STATE OF COLORADO

CLASS SERIES DESCRIPTION
JULY 2015

LABORATORY COORDINATOR

I9A1TX TO I9A3XX

DESCRIPTION OF OCCUPATIONAL WORK

This class series uses three levels in the Physical Sciences and Engineering Occupational Group and describes work in support of educators and researchers in the physical sciences. Also included in this class series is work in support of educators in the Professional Services Occupational Group, including the biological sciences, fine arts, and other areas. Positions in this class series provide laboratory-related support services to positions involved in research and/or student education.

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LABORATORY COORDINATOR I I9A1TX

CONCEPT OF CLASS

This class describes the first-level laboratory coordinator. Positions in this level oversee and monitor the activities of a laboratory. Duties include, but are not limited to, scheduling the use of and/or setting up of laboratory apparatus and equipment, materials and supplies, and space; training students or others to use laboratory equipment to conduct experiments; ordering supplies, maintaining inventories, and distributing supplies; ordering, maintaining, and repairing apparatus and equipment; developing laboratory record keeping systems and maintaining appropriate laboratory records; and producing necessary reports concerning laboratory activities.

FACTORS

Allocation must be based on meeting all of the three factors as described below.

Decision Making -- The decisions regularly made are at the defined level, as described here. Within limits prescribed by the operation, choices involve selecting alternatives that affect the manner and speed with which tasks are carried out. These choices do not affect the standards or results of the operation itself because there is typically only one correct way to carry out the operation. For example, a position decides to schedule student experiments based on laboratory manuals, instructor lecture schedules and topics, and laboratory use requested by instructors. These alternatives include independent choice of such things as priority and personal preference for organizing and processing the work, proper tools or equipment, speed, and appropriate steps in the operation to apply. By nature, the data needed to make decisions can be numerous but are clear and understandable so logic is needed to apply the prescribed alternative. Positions can be taught what to do to carry out assignments and any deviation in

the manner in which the work is performed does not change the end result of the operation.

Complexity -- The nature of, and need for, analysis and judgment is patterned, as described here. Positions study technical information to determine what it means and how it fits together in order to get practical solutions in the form of operating procedures, modified methods for specific laboratory tests and experiments, and solutions to equipment malfunctions not specifically covered by manuals. Guidelines in the form of accepted techniques, equipment manuals, quality control standards, and allocated operating funds exist for most situations. Judgment is needed in locating and selecting the most appropriate of these guidelines which may change for varying circumstances as the task is repeated. This selection and interpretation of guidelines involves choosing from alternatives where all are correct but one is better than another depending on the given circumstances of the situation. For example, a position modifies or substitutes apparatus in order to better illustrate a physical concept appropriate to the situation.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as an individual contributor. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

LABORATORY COORDINATOR II I9A2XX

CONCEPT OF CLASS

This class describes the second-level laboratory coordinator. While duties and responsibilities are similar to those of a Teaching Laboratory Coordinator I, positions have greater decision making responsibility for selecting experimental methods and test procedures and may have work leader responsibilities. The Laboratory Coordinator II differs from the Laboratory Coordinator I on the Decision Making factor and may differ on the Line/Staff Authority factor.

FACTORS

Allocation must be based on meeting all of the three factors as described below.

Decision Making -- The decisions regularly made are at the operational level, as described here. Within limits set by the specific process, choices involve deciding what operation is required to carry out the process. This includes determining how the operation will be completed. For example, positions determine operating and record keeping procedures, develop testing and experiment methods by adapting accepted techniques, and approve expenditures of operating funds for supplies. By nature, data needed to make decisions are numerous and variable so reasoning is needed to develop the practical course of action within the established process. Choices are within a range of specified, acceptable standards, alternatives, and technical practices. As an example, positions select or fabricate new laboratory apparatus needed to carry out a new laboratory process.

Complexity -- The nature of, and need for, analysis and judgment is patterned, as described here. Positions study technical information to determine what it means and how it fits together in order to get

practical solutions in the form of operating procedures, modified methods for specific laboratory tests and experiments, and solutions to equipment malfunctions not specifically covered by manuals. Guidelines in the form of accepted techniques, equipment manuals, quality control standards, and allocated operating funds exist for most situations. Judgment is needed in locating and selecting the most appropriate of these guidelines which may change for varying circumstances as the task is repeated. This selection and interpretation of guidelines involves choosing from alternatives where all are correct but one is better than another depending on the given circumstances of the situation.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as an individual contributor or work leader. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

OR

The work leader is partially accountable for the work product of two or more full-time equivalent positions, including timeliness, correctness, and soundness. At least one of the subordinate positions must be in the same series or at a comparable conceptual level. Typical elements of direct control over other positions by a work leader include assigning tasks, monitoring progress and work flow, checking the product, scheduling work, and establishing work standards. The work leader provides input into supervisory decisions made at higher levels, including signing leave requests and approving work hours. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

LABORATORY COORDINATOR III I9A3XX

CONCEPT OF CLASS

This class describes the highest-level laboratory coordinator. In addition to the duties and responsibilities of laboratory coordinators, positions at this level have greater responsibility for designing laboratory processes, writing laboratory manuals, and teaching courses. The Laboratory Coordinator III differs from the Laboratory Coordinator II on the Decision Making, Complexity and Purpose of Contact factors and may differ on the Line/Staff Authority factor.

FACTORS

Allocation must be based on meeting all of the three factors as described below.

Decision Making -- The decisions regularly made are at the process level, as described here. Within limits set by professional standards, the agency's available technology and resources, and program objectives and regulations established by a higher management level, choices involve determining the process, including designing the set of operations. As an example, positions determine operating budget requests. The general pattern, program, or system exists but must be individualized. This individualization requires analysis of data that is complicated. Analysis is breaking the problem or case into parts, examining these parts, and reaching conclusions that result in processes. For example, positions design the safety standards and processes for testing students ability to safely use equipment.

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 of higher management or the agency with authority and accountability for the program or system.

Complexity -- The nature of, and need for, analysis and judgment is formulative, as described here. Positions evaluate the relevance and importance of physical theories, concepts, and principles in order to tailor them to develop a different approach or tactical plan to fit specific circumstances. For example, a position consolidates theoretical concepts in adapting laboratory manuals and experiments for student use. While general policy, precedent, or non-specific practices exist, they are inadequate so they are relevant only through approximation or analogy. In conjunction with theories, concepts, and principles, positions use judgment and resourcefulness in tailoring the existing guidelines so they can be applied to particular circumstances and to deal with emergencies. For example, a position makes changes in
laboratory policies and procedures based on new theories and concepts that impact laboratory operations.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as a work leader, staff authority, or unit supervisor. The work leader is partially accountable for the work product of two or more full-time equivalent positions, including timeliness, correctness, and soundness. At least one of the subordinate positions must be in the same series or at a comparable conceptual level. Typical elements of direct control over other positions by a work leader include assigning tasks, monitoring progress and work flow, checking the product, scheduling work, and establishing work standards. The work leader provides input into supervisory decisions made at higher levels, including signing leave requests and approving work hours. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

OR

The staff authority is a pacesetter who has a unique level of technical expertise in a field or profession that, as part of the assignment, is critical to the success of an agency. It is an essential component of the work assignment that has been delegated by management to the position. This authority directly influences management decisions within an agency. For example, management relies on such a position when making decisions regarding the direction that policy or a program should take in the staff authority's field of expertise. Managers and peers recognize and seek this level of technical guidance and direction regarding the application of a program or system within the agency or to its clients.

OR

The unit supervisor is accountable, including signature authority, for actions and decisions that directly impact the pay, status, and tenure of three or more full-time equivalent positions. At least one of the subordinate positions must be in the same series or at a comparable conceptual level. The elements of formal supervision must include providing documentation to support recommended corrective and disciplinary actions, signing performance plans and appraisals, and resolving informal grievances. Positions start the hiring process, interview applicants, and recommend hire, promotion, or transfer.

ENTRANCE REQUIREMENTS

Minimum entry requirements and general competencies for classes in this series are contained in the State of Colorado Department of Personnel & Administration web site.

For purposes of the Americans with Disabilities Act, the essential functions of specific positions are identified in the position description questionnaires and job analyses.

CLASS SERIES HISTORY

Updated and removed the purpose of contact 6.30.2015
Effective 7/1/02 (DLF). PSE System Maintenance Study. No changes. Published as proposed 5/15/02.
Effective 9/1/93 (KAS). Job Evaluation System Revision project. Published as proposed 6/1/93.
Revised 1/1/86 Change in relationship and in-grade hire step.
Created 4/1/78. Laboratory Coordinator.

SUMMARY OF FACTOR RATINGS

Class Level	Decision Making	Complexity	Line/Staff Authority
Laboratory Coordinator I	Defined	Patterned	Indiv. Contributor
Laboratory Coordinator II	Operational	Patterned	Indiv. Contributor or Work Leader
Laboratory Coordinator III	Process	Formulative	Work Leader, Staff Authority, or Unit Supervisor

ISSUING AUTHORITY: Colorado Department of Personnel & Administration