the agency's mission.
  - Guidelines may not exist for all situations.
  - In directive situations, judgment and resourcefulness are needed to interpret circumstances in a variety of situations and establish guidelines that direct how a department/agency program will be implemented.
5. ***Unprecedented.*** Originates models, concepts, and theories that are new to the professional field AND where no prototype exists in state government.
  - Guidelines do not exist.
  - Judgment and resourcefulness are needed to develop new guidelines.

### **FACTOR III: PURPOSE OF CONTACT**

**DEFINITION:** This factor measures the purpose of regular work contacts with others, regardless of the method of communication. ***SUPERVISORY CONTACTS AND DUTIES, BOTH GIVEN AND RECEIVED ARE EXCLUDED.***

#### **DEGREES:**

1. Purpose is to exchange or collect information. Involves relaying learned information that the receiver can readily understand in order to solve factual problems, errors, or complaints.
2. Purpose is to
  - detect, discover, expose information, problems, violations or failures by interviewing or investigating. The causes, issues, and results of the contact are not known ahead of time;
  - secure regulatory compliance by issuing/revoking licenses and persuading/training to correct problems where there is a formal law to rely on. Regardless of methods used to attempt to obtain compliance, legal authority to impose sanctions and penalties can ultimately be relied on;
  - advise, counsel, or guide to solve problems or complaints and influence or correct actions and behaviors.
3. Purpose is to
  - clarify underlying rationale, intent, motive by educating on unfamiliar concepts and theories or marketing a product or service. This goes beyond what has been learned in training or repeating information that is available in another format;
  - physically restrain and arrest citizens as a law enforcement officer. Must meet the criteria for the Enforcement and Protective Services Occupational Group.
4. Purpose is to
  - negotiate as an official representative of one party to obtain support or cooperation where there is no formal rule or law to fall back on in requiring such action or change from the other party. Negotiation has fiscal or programmatic impact on an agency. In reaching settlements or compromises, there is no rule or regulation to enforce but there is accountability for the function;
  - defend, argue, or justify an agency's position as an official representative in formal hearings or court;
  - authorize medical treatment protocols followed by others in caring for patients.
5. Purpose is to arbitrate, resolve differences, and authorize action that directly determines the agency's mission. The result directly affects agency policy.

## FACTOR IV: *LINE/STAFF AUTHORITY*

**DEFINITION:** This factor measures the direct field of influence the work results have on the organization. **Line authority** is direct accountability for the quantity and quality of the work product of others by indicating what is to be done, by when, and how.

**Staff authority** describes those relatively rare positions that are required to function as a pacesetter in their profession. Such a position is acknowledged by peers as a leader in their field **and** management must recognize such a leader by delegating primary responsibility to recommend the direction of policy and programs. It is **not** a function of longevity or serving as a resource because of being the only one in the work unit, agency, or specialized field. It is more than performing the full range of problem solving and advising others on processes as a result of experience. There must be evidence that this authority or expertise is a critical part of the work assignment delegated by management to the position.

*In general, a minimum of two, full-time equivalent positions (4160 hours per year as documented by time records) is required at the second degree and three, full-time equivalent positions (6240 hours per year as documented by time records) is required at the third degree and up. At least one of the subordinate positions must be in the same series or at a comparable conceptual level. The minimum number may increase for some occupations. The minimum number and level of positions supervised may be specified in the class description.*

### DEGREES:

1. **Individual Contributor** -- no supervisory accountability.
  - Positions may explain work processes and train others, serve as a resource or guide by advising others on how to use processes within a system, or serve as a member of a collaborative problem-solving team.
2. **Work Leader** -- partially accountable for the work product of others, including timeliness, correctness, and soundness.
  - Typical elements of direct control over other positions include assigning tasks, monitoring progress and workflow, checking the product, scheduling work, and establishing work standards.
  - Provide input into supervisory decisions made at the higher levels, including signing leave requests and approving work hours.

### OR

**Staff Authority** -- influence is through direct impact within agency boundaries.

- Expert on the application of a program or system in a state agency or to its clients.

3. **Unit Supervisor** -- accountable, including signature authority, for actions and decisions impacting the pay, status, and tenure of others.

- Elements must include providing documentation to support corrective and disciplinary actions, signing performance plans and appraisals, resolving informal grievances. Positions start the hiring process, interview applicants, and recommend hire, promotion, or transfer.

**OR**

**Senior Authority** -- influence is through direct impact beyond the immediate principal department/agency.

- Designer of a statewide program or system and/or expert in a subject area for all state government.

4. **Manager** -- accountable for multiple units through the direct supervision of at least two subordinate Unit Supervisors.

- Elements must include providing documentation to support corrective and disciplinary actions, second level signature on performance plans and appraisals, resolving informal grievances. Positions start the hiring process, interview applicants, and recommend hire, promotion, or transfer.

**OR**

**Leading Authority** -- influence is through direct impact beyond state boundaries.

- Recognized as a regional, national, or international expert.

5. **Senior Manager** -- accountable for multiple units through the direct supervision of at least two subordinate Managers.

Elements must include providing documentation to support corrective and disciplinary actions, second level signature on performance plans and appraisals, resolving informal grievances. Positions start the hiring process, interview applicants, and recommend hire, promotion, or transfer.

## Evaluator's Tips - Supervision

**Supervision** - Evaluating supervision is sometimes difficult. The first test of supervision is that it must be performed over employees of the organization. Independent contractors are not considered to be employees. While supervisors may have responsibility to oversee work accomplishment per a contract, they do not have authority over the pay, status or tenure of specific contracted individuals. That authority rests with the contracting firm.

Work-study students, inmates, and part-time subordinates should be counted towards the supervisory requirements of classes when the attendant work leader or supervisory duties are present on a permanent basis.

Each case should be examined individually on its own particular assigned supervisory duties. In essence, the minimum threshold of duties required for full supervisory credit is that the supervisor must have some authority in the hiring, performance planning and evaluation, and disciplinary action on the assigned subordinates' pay, status, or tenure. Part-time subordinate positions should be added together to determine the number of full-time equivalent (FTE) positions supervised. Seasonal positions that are part of the year-to-year, normal, budgeted staffing pattern are also accumulated to compute the FTE supervised.

The class descriptions contain FTE thresholds in whole numbers that, as a **minimum**, must be met. There is no latitude provided for these minimums, i.e., 2.75 FTE cannot be rounded up to meet the 3.0 FTE minimum for unit supervisors. However, this does not preclude evaluators from considering other duties as "tradeoffs" in other factors when making the final allocation decision.

In cases where all of the subordinates are seasonal employees, we recommend that such supervisory positions not be allocated to a work leader or unit supervisor class, but that the supervisor be compensated via a temporary discretionary pay differential in accordance with those guidelines. This practice preserves the integrity of the supervisory classes in the job evaluation system. In cases where supervision of seasonal employees is more than temporary, the evaluator should apply their professional judgment and be consistent in the application. The Division of Human Resources can advise agency HR offices of the appropriate percentage of pay for this type of temporary pay differential.

**GENERAL CONCEPTS**

**The focus is on the concept of staff authority in general. The nature of the occupation itself may cause confusion when considering staff authority. Thus, a comparison of the full operating v. general staff authority is used for illustration.**

Full Operating Concept	General Staff Authority Concept		
<p>Practitioner. Work is typically on a case-by-case basis in a particular specialty, e.g., field, grant, study, specific or defined organism/population, behavior, etc. Adapt policy, rules, etc., as needed. Ensure compliance.</p> <p>Direct impact is on a portion of a department's program as it relates to the specific specialty or field. Indirect impact on broad program/policy direction, e.g., advise, input/suggestions, as requested.</p> <p>Resource to others. Explain or advise others on results, system and processes, concepts or theories. Serve on collaborative teams. Report results in both written and oral form. Train others. Represent management in meetings or on teams as a resource (not a policy maker).</p> <p>Defend individual actions/results. Testify to present information regarding work or facts in a case. Persuade others to support activity.</p> <p>Routinely requires creativity and independence. Develop work plans: identify the problem/issue, devise the process, define the sample, create the operating procedures/processes, and interpret results. Solve full range of complex problems as they arise.</p> <p>Greatest number of positions in a work unit should be at this fully experienced level, which carries out the ongoing business of the unit.</p> <p>Develop expertise in a specialty area or specific technology as a function of tenure. (Such horizontal growth is currently recognized by achievement pay and non-base incentives.)</p>	<p>Beyond expertise. Unique level, relatively rare -- "<u>The Guru</u>". Work units should not have (or need) many of these positions. Not the result of resource/advisor expected from fully operational professional. Not a substitution for the former multiple range or longevity practice. Not a reflection of an individual's personal experience, expertise, or achievements -- based on management's needs of the position.</p> <p>Must be delegated and authorized by department management in writing. At a minimum, requires the endorsement of and recognition by division management/appointing authority, e.g., <u>2nd</u> level supervisor or above, depending on a position's place in the organization.</p> <p>Characterized by management's routine reliance on essential consultation when deciding broad, critical program/policy direction. Non-contestable broad policy/program recommendations to management that are accepted as fact and not refuted on technical merit, but may not be acted for political or budgetary reasons.</p> <p>Directly impact the department's (division's) ongoing operation through overall/broad/general policy, program, or services as defined by the department's mission.</p> <p>Scope and level of direct impact on the department's program and mission is equivalent to or exceeds the supervisor exercising direct control over the program's work.</p> <p>Establish/develop effective and efficient strategies, guidelines, rules, etc., that impact overall/broad policy, program, level of service.</p> <p>Must be able to substantiate management's (inside or outside the department) ongoing reliance on such a broad level.</p>		
<ul style="list-style-type: none"> <li>• Department includes clients -- those who must abide/comply by a department's rules/requirements.</li> <li>• Those who attend meetings as the department's representative do not necessarily meet the concept of a staff authority at any level.</li> </ul> <p>Note: Department refers to a principle department or a higher education institution. Refer to the official class description for specific use of staff authority as there may be slight variations, e.g., IT professional series.</p>	<p><b>Staff Authority</b></p> <p>Direct authority is within department (includes clients*) on its broad program/policy direction.</p> <p>Department authority in adaptation/application of program/system (depth of knowledge).</p>	<p><b>Senior Authority</b></p> <p>Direct authority extends to management in other departments (not clients*) on their broad program/policy direction.</p> <p>Designer of system used by others in state government.</p>	<p><b>Leading Authority</b></p> <p>Direct authority extends to management in entities beyond state government (region/nation; not clients*) on their broad program/policy direction.</p> <p>Impact profession where specialties not unique to State's/department's setting.</p>

## **JOB EVALUATION SYSTEM TERMS**

The following is a list of common words used throughout the job evaluation system and its documents, such as class descriptions, factor definitions, and personnel rule or procedure. **NOTE:** Some of the terms may have a more limited definition than the one in Personnel Rules and/or Director's Procedures. The definitions used here are only applicable to job evaluation.

<b>AGENCY</b>	<i>Synonymous with department.</i>
<b>ANALYSIS</b>	To separate into parts and examine them in relation to basic principles to determine how they fit together or the cause of a problem.
<b>APPROACH</b>	The method used in dealing with or accomplishing something, e.g., a logical approach to a problem.
<b>ASSIGNMENT</b>	The duties and responsibilities of a position that are assigned by proper authority.
<b>CLASS</b>	Group of positions similar enough in the essential character of duties and responsibilities that they describe the same job; others may describe a class in terms of common/required KSAs, similar minimum requirements and similar pay.
<b>CLASS CODE</b>	A unique six -character designation assigned to each class and used to identify that class in occupational listings.
<b>CLASS DESCRIPTION</b>	A written description of a job or class of work which includes: the nature of work relating to standardized factors, features which distinguish the class from others, definitions, and the minimum preparation necessary to do the work.
<b>CLASS SERIES</b>	A group of classes that are of different levels but all engaged in one kind of work.
<b>CONCEPT</b>	An abstract notion or mental impression of an object; an idea or thought of what a thing or class of things is.
<b>DEPARTMENT</b>	As recognized by personnel rule, one of the 20 principal departments as defined in the Administrative Reorganization Act of 1968, as amended, including the agencies or higher education departments expressly defined by law or created by the head of a principal department with the approval of the governor.
<b>DUTY</b>	A service, function, or set of tasks assigned to a position.
<b>ELEMENT</b>	Smallest basic step that cannot be broken down further without analyzing separate motions and mental processes.
<b>ENDS</b>	A result or outcome; a goal toward which one strives.
<b>ENFORCEMENT</b>	Work involving the enforcement of criminal laws by the prevention, detection, and investigation of crime; concerned with the protection of persons and property against loss, injury, or disturbance resulting from criminal acts, accidents, and other hazards.
<b>FACTOR</b>	A common ruler or standard that jobs are evaluated against in order to establish the kind and level of work.

<b>FUNCTION</b>	Natural or proper action for which a work unit or mechanism is designed or used.
<b>GENERAL DIRECTIVE</b>	<i>Synonymous with policy.</i>
<b>GUIDELINE</b>	A broad rule or principle set forth as a guide for those who must choose a policy or course of action.
<b>IMPACT</b>	The direct effect of work results on state government.
<b>IMPLEMENTING DECISIONS</b>	Those decisions relating to the details, means, elements and operations used to accomplish work.
<b>JOB</b>	Responsibilities and duties that are sufficiently alike to justify being covered by a single class description.
<b>JOB EVALUATION</b>	A method or process of measuring work content against one or more factors.
<b>MANAGEMENT</b>	<p>Work concerned with the formulation and execution of policies in the operation of major segments of the mission of the state agency; accountable for setting organizational policy and objectives, developing and approving the course of action for the organization, and controlling the organization through supervision of subordinates who direct various units.</p> <p>Program management is characterized by the following elements: (1) establishes program goals and provides direction to others to attain program objectives; (2) establishes and executes plans to achieve program mission; (3) develops or approves program guidelines, policies, rules, regulations; (4) develops an organizational structure and any required staffing to best meet program objectives; (5) develops or approves schedules, priorities, and standards for achieving program goals; (6) develops management systems to measure, evaluate, and improve program performances; (7) organizes, controls, and coordinates activities (internally or externally to the agency) to achieve program objectives and ensures various interrelated parts of a program are executed in an organized manner; (8) develops and defends budget requests to achieve program goals and is involved in fiscal planning and control as it pertains to program activities.</p>
<b>MANNER</b>	A method, practice, or routine; how work is organized to be more efficient; a regular way of doing work which is fixed by habit or precedent.
<b>MISSION</b>	Broad or general value-laden terms defining what an organization wishes to accomplish in the long term -- the kind of product it intends to provide and how it intends to provide it. Details the reasons for the existence of the organization.
<b>MODEL</b>	A tentative description of a system or theory that accounts for all of its properties/effects; a pattern or standard to copy; a design used as a guide.
<b>OBJECTIVE</b>	Goal; the specified purpose toward which an endeavor is directed; something striven for.
<b>OCCUPATION</b>	Grouping of jobs or job classes within the organization that have similar kinds of work and responsibility requirements.

<b>OCCUPATIONAL GROUP</b>	Groups of occupations like enough to be treated similar for purposes like promotion and pay relationship structures.
<b>OCCUPATIONAL SUB-GROUP</b>	Under Occupational Groups, two or more class series that have related or common work content.
<b>OFFICE SUPPORT</b>	Work involving interpretation and application of instructions and guidelines where the primary emphasis is on processing of information, operating equipment to produce data and documents or to facilitate communication, or coordinating office activities, practices, and procedures.
<b>OPERATION</b>	A particular course of action in carrying out a process (what, how, and when steps will be accomplished); a manner of proceeding where standardized completion is desired that usually affects more than one person; multiple operations equate to a process; <i>syn. procedure.</i>
<b>ORGANIZATION</b>	As used in this job evaluation system, equates to the entity of state government as a whole; not used to define smaller groups or units.
<b>ORGANIZATIONAL GOALS AND OBJECTIVES</b>	Translate the broadly developed mission into more specific, results-oriented statements for work units of the organization.
<b>PHILOSOPHY</b>	Describes the values of top management.
<b>PLANNING DECISIONS</b>	Those decisions related to establishing objectives, strategies, programmatic limits, and how to deploy/allocate resources.
<b>POLICY</b>	Broad guidelines for directing action to ensure proper and acceptable operations in working toward the mission. Sufficiently broad to relate to different actions and behaviors of various work units.
<b>POSITION</b>	Work responsibilities and duties assigned by an appointing authority to one employee. Set of responsibilities and duties that describe the work that must be done.
<b>POSITION DESCRIPTION QUESTIONNAIRE</b>	The official document containing statements describing an individual position and approved by the supervisor and/or appointing authority. Commonly known as a PDQ.
<b>POSITION NUMBER</b>	A unique identification number used to identify positions in any personnel or payroll system.
<b>PRECEDENT</b>	An act or ruling that may be used as an example or rule for one coming later; a convention or custom.
<b>PROCEDURE</b>	A particular course of action for carrying out a process (what, how, and when steps will be accomplished); a manner of proceeding where standardized completion is desirable that usually affects more than one position; multiple procedures equate to a process; <i>syn. operation.</i>

<b>PROCESS</b>	A series of procedures or operations that bring about an end result.
<b>PROFESSIONAL</b>	Work concerned with the creative and conceptual application of theoretical and practical aspects of such fields as life, physical, and social sciences, law, medicine, engineering, public relations and writing, library and museum sciences, art and entertainment, teaching, computer sciences, business, etc., with decision making related to subject matter, duties, and consequence of action. Licensure may be a determining aspect.
<b>PROGRAM</b>	Broad ongoing undertaking requiring goals, objectives, policy, and procedures. A critical and essential program is characterized by: (1) major organizational endeavor, with a mission and goals, that fulfills statutory or executive intent and requirements; (2) defined principal service or function; (3) designated by executive level as critical and essential to the agency's mission.
<b>PROJECT</b>	Planned undertaking of experimental, short term, or research nature but not on an ongoing nature and of less scope than a program. Requires the focused application of human, fiscal, and real resources for a specified period of time in order to accomplish the goals and objectives of the project.
<b>PROJECT MANAGER</b>	The individual assigned by an appointing authority with the responsibility and authority to lead a project and accomplish the goals and objectives on time and within assigned resources (e.g., human, budgetary).
<b>PROJECT MANAGEMENT</b>	The process and methodologies used to lead human resources brought together to accomplish a specified set of goals and objectives within a specified time and budget.
<b>REASONING</b>	The power to think in a logical or sensible way.
<b>REGULATION</b>	Written expression of approved policy, standard, practice, procedure, or method to be observed by those performing the task.
<b>RESPONSIBILITY</b>	Direct accountability for certain activities.
<b>SAPIENTIAL AUTHORITY</b>	Based on recognized expertise in a subject area, a position which directly and effectively influences the decisions or actions of others; but does not exercise direct control (structural authority).
<b>STANDARD</b>	Any rule, principle, or measure established as a means of determining quantity, value, and/or quality; something concrete setup as a rule or model by which other things are compared.
<b>SPECIALTY AREA</b>	A word or words used to denote distinct occupational areas within a particular class series.
<b>STRATEGY</b>	A plan of action applied to the conduct of operations; typically of a long-range nature.
<b>STRUCTURAL AUTHORITY</b>	Having direct control over others with the responsibility for hiring, evaluating, disciplining and firing subordinates; also includes the assignment and evaluation of work. <i>Syn. supervision.</i>
<b>SUPERVISION</b>	Accountability for the quality and quantity of the work of others <u>AND</u> includes decisions that affect the pay, status, and/or tenure of subordinates.

<b>SYSTEM</b>	A group of interacting, interrelated parts, elements, rules, or processes working together or connected to form an orderly plan or a whole; a network of structures and channels, as for communications or distribution.
<b>TACTICAL</b>	Pertaining to tactics which are techniques or scientific principles of securing the objective established by a strategy.
<b>TASK</b>	An objective or a piece of work assigned or done as part of one's duties.
<b>TECHNICAL</b>	Work in support of professional levels by applying basic technical practices to solve practical problems not involving the application of theories; having to do with the practical, industrial, or mechanical arts or applied sciences.
<b>TECHNIQUE</b>	An individualized way of using tools and following rules in doing something; in professions, term is used to mean a systematic procedure to accomplish a scientific task.
<b>THEORY</b>	A system of assumptions, accepted principles, and rules of procedure devised to analyze, predict, or otherwise explain nature or behavior; a supposition put forward to explain something; a general principle on which art or science is based which explains how or why something happens.
<b>TRADE/CRAFT</b>	Work requiring special manual skills in the construction and maintenance of buildings, structures, and grounds relating to the basic needs, comfort, convenience, and hygiene of residents or clients in buildings.