



COLORADO
Division of Human Resources
Department of Personnel & Administration

Memorandum

DATE: July 31, 2019

TO: HR Directors
Hillary Glasgow, COWins

FROM: Ramona Gomoll, Statewide Chief Human Resources Officer

SUBJECT: Implementation of System Changes, Job Evaluation Letter (JEL) 19-02

JEL 19-02 has been released. It contains the final changes as a result of the system maintenance study of the Electronic Engineer, Electronics Specialist, and Customer Support Coordinator class series. Implementation is July 1, 2020. Please share this information with your appointing authorities, affected employees, budget officers, and any others in your department or institution.

The final JEL narrative, class conversion chart, and class descriptions are also posted on the DPA/DHR website at www.colorado.gov/dpa/dhr.

If you have any questions, please contact Compensation at dpa_jobevalcomp@state.co.us.





COLORADO

Division of Human Resources

Department of Personnel & Administration

System Maintenance Study

Narrative Report - Final Job Evaluation Letter

Electronic Engineer - I2B

Electronics Specialist - I5E

Customer Support Coordinator - G2C

Conducted FY 2018-19

Background and Purpose of Study

This system-wide study is part of the Department of Personnel and Administration's (the department) statutory responsibility, CRS 24-50-104(1)(b), for maintaining and revising the system of classes covering all positions in the state personnel system. Such maintenance may include the assignment of appropriate pay grades that reflect prevailing wage as mandated by CRS 24-50-104(1)(a). The state personnel director has delegated authority for system studies to the Division of Human Resources (DHR).

This system maintenance study was conducted in response to an independent assessment, published in the "HB17-1361 Evaluation Report: Evaluation of State IT Resources". The report identified the Electronic Engineer, Electronics Specialist, and Customer Support Coordinator series as common classifications existing in both centralized IT and in the agencies. The report's recommendation included that "the Governor's Office of Information Technology (OIT) should improve its management of IT HR by:

- Working with the Department of Personnel and Administration (DPA) to create two new classification series: Network/Telecommunications Specialist and Network/Telecommunications Engineer; and redefining the existing electronic specialist and electronic engineer classifications to remove the specialized job skills required for network and telecommunications roles.
- Working with DPA to update the Customer Support Coordinator classification, separating functions that are customer-support functions from functions that require in-depth technical knowledge. This may result in a new classification for a non-technical customer support agent. If so, OIT should work with stakeholder agencies to agree on a common standard and work with DPA to create it."

The report specified that these three classifications are too broad and encompass skillsets that are integral to the work of agencies like the Departments of Public Safety, Transportation, and Corrections. The report stated that the primary reason some full-time employees, classified as IT, remain in State agencies is because their defined job classification is not sufficient to determine if they are doing IT work that should be the responsibility of OIT. The report's

recommendation is to create clearly identifiable IT classifications. In doing so, the State's investment in IT knowledge workers and where these knowledge workers exist can be tracked. This supports compliance with legislative intent, per Senate Bill 08-155, to maximize efficiencies and cost-savings related to IT resources across the state.

The last study of the Electronic Engineer and Electronics Specialist series was conducted in fiscal year 2002-2003 as part of the Physical Sciences and Engineering (PSE) Consolidation Study. The last study of the Customer Support Coordinator series was conducted in fiscal year 1992-1993 as part of the Job Evaluation System Revision project.

Methodology

The study was formally announced via email to HR offices on April 8, 2019. Study team members were recruited at the same time. Criteria for selecting a study team member included being well versed in the job evaluation system's principles, structure, and factors; having the ability to think conceptually, systematically, and creatively; possessing the ability to devote the necessary time and energy required; and a willingness to "champion" the study by representing the team and its product.

From the volunteers for the study, the study team leader selected representatives from the Governor's Office of Information Technology (OIT), Department of Corrections, Secretary of State, University of Colorado Denver Anschutz Medical Campus, Department of Transportation, and Department of Public Safety. These study team members represented the major groups of positions in these classes. Additionally, a study lead and representatives from DHR joined the study group. The study was comprised of the following tasks:

April

- Study Lead collected organizational charts and representative Position Descriptions (PDs) from all agencies utilizing the class series.
- Study Lead collected questionnaires to gather information regarding each agency's use of the Electronic Engineer, Electronics Specialist, and Customer Support Coordinator series to identify any issues or desired changes.
- Study Lead compiled questionnaire results.

May

- Study Team met to discuss the objectives and process for the study and to review the questionnaire results.
- Study Team met to conduct a panel evaluation of the 70 PD's that were submitted by agencies as a representative sample of all positions.
- Study Team met to discuss class series recommendations.
- Study Lead drafted class descriptions and sent to study team for review.

June

- Study Team met to finalize the proposed class descriptions.
- DHR Consulting Services drafted minimum qualifications.
- Study Lead drafted the Proposed Job Evaluation Letter (JEL).
- Study Team met to review the Proposed JEL.
- Total compensation consultant, Arthur J. Gallagher (Gallagher) gathered market data.

July

- DPA Analytics conducted cost analysis.
- Study Team met to discuss pay range recommendations, minimum qualifications, and finalize the Proposed JEL.
- DHR reviewed the Proposed JEL with the State Personnel Director, CHRO, CFO & Budget Director.
- Proposed JEL published.
- Meet and Confer process.
- Study Team met to discuss the Meet and Confer comments, incorporate feedback, and finalize the JEL.
- DHR reviewed the Final JEL with the State Personnel Director, CHRO, CFO & Budget Director.
- Final JEL published.

Issues and Findings

Electronics Engineer (formerly Electronic Engineer)

Historically, this class has been utilized for positions with a broad focus on a variety of electronic equipment and systems as well as for positions with a narrower telecommunications focus. A new Telecommunications Engineer classification is being created for positions primarily focused on telecommunications. As such, this classification has been redefined to remove the specialized job skills required for telecommunications roles.

The title is being changed from Electronic Engineer to Electronics Engineer. This is consistent with the terminology used by the Bureau of Labor Statistics and creates alignment with the existing Electronics Specialist series.

The Electronics Engineer class series consists of four levels, from the fully operational engineer to the manager level. The study team discussed potentially adding a trainee level and concluded against as another series, Electronics Specialist, is used for the entry and developmental classes. There are no changes to the existing levels and factors.

Telecommunications Engineer

This new class series is for professional assignments in telecommunications. These positions provide technical expertise, training, and support for telephone, radio, microwave, fiber optics, and data communication transmission systems and equipment. Historically, these positions were part of the broader Electronics Engineer series. The class description aligns the levels and factors with the Electronics Engineer series.

The study team evaluated whether to place this series in the Physical Sciences and Engineering (PSE) or Information Technology (IT) Occupational Group. The recommendation was to place the series under the IT Occupational Group as roles are becoming more IT focused as equipment becomes more technologically sophisticated and modernized. However, given that the IT Occupational Group currently utilizes broad bands corresponding to the broad IT Professional class series, this class series remains in the PSE Occupational Group until the IT Professional class is deconsolidated and standard IT ranges developed. It has been proposed that the IT deconsolidation be the next system maintenance study conducted.

The study team considered creating a specific class series for Public Safety Communication Network (PSCN) Engineers who provide expertise and services to support the State's communications network. However, after deliberation, it was concluded that these positions appropriately fit under Telecommunications Engineer and a separate classification series is not necessary.

The title for this new series, "Telecommunication Engineer", was selected as this is the common title for this type of work in the marketplace. A concern was raised regarding the interpretation of CRS 12-25-101, et.seq. and whether the use of "Engineer" in the class title is acceptable given that the positions typically do not require professional engineer licensure. DHR Consulting Services contacted the Department of Regulatory Agencies (DORA) for clarification on the statute. DORA responded that "according to Section 12-25-105(3), C.R.S., the general use of the words "engineer", "engineered" and "engineering" is not prohibited so long as these are not being used in an offer to the public to perform the services as defined in Section 12-25-102(10), C.R.S." The study team discussed that "Engineer" is a term widely used in the market for IT positions with planning/designing responsibility, which is different from the definition of Engineer in CRS 12-25-101, et.seq.

This new series will be utilized primarily by OIT, which has the largest number of these positions since it has statewide telecommunications and IT system responsibilities. This classification may also be used by certain state agencies, departments, offices, and institutions not required to consolidate IT under Senate Bill 08-155, including the Legislative and Judicial Branches; the Departments of Law, State and Treasury; and institutions of higher education. This new series creates a clearly identifiable IT classification, as recommended in the HB17-1361 Evaluation Report.

Electronics Specialist

Historically, this class has been utilized for positions with a broad focus on a variety of electronic equipment and systems as well as for positions with a narrower telecommunications focus. A new Telecommunications Specialist classification is being created for positions primarily focused on telecommunications. As such, this classification has been redefined to remove the specialized job skills required for telecommunications roles.

Based on the study team's review of the Electronics Specialist PD's submitted by the various agencies, a number of updates were made to the terminology and examples provided in the class description. In an effort to clarify the types of positions that fall under this class series, the class description has been updated include specific examples of the types of electronics performed. Examples include security systems, physical access control systems, electronic door locks, fire alarm/fire suppression systems, building automation equipment, emergency power generation systems, HVAC electronic systems/controls, traffic signals/devices, air monitoring equipment, breath alcohol testing equipment, and medical/dental equipment.

The study team discussed recreating the specific class for Biomedical Equipment Technicians, which was consolidated into the Electronics Specialist class series as part of the fiscal year 2002-2003 PSE Consolidation Study. This role currently exists only at the University of Colorado Denver Anschutz Medical Campus. After review of the PD's, the study team concluded that Biomedical Equipment Technicians are still an appropriate fit under the Electronics Specialist class series given the broad range of electronic expertise applied by the positions.

The study team discussed whether it is appropriate for Locksmith positions to be classified under the Electronics Specialist class. It was noted that the Locksmith class was consolidated into the broader Structural Trades class in 1999 as part of the Labor, Trades, and Crafts (LTC) consolidation study. However, since then, the nature of work has shifted more to electronics. Although old hardware/keys still exist, it's a much smaller part of role now. As such, Locksmith positions with a primary focus on electronics (e.g. electronic door locks, access control systems, electronic security, etc.) are an appropriate fit for the Electronics Specialist class.

The Electronics Specialist class series consists of five levels, from the entry through the supervisory level. There are no changes to the existing levels and factors. One concern raised was whether it is acceptable to have a unit supervisor at the level III when the class description has unit supervisor at level IV. This may occur when the higher level of decision making at level IV is not met. The study team concurred that it is acceptable, as the class description does not dictate whether or not a particular position can supervise.

Telecommunications Specialist

This new class series is for technical assignments in telecommunications. The title was originally proposed as Telecommunications Technician and subsequently changed to Telecommunications Specialist based on feedback received during the meet and confer process. These positions provide technical expertise, training, and support for telephone, radio, microwave, fiber optics, and data communication transmission systems and equipment. Historically, these positions were part of the broader Electronics Specialist series. The class description aligns the levels and factors with the Electronics Specialist series with one exception. The line/staff authority for level IV includes unit supervisor, work leader, or staff authority, and does not include individual contributor. Of the PD's reviewed, all Telecommunications Specialist IV's were unit supervisors with the exception of one position at the staff authority level.

The study team evaluated whether to place this series in the PSE or IT Occupational Group. The recommendation was to place the series under the IT Occupational Group as roles are becoming more IT focused as equipment becomes more technologically sophisticated and modernized. However, given that the IT Occupational Group currently utilizes broad bands corresponding to the broad IT Professional class series, this class series remains in the PSE Occupational Group until the IT Professional class is deconsolidated and standard IT ranges developed.

The study team considered creating a specific class series for Public Safety Communication Network (PSCN) Specialists who provide technical support for the State's communications network. However, after deliberation, it was concluded that these positions appropriately fit under Telecommunications Specialist and a separate classification series is not necessary.

This new series will be utilized primarily by OIT, which has the largest number of these positions since it has statewide telecommunications and IT system responsibilities. This classification may also be used by certain state agencies, departments, offices, and institutions not required to consolidate IT under Senate Bill 08-155, including the Legislative and Judicial Branches; the Departments of Law, State and Treasury; and institutions of higher education. This new series creates a clearly identifiable IT classification, as recommended in the HB17-1361 Evaluation Report.

Systems Monitoring Coordinator (formerly Customer Support Coordinator)

In reviewing the Customer Support Coordinator PD's submitted by the various agencies, the study team found significant differences in how this class series is currently being utilized. Of the

positions classified in this series, the study team identified four different types of work performed:

1. Systems Monitoring
 2. Business Application Support
 3. IT Helpdesk
 4. Non-Technical Customer Service
1. “Systems Monitoring” includes positions responsible for supporting mainframe job scheduling, mainframe system monitoring, master console operations, and infrastructure monitoring. This type of work reflects the original intent of this class series. The study team agreed that the generic Customer Support Coordinator title likely contributed to the misuse of this class series over time. As such, the title of the class series is changed from Customer Support Coordinator to Systems Monitoring Coordinator to more clearly distinguish the work and the types of positions that appropriately fit under this series. This title was determined based on discussions with a Subject Matter Expert (SME) at OIT. No suggested alternative titles were submitted during the meet and confer process.

The study team evaluated whether to keep this series in the Administrative Services and Related (ASR) Occupational Group or move the series to the IT Occupational Group. The recommendation was to place the series under the IT Occupational Group as the roles are technical in nature. However, given that the IT Occupational Group currently utilizes broad bands corresponding to the broad IT Professional class series, this class series remains in ASR until the IT Professional class is deconsolidated and standard IT ranges developed.

The job factors were reviewed in light of all the information gathered. The only change is removing individual contributor from the line/staff factor for level III. Historically, this was for “an agency’s security administrator” and is no longer applicable as security administration work now falls under the IT Professionals series.

The study team agreed that the three other types of work identified during the PD review (Business Application Support, IT Helpdesk, Non-Technical Customer Service) do not meet the concept of the Systems Monitoring Coordinator (formerly Customer Support Coordinator) class.

2. “Business Application Support” includes positions providing end user support and training to internal and external customers regarding agency-specific software applications and business processes. A new class series has been created for this type of work (see next section).
3. “IT Helpdesk” includes positions responsible for technical support issues related to computer systems, software, and hardware. The study team discussed that positions performing this type of work belong under the IT Professional class series. All such PD’s were at institutions of higher education and consequently not required to consolidate IT under Senate Bill 08-155.
4. “Non-Technical Customer Service” includes positions that provide general customer support, including responding to customer inquiries by phone, email, or in-person. The study team discussed that many of these roles are likely classified under the existing Administrative Assistant or Program Assistant series. The study team agreed that there is a need to create a new classification for a general Customer Service Representative. However, it would be best

created under a separate study, as this study team lacks representation from key agencies that would utilize it.

Business Application Support Specialist

This new class series is for positions that provide end user support and training to internal and external customers regarding agency-specific software applications and business processes. The title was originally proposed as Business Application Support Coordinator and subsequently changed to Business Application Support Specialist based on feedback received during the meet and confer process. The class series consists of four levels, from the entry through the supervisory level.

Of the PD's reviewed, the positions existed in the following areas:

- Department of Public Safety: Crime Information Management Unit (criminal justice computer systems)
- Department of Revenue: DRIVES Production Support (DMV Colorado License, Record, Identification and Vehicle Enterprise Solution)
- Department of Public Health & Environment (CDPHE): Nutrition Services Branch (WIC and CACFP systems), Vital Records/Field Unit (marriage/dissolution of marriage index, COVIS and EDR systems), Colorado Immunization Branch (Colorado Immunization Information System)

To make it clear that this class series is not for IT Helpdesk roles, the class description specifies that "positions do not have the broad technical knowledge of multiple software programs/network systems as do IT Helpdesk positions; their expertise is limited to specific software applications and business processes."

The study team evaluated whether to place this series in the Administrative Services and Related (ASR) or Professional Services (PS) Occupational Group. The study team discussed that these are paraprofessional positions which could be classified either way. Ultimately, the decision was made to place the series in the PS Occupational Group as this aligns with how other paraprofessional series are classified (e.g. Technician, Program Assistant).

For the job factors, the study team considered placing the level III at a higher level of decision making and complexity. Ultimately, the study team concluded that operational/patterned is appropriate as the focus is still on practical solutions as opposed to the theoretical concepts and principles. The study team also considered creating a staff authority level; however, none of the existing PD's operated at this level and the study team concluded that it would be unlikely for positions in this class to meet the staff authority criteria.

Minimum Qualifications

The study team reviewed all of the classes' minimum qualifications with a member of the DHR Consulting Services Unit. Several recommendations were made, and the minimum qualifications are still being reviewed. Once the review is completed, the minimum qualifications will be shared with HR Directors prior to being published. Any changes to minimum qualifications will not take effect until July 1, 2020 and will not be linked to the official class descriptions on the DHR website until then.

Pay Differentials

The questionnaire results raised concerns that certain positions are not eligible for on call, call back, or hazard pay. These are pay premium issues, outside the scope of this study. Pay premiums are reviewed on a statewide basis as part of the Annual Compensation Survey, with eligible classes and the rate published in the annual pay plan. Additionally, per State Personnel Board Rule, a department head may designate eligibility for individual positions in classes not published as eligible.

Pay Grades

When adjusting pay grades, decisions are based on a comparison of other employers' median pay to the State's pay range midpoints. Colorado's threshold for adjusting pay grades is a trend of at least $\pm 7.5\%$ before an adjustment is made. The market data for this study was gathered by Gallagher, total compensation consultant, and reviewed by the study team to determine appropriate pay grade assignments. The market surveys utilized included:

- CompData Benchmark Pro - West - February, 2018
- Economic Research Institute
- Employers Council Benchmark - Arizona, Colorado & Wyoming, 2019
- Mercer Information Technology, 2018
- Mercer Metro Benchmark - National All Data, 2018
- Mercer Metro Benchmark - South Central, 2018
- WTW General Industry Engineering, Design & Technical Specialty, 2018
- WTW General Industry Information Technology, 2018
- WTW General Industry Professional Technical & Operations, 2018
- WTW General Industry Supervisory & Middle Management, 2018

Electronics Engineer: For level I (the fully operational level), the market data would place Electronics Engineer I at grade I16 and Telecommunications Engineer I at grade I14. However, for all other levels, the market data supported placing the Electronics Engineer and Telecommunications Engineer classes in the same pay grades. Electronics Engineer I and Telecommunications Engineer I are placed at grade I15 in order to align pay grades between the two classes at all levels. For Electronics Engineer II, the current pay grade is within the $\pm 7.5\%$ threshold and the class remains at grade I17. For Electronics Engineer III and IV, the market data shows that the current pay grades are below market by 15% and 11%, respectively. Level III and IV are adjusted upward, in order to bring the pay grades within the $\pm 7.5\%$ threshold.

Telecommunications Engineer: For levels II, III, and IV, the market data supported aligning the pay grades with the Electronics Engineer classes. For level I (the fully operational level), the market data would place Telecommunications Engineer I at grade I14 and Electronics Engineer I at grade I16. Telecommunications Engineer I and Electronics Engineer I are placed at grade I15 in order to align pay grades between the two classes at all levels. It is important to note that the market data is specific to Telecommunications Engineers, and therefore, not impacted by Occupational Group classification (currently PSE but recommended to move to IT when the IT deconsolidation occurs).

Electronics Specialist: The market data showed that current pay grades are above market for level I (15% above), level II (17% above), and level III (12% above). Before a pay grade would be adjusted downward, a solid trend supporting that change would first be established. As such, the study team recommends that DHR continue to monitor the market data as part of the annual compensation survey. There are no changes to pay grades for Electronics Specialists as a result of

this study. Before a pay grade would be adjusted downward, a solid trend supporting that change would first be established.

Telecommunications Specialist: For Intern and level III, the market data supported aligning the pay grades with the Electronics Specialist class. For levels I and IV, the market data would place Telecommunications Specialist at a higher pay grade than Electronics Specialist, and for level II, at a lower pay grade than Electronics Specialist. In light of internal equity and the fact that this is the first time that market data has been pulled separately for telecommunications, the Telecommunications Specialist pay grades are aligned to the Electronics Specialist pay grades at all levels. It is important to note that the market data is specific to Telecommunications Specialist, and therefore, not impacted by Occupational Group classification (currently PSE but recommended to move to IT when the IT deconsolidation occurs).

Systems Monitoring Coordinator: For all levels, the market data showed that the current pay grades are within the $\pm 7.5\%$ threshold; hence, there is no justification to adjust the pay grades. It is important to note that the market data is specific to Systems Monitoring Coordinators, and therefore, not impacted by Occupational Group classification (currently ASR but recommended to move to IT when the IT deconsolidation occurs).

Business Application Support Specialist: There is no market data available for positions in this classification. In the absence of market data, the study team utilized slotting, which involves reviewing the pay ranges of other comparable class series with market data. The ranges are aligned with the Customer Support Coordinator class series (where the PD panel revealed positions currently reside). The study team also considered the pay ranges for Technician, Program Assistant, Administrator and Analyst classifications, which are other classes where these positions may currently reside.

The following table details the pay grade changes as a result of this study.

PAY GRADES

Class Code	Class Title	6/30/19	CURRENT			NEW			# EE's	Average Salary
		Market Median	Pay Grade	State Range Midpoint	% diff from market	Pay Grade	State Range Midpoint	% diff from market		
I2B1	Electronics Engineer I	\$7,562	I16	\$7,797	3%	I15	\$7,010	-7%	---	---
I2B2	Electronics Engineer II	\$8,801	I17	\$8,459	-4%	I17	\$8,459	-4%	2	\$8,714
I2B3	Electronics Engineer III	\$10,795	I19	\$9,178	-15%	I20	\$10,113	-6%	---	---
I2B4	Electronics Engineer IV	\$11,385	I20	\$10,113	-11%	I22	\$10,916	-4%	---	---
I6B1	Telecommunications Engineer I	\$7,178	---	---	---	I15	\$7,010	-2%	5	\$7,334
I6B2	Telecommunications Engineer II	\$8,439	---	---	---	I17	\$8,459	0%	3	\$8,577
I6B3	Telecommunications Engineer III	\$9,588	---	---	---	I20	\$10,113	5%	---	---
I6B4	Telecommunications Engineer IV	\$10,508	---	---	---	I22	\$10,916	4%	---	---
I5E1	Electronics Specialist Intern	---	I01	\$3,990	---	I01	\$3,990	---	---	---
I5E2	Electronics Specialist I	\$4,023	I02	\$4,611	15%	I02	\$4,611	15%	4	\$4,097
I5E3	Electronics Specialist II	\$4,900	I08	\$5,729	17%	I08	\$5,729	17%	51	\$5,257
I5E4	Electronics Specialist III	\$5,495	I10	\$6,158	12%	I10	\$6,158	12%	30	\$5,789
I5E5	Electronics Specialist IV	---	I14	\$7,186	---	I14	\$7,186	---	12	\$6,913
I6A1	Telecommunications Intern	---	---	---	---	I01	\$3,990	---	---	---
I6A2	Telecommunications Specialist I	\$4,820	---	---	---	I02	\$4,611	-4%	3	\$4,014
I6A3	Telecommunications Specialist II	\$5,260	---	---	---	I08	\$5,729	9%	42	\$4,914
I6A4	Telecommunications Specialist III	\$6,423	---	---	---	I10	\$6,158	-4%	30	\$5,472
I6A5	Telecommunications Specialist IV	\$7,941	---	---	---	I14	\$7,186	-10%	25	\$6,660
G2C1	Systems Monitoring Intern	---	G14	\$3,975	---	G14	\$3,975	---	---	---
G2C2	Systems Monitoring Coordinator I	\$4,360	G18	\$4,592	5%	G18	\$4,592	5%	3	\$4,114
G2C3	Systems Monitoring Coordinator II	\$5,229	G20	\$4,937	-6%	G20	\$4,937	-6%	7	\$5,126
G2C4	Systems Monitoring Coordinator III	\$6,202	G24	\$5,976	-4%	G24	\$5,976	-4%	---	---
H9A1	Business Application Support Intern	---	---	---	---	H11	\$3,818	---	2	\$3,593
H9A2	Business Application Supp Spec I	---	---	---	---	H14	\$4,477	---	8	\$4,556
H9A3	Business Application Supp Spec II	---	---	---	---	H17	\$4,813	---	9	\$4,588
H9A4	Business Application Supp Spec III	---	---	---	---	H25	\$5,979	---	6	\$5,459

TOTAL

242

Blue = New or Change

Green = Below 7.5% threshold

Red = Above 7.5% threshold

Meet and Confer on Proposed Results

C.R.S. 24-50-104(1)(b) requires the department to “meet and confer” with affected employees and employee organizations, if requested, regarding the proposed changes before they are implemented as final. In an effort to proactively facilitate this process, a public meeting was held on July 17, 2019, at 10:00 am, at the Department of Personnel and Administration, Conference Room 104, at 1525 Sherman Street, Denver, CO 80203. The study lead provided an overview of the study, findings, and recommendations to attendees before opening the meeting to questions and comments. Written comments were also invited. The deadline by which all “meet and confer” activity concluded was close of business on July 19, 2019, in order to finalize the JEL by July 31, 2019. A total of 48

employees attended the meeting. There were 11 submissions of written comments or questions received via email.

Meet and Confer Summary

Questions and comments provided in the public meeting and written submissions centered around four primary topics or areas of concern:

- Class Descriptions
- Minimum Qualifications
- Employee Pay
- Pay Ranges

Class Descriptions

Several comments and questions received were related to the creation of separate classifications for Telecommunications Engineer and Telecommunications Specialist. It was questioned why telecommunications is being deconsolidated into a separate class when, historically, classes have been designed to be broad and encompass a range of positions. There are a number of reasons for this deconsolidation. First of all, the HB17-1361 Evaluation Report stated that the current classifications are too broad and recommended that clearly identifiable IT classifications be created. In doing so, the State's investment in IT knowledge workers and where these knowledge workers exist can be tracked. This supports compliance with legislative intent, per Senate Bill 08-155, to maximize efficiencies and cost-savings related to IT resources across the state. In addition, telecommunications is recognized as a separate classification in other state government classification systems. Also, in the market surveys, there is separate and distinct data for broader electronics positions vs. telecommunications specific positions.

Several comments questioned the removal of telecommunications components from the Electronics Engineer and Electronics Specialist class descriptions. For example, at CDOT there are positions that service and maintain traffic signals/devices which utilize microwave, radio, and fiber optic technology. The reason the specific telecommunications components were removed was to make a clear distinction between the classifications. This does not prohibit an individual PD for an Electronics Engineer or Electronics Specialist position from containing telecommunications tools/components as part of the assignment.

A question was raised regarding positions that do both broad electronics and telecommunications work, and how these positions will be classified going forward. In cases where an individual position performs a mix of duties that meet the class concept of two series, the position is placed in the class that best describes the majority of the assignment (e.g. the percentage of time spent). For positions with broad electronics responsibility, extending beyond telecommunications, the broad Electronics Engineer and Electronics Specialist classifications are utilized. For positions that are more narrowly focused on telecommunications, the Telecommunications Engineer and Telecommunications Specialist classifications are utilized.

Concerns were raised on whether the creation of separate classifications for telecommunications and ultimately placing the telecommunications classifications under the IT Occupational Group means that only OIT can perform the telecommunications aspects of an Electronics Engineer or Electronics Specialist position. It is important to note that class descriptions do not dictate operational workflow. The policies, processes, and procedures for how work is conducted is determined by appointing authorities; it is not determined by the state's classification system. It is the position description, not the class description, that details the duties and responsibilities of

a specific role within an agency or department. How work is assigned is determined by appointing authorities and is outside the scope of this study.

A written comment was received from CDOT that outlined telecommunications assets that are installed and maintained by Electronic Specialists. The email stated that, in the future, these telecommunications duties could be consolidated, resulting in an individual position becoming primarily focused on telecommunications and thus, meeting the concept of the Telecommunications Specialist class. Telecommunications is included in the technology services consolidated under the management of OIT per Senate Bill 08-155. Consequently, permission would need to be obtained in order for such positions to be exempt from consolidation under OIT.

One employee suggested expanding the Electronics Engineer class description to include all functional areas of electrical engineering. Electrical engineering is part of the Engineer class description. All engineer specialties were consolidated into this one series in 1991, except for electronic engineers due to their higher pay levels than the other engineering specialties such as civil, electrical, mechanical, etc. The study team recommends that the Electronics Engineer classification be considered for potential consolidation into the broad Engineer class as part of a future study. In the meantime, electronics engineer positions are to utilize the Electronics Engineer classification and electrical engineer positions are to utilize the Engineer classification.

One employee expressed concern with the use of the term “engineer” for the telecommunications classification, as it may imply professional engineer licensure. The employee acknowledged that the title “Telecommunications Engineer” is used in the industry, but that the industry title “Telecommunications Architect” may be more appropriate as it doesn’t imply professional engineer licensure. The study team revisited the title issue and possible alternatives. It was discussed that the term “architect” also has licensure implications. Ultimately, the title “Telecommunications Engineer” was selected as this is the common title for this type of work in the marketplace.

One employee questioned the areas of specialization listed in the Electronics Specialist class description. Specifically, that several examples listed do not apply to the employee’s position. It is recognized that all positions in a class do not perform the same set of duties. The specific examples have been provided in an effort to clarify the different types of positions that fall under the class series.

A suggestion was made to create additional levels in the Electronics Specialist series. The classification includes five levels: intern, first-working level, fully operational level, work leader or staff authority level, and supervisory level. The study team believes the five levels in the series are sufficient to describe the full range of assignments and found no justification to create additional levels. Other series, such as Electronics Engineer or Project Manager, are used for positions above the supervisory level.

Specific feedback received proposed changing the title “Telecommunications Technician” to “Telecommunications Specialist” as “specialist” was utilized when these roles were part of the broad “Electronics Specialist” class series. The study team supports this change. The class description and this JEL have been updated accordingly.

Several written comments were received regarding the review of Public Safety Communication Network (PSCN) Specialist positions. Specifically, the comments requested more information on why a separate classification series with separate pay ranges was not created for PSCN roles given

the hazardous environment, the certification requirements for Tower Safety/Tower Rescue and Snow-cat/Winter Survival, and the requirement for a Federal Communications Commission General Radiotelephone Operator License. It should be noted that class series define the work performed at the various levels, not the qualifications of the employees in positions in the classes. While certification and licensure relate to the nature of work performed, these are a matter of qualifications and do not define, in isolation, the nature of work or the classes created in the state system. It is the work itself that drives the definition of classes. The study team reviewed PSCN PD's and concluded that these positions appropriately fit under Telecommunications Specialist and a separate classification series is not necessary. Hazardous work settings can be addressed through the use of existing discretionary hazard duty pay differentials but are not factors in the job evaluation system. The core occupation is not substantially different from other positions in the classification with the exception of the work setting. It is unnecessary to create a duplicative class series where the only significant difference between positions is the work environment. Agencies are encouraged to explore the use of hazard duty pay for positions that "work for a majority of their time in settings that involve clear, direct, and unavoidable exposure to risk of major injury or loss of life even after making allowances for safety" (State Personnel Board Rule 3-50). It is important to note that individual agencies decide whether to use discretionary tools and the parameters within which they will be used. During the study team discussion, it was noted that OIT is currently in the process of reviewing discretionary pay tools as part of a separate project.

The Department of Public Safety submitted several comments related to the "Business Application Support Specialist". The feedback was to remove the term "support" from the title as it sounds administrative, to change the title to "Business System Compliance Coordinator", and to add audit and compliance duties to the class description. The class description has been updated to state that work may include "auditing data for compliance with state and federal regulations". As far as the title, the study team revisited the wording and it has been changed to "Business Application Support Specialist". The term "support" is in reference to providing end user support, and the term "specialist" instead of "coordinator" as "specialist" is commonly used for titles in the Professional Services Occupational Group and tends to have less administrative connotation. Although positions in this series may have some compliance duties, the primary duty is providing end user support for agency specific applications; as such, the term "compliance" in the title is avoided. Separate classifications already exist for roles with a primary focus on compliance (Compliance Specialist and Compliance Investigator). Agencies are encouraged to continue using working titles for specific positions. The use of working titles can provide the sense of professional identity desired by employees and is a common practice.

CDPHE suggested that staff authority be considered as an alternative to unit supervisor for both Systems Monitoring Coordinator III and Business Application Support Specialist III. Staff authority describes those relatively rare positions that are required to function as a pacesetter or expert in a subject matter area. These positions are delegated primary responsibility by management to recommend the direction of policy and programs. Historically, there has been no staff authority for Systems Monitoring Coordinator (formerly Customer Support Coordinator) and the study team found no justification to add it. Individual contributor was removed from the line/staff factor for Systems Monitoring Coordinator III, as historically, this was for "an agency's security administrator" and is no longer applicable as security administration work now falls under the IT Professionals series. For the new Business Application Support Specialist class series, the study team considered creating a staff authority level; however, none of the existing PD's operated at this level and the study team concluded that it would be unlikely for positions in this series to meet the staff authority criteria. Instead, such positions would likely be classified under a different series (e.g. Administrator or Analyst). Also, it is important to keep in mind that in rare

situations, it may be appropriate and justified for agencies to use tradeoffs. A tradeoff substitutes a higher level factor for a lower level one in order to meet the factor levels for a particular class as stated in the class description.

One written comment stated that the changes to the Systems Monitoring Coordinator class unduly restrict the use of the class series. The study team's panel evaluation of PD's revealed considerable misuse of this classification. The study team agreed that this misuse was likely attributed to the generic "Customer Support Coordinator" title as well as the ambiguity of the class description. The changes to the class description are to clarify the original intent of the series and to more clearly distinguish the work and the types of positions that appropriately fit under this series. The result is a clearly identifiable IT classification, as recommended in the HB17-1361 Evaluation Report.

Minimum Qualifications

One attendee asked whether updated minimum qualifications have been published. The minimum qualifications are still being reviewed. Once the review is completed, the minimum qualifications will be shared with HR Directors prior to being published. Any changes to minimum qualifications will not take effect until July 1, 2020 and will not be linked to the official class descriptions on the DHR website until then.

Employee Pay

Employee comments and questions indicated confusion surrounding the impact, if any, on individual pay rates as a result of the system maintenance study. First of all, any changes from this study will not be effective until July 1, 2020 (the study implementation date). If current salaries are above the maximum of the new grade, employees maintain their current salaries for up to three years from the implementation date (referred to as "saved pay"). If current salaries are below the minimum of the new grade, employee salaries will be increased to the new minimum, effective July 1, 2020. Employees will continue to be eligible for base-building annual salary adjustments until their salary reaches the maximum of the grade.

Questions were raised about how this study will affect pay rates for new hires and promotions. For the majority of classes, there is no change in pay grade and as such, no impact. For the classes with a change in pay grade (Electronics Engineer and Telecommunications Engineer), the new pay ranges will be utilized effective July 1, 2020.

Several comments questioned why hazard pay, on-call, and overtime is not provided for PSCN positions. Hazard pay and on-call are pay premium issues, outside the scope of this study. Pay premiums are reviewed on a statewide basis as part of the Annual Compensation Survey, with eligible classes and the rate published in the annual pay plan. Additionally, per State Personnel Board Rule, a department head may designate eligibility for individual positions in classes not published as eligible. During the study team discussion, it was noted that OIT is currently in the process of reviewing discretionary pay tools as part of a separate project. Regarding overtime eligibility, that is determined on a position basis, not on a class basis. A system maintenance study has no impact on a positions' eligibility for overtime.

One comment raised concerns about the lack of merit and/or annual step increases resulting in incumbent pay not progressing through the pay range. Adjustments to actual base salaries is a process separate from system maintenance studies. Merit pay and in-range salary movements are mechanisms for moving an employee through the pay range. Details are defined in State Personnel Board Rule and individual agency programs. Reference should be made to these documents for

more information. The study team discussed that, in particular, there is a need for further education and guidance on the in-range salary movements outlined in State Personnel Board Rule 3-18 (e.g. salary range compression, competency-based increases).

Pay Ranges

There was a question regarding the percentages in red on the “Pay Grades” table and whether salaries would be reduced accordingly (e.g. 12% for Electronics Specialist III). The “Pay Range” table compares the state’s pay ranges to market. The percentages show the difference between the market median (the 50th percentile of the market data) and the State’s range midpoint. The percentages are not related to individual salaries and are not pay cuts.

A concern was raised about potentially adjusting pay grades downward for the Electronics Specialist classification, given that the market data showed the state’s pay ranges to be above market. Before a pay grade would be adjusted downward, a solid trend supporting that change would first be established. As such, the study team recommends that DHR continue to monitor the market data as part of the annual compensation survey. There are no changes to pay grades for Electronics Specialists as a result of this study.

Several attendees questioned the market data placing Telecommunications Specialist at a higher pay grade than Electronics Specialist at levels I and IV. It was confirmed that the market data for the Telecommunications specific benchmarks is higher at these levels. However, in light of internal equity and the fact that this is the first time that market data has been pulled separately for telecommunications, the pay grades were reconsidered, and the decision made to align the Telecommunications Specialist pay grades to the Electronics Specialist pay grades at all levels. The study team recommends that DHR continue to monitor the market data for Electronics Specialist and Telecommunications Specialist as part of the annual compensation survey.

Fiscal Impact for Implementation Year

CRS 24-50-104(4)(c) and (6)(a) requires that any study involving increased costs must be included in the Annual Compensation Report for an effective date on the ensuing July 1. In accordance with Personnel Director’s Administrative Procedures, system maintenance studies are implemented on a “dollar-for-dollar” basis where an employee’s current salary remains unchanged when a class is moved to a new grade. However, individual employee salaries that are below the new grade minimum are adjusted upward to the new grade minimum. If current salaries are above the maximum of the new grade, employees maintain their current salaries for up to three years as authorized by C.R.S. 24-50-104(1)(e). Indeterminate “cost avoidance” may result from any employees who are ineligible for base-building annual salary adjustment after the study is implemented. If current salaries are below the minimum of the new grade, employee salaries are increased to the new minimum, which results in cost. The estimated cost for the upward adjustment is \$5,959. This fiscal impact will be included in the Annual Compensation Report to be published on September 15, 2019. Pay grade changes will be implemented on July 1, 2020, following legislative review.

The following information depicts the assumptions made in the calculation of increased costs.

- Data was taken from CPPS as of May 31, 2019 (FY19 pay rates and FY19 pay ranges) and is assumed to be accurate as of that date. The calculation of increased costs accounts for FY20 pay rates (3% increase) and pay range adjustments (2% aging).
- Only permanent, full-time positions are reported. Vacant, temporary, part-time, and substitute positions are excluded.

- The implementation date of July 1, 2020 coincides with the presumed implementation of any annual compensation adjustments. In accordance with rules regarding the order of multiple actions on the same effective date, system maintenance studies are implemented first. For this reason, these calculations do not include any annual compensation survey adjustments.
- PERA and Medicare costs are included in the calculations.

Recommendations

I. Occupational Group

The Electronics Engineer and Electronics Specialist series remain in the PSE Occupational Group. The Systems Monitoring Coordinator (formerly Customer Support Coordinator) series remains in the ASR Occupational Group until the IT deconsolidation occurs. The new Telecommunications Engineer and Telecommunication Specialist series are placed in the PSE Occupational Group until the IT deconsolidation occurs. The new Business Application Support Specialist series is placed in the PS Occupational Group.

II. Class Descriptions

Attached are the revised class descriptions for the Electronics Engineer, Electronics Specialist, and Systems Monitoring Coordinator (formerly Customer Support Coordinator). Also attached are the new class descriptions for Telecommunications Engineer, Telecommunications Specialist, and Business Application Support Specialist.

III. Class Conversion and/or Placement

Class placement is the movement of positions in the former class to the appropriate new class for the purpose of realigning and maintaining the accuracy of the job evaluation structure. Class placement is based on the panel evaluation of position descriptions. In Spring 2020, DHR will work with individual agencies to complete placements. Class placement results will be implemented on July 1, 2020.

SUMMARY OF SYSTEM CHANGES

JE Letter #: 19-02
Date of Letter: 7/31/19

* P = proposed; F = final (only F is to be entered into CPPS)

P or F*	Class Changes			Current Class		New Class		Occ Grp		Grade		Effective Date
	New	Rev	Abol	Code	Title (limit 25 characters)	Code	Title (limit 25 characters)	From	To	From	To	
F		X		I2B1XX	Electronic Engineer I	I2B1XX	Electronics Engineer I	PSE	nc	I16	I15	7/1/20
F		X		I2B2XX	Electronic Engineer II	I2B2XX	Electronics Engineer II	PSE	nc	I17	nc	7/1/20
F		X		I2B3XX	Electronic Engineer III	I2B3XX	Electronics Engineer III	PSE	nc	I19	I20	7/1/20
F		X		I2B4XX	Electronic Engineer IV	I2B4XX	Electronics Engineer IV	PSE	nc	I20	I22	7/1/20
F	X					I6B1XX	Telecommunications Engineer I		PSE		I15	7/1/20
F	X					I6B2XX	Telecommunications Engineer II		PSE		I17	7/1/20
F	X					I6B3XX	Telecommunications Engineer III		PSE		I20	7/1/20
F	X					I6B4XX	Telecommunications Engineer IV		PSE		I22	7/1/20
F		X		I5E1IX	Electronics Specialist Intern	I5E1IX	Electronics Specialist Intern	PSE	nc	I01	nc	7/1/20
F		X		I5E2XX	Electronics Specialist I	I5E2XX	Electronics Specialist I	PSE	nc	I02	nc	7/1/20
F		X		I5E3XX	Electronics Specialist II	I5E3XX	Electronics Specialist II	PSE	nc	I08	nc	7/1/20
F		X		I5E4XX	Electronics Specialist III	I5E4XX	Electronics Specialist III	PSE	nc	I010	nc	7/1/20
F		X		I5E5XX	Electronics Specialist IV	I5E5XX	Electronics Specialist IV	PSE	nc	I014	nc	7/1/20
F	X					I6A1IX	Telecommunications Intern		PSE		I01	7/1/20
F	X					I6A2XX	Telecommunications Specialist I		PSE		I02	7/1/20
F	X					I6A3XX	Telecommunications Specialist II		PSE		I08	7/1/20
F	X					I6A4XX	Telecommunications Specialist III		PSE		I010	7/1/20
F	X					I6A5XX	Telecommunications Specialist IV		PSE		I014	7/1/20
F		X		G2C1IX	Customer Support Intern	G2C1IX	Systems Monitoring Intern	ASR	nc	G14	nc	7/1/20
F		X		G2C2TX	Customer Support Coordinator I	G2C2TX	Systems Monitoring Coordinator I	ASR	nc	G18	nc	7/1/20
F		X		G2C3XX	Customer Support Coordinator II	G2C3XX	Systems Monitoring Coordinator II	ASR	nc	G20	nc	7/1/20
F		X		G2C4XX	Customer Support Coordinator III	G2C4XX	Systems Monitoring Coordinator III	ASR	nc	G24	nc	7/1/20

F	X					H9A1IX	Business Application Support Intern		PS		H11	7/1/20
F	X					H9A2XX	Business Application Support Specialist I		PS		H14	7/1/20
F	X					H9A3XX	Business Application Support Specialist II		PS		H17	7/1/20
F	X					H9A4XX	Business Application Support Specialist III		PS		H25	7/1/20

ISSUING AUTHORITY: Colorado Department of Personnel and Administration nc = no change.



CLASS SERIES DESCRIPTION
I2B1 - ELECTRONICS ENGINEER
I2B1XX - I2B4XX

Description of Occupational Work

This class series uses four levels in the Physical Science and Engineering Occupational Group and describes professional level work applying principles and techniques of electronics engineering. The work includes the acquisition, research, development, design, modification, installation, and maintenance of electronics equipment, components, or systems. The work includes planning, organizing, and implementing state-of-the art electronic capabilities, and advising agency management on the feasibility and associated costs. Positions may work in one or more of the areas of design and installation or the maintenance and repair of existing equipment and capabilities. This class series is for electronics engineers with a broader focus with respect to electronic devices and systems. For positions with a narrower telecommunications focus, utilize the Telecommunications Engineer class series.

I2B1XX ELECTRONICS ENGINEER I

Concept of Class

This class describes the fully-operational level. Positions at this level plan, design, and oversee the installation or maintenance of electronic capabilities throughout the state. Positions identify equipment replacement or upgrade requirements to higher level supervisors and managers for needed funding and planning. Positions work with customers to identify specific needs and capabilities before pursuing solutions. The work may include research of new equipment and contacts with industry sales representatives to identify equipment capabilities, cost, and availability. Positions work with purchasing personnel to develop bid specifications and evaluate proposals for adequacy. Positions may supervise the work of technicians or specialists performing installation or maintenance activities.

Factors

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

- 1) **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. 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,

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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 of higher management or the agency with authority and accountability for the program or system. For example, positions decide the maintenance operations needed to repair and maintain electronic systems.

- 2) Complexity: The nature of, and need for, analysis and judgment is formulative, as described here. Positions evaluate the relevance and importance of electronics engineering theories, concepts, and principles in order to tailor them to develop a different approach or tactical plan to fit specific circumstances. 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, positions analyze the importance of engineering principles when designing replacement systems.
- 3) 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.

I2B2XX ELECTRONICS ENGINEER II

Concept of Class

This class describes the work leader or staff authority level. In addition to the work described by the lower class, positions in this level have work leader responsibility over other engineers. The work includes assigning or checking work, instructing or answering questions, and providing input to supervisors on performance. This class also includes those positions functioning as staff authorities in a particular field of electronics engineering where managers and peers rely on the position for expert advice. This class differs from the Electronics Engineer I in the Line/Staff Authority factor only.

Factors

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

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- 1) 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. 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. 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. For example, positions individualize operational and maintenance processes for electronic services to state and local agencies.
- 2) Complexity: The nature of, and need for, analysis and judgment is formulative, as described here. Positions evaluate the relevance and importance of electronics engineering theories, concepts, and principles in order to tailor them to develop a different approach or tactical plan to fit specific circumstances. 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, positions analyze the importance of engineering principles when designing replacement systems.
- 3) Line/Staff Authority: The direct field of influence the work of a position has on the organization is as a work leader or staff authority. 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, electronics specialist, 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

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TITLE: ELECTRONICS ENGINEER
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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.

I2B3XX ELECTRONICS ENGINEER III

Concept of Class

This class describes the first-level supervisor or senior authority level. Positions in this level direct the operations of a unit accomplishing electronics engineering support for state agencies. In addition to overseeing the work described in lower classes, positions have responsibility for decisions that affect the pay, status, or tenure of others. This class also describes those rare positions functioning as authorities for an electronics engineering field beyond their agency. This class differs from the Electronics Engineer II in the Line/Staff Authority factor only.

Factors

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

- 1) **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. 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. 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. For example, positions decide the appropriate process for identifying and acquiring new electronic transmission capabilities for agencies.
- 2) **Complexity:** The nature of, and need for, analysis and judgment is formulative, as described here. Positions evaluate the relevance and importance of electronics engineering theories, concepts, and principles in order to tailor them to develop a different approach or tactical plan to fit specific circumstances. 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, positions analyze electronics engineering principles in selecting appropriate replacement systems for upgrading capabilities and reliability.

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- 3) Line/Staff Authority: The direct field of influence the work of a position has on the organization is as a unit supervisor or senior authority. 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.

OR

The senior 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 beyond the agency. Managers and peers seek this level of technical guidance and direction as the designer of a statewide system or in a subject area for other areas of state government. Managers and peers, both internally and externally to the agency, rely on this pacesetter when making decisions regarding the direction that policy, programs, and systems should take in the pacesetter's field of expertise.

I2B4XX ELECTRONICS ENGINEER IV

Concept of Class

This class describes the second-level supervisor and chief electronics engineer in an agency. Positions in this level establish electronics support programs for the state. The work includes working statewide issues and requirements and coordinating these with managers and directors. Positions also have responsibility for decisions affecting the pay, status, or tenure of other positions. This class differs from the Electronics Engineer III in all factors.

Factors

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

- 1) Decision Making: The decisions regularly made are at the interpretive level, as described here. Within limits of the strategic master plan and allocated human and fiscal resources, choices involve determining tactical plans to achieve the objectives established by the higher management (strategic) level. This involves establishing what processes will be done, developing the budget, and developing the staffing patterns and work units in order to deploy

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staff. For example, positions at this level decide the operation and maintenance levels and units to support agency electronics systems. This level includes inventing and changing systems and guidelines that will be applied by others statewide. By nature, this is the first level where positions are not bound by processes and operations in their own programs as a framework for decision making and there are novel or unique situations that cause uncertainties that must be addressed at this level. Through deliberate analysis and experience with these unique situations, the manager or expert determines the systems, guidelines, and programs for the future. For example, positions decide which type of equipment will be used for unique types of electronics requirements.

OR

The decisions regularly made are at the programmatic level, as described here. Within limits set by organizational policy, general directives, overall goals and objectives, and allocated resources, choices involve formulating or adjusting programs, specifying program objectives, and allocating human and fiscal resources among constituent programs. This involves independently, and under conditions of uncertainty, determining what has been done, what can be done, proposals for long term policy, and estimates of what new resources are required. For example, positions determine the allocation of fiscal resources between competing electronics projects. The long-term strategic plans, purposes, and staffing determined by this level require integration with other programs in the overall plan. 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. This level does not describe positions that are applying a program controlled by another agency which has the authority and accountability for it.

- 2) **Complexity:** The nature of, and need for, analysis and judgment is strategic, as described here. Positions develop guidelines to implement a program that maintains the agency's mission. Guidelines do not exist for most situations. In directive situations, positions use judgment and resourcefulness to interpret circumstances in a variety of situations and establish guidelines that direct how a departmental/ agency program will be implemented. For example, positions establish long range maintenance and repair programs for an agency's electronic equipment and systems.
- 3) **Line/Staff Authority:** The direct field of influence the work of a position has on the organization is as a manager or leading authority. The manager must be accountable for multiple units through the direct supervision of at least two subordinate Unit Supervisors; and, have signature authority for actions and decisions that directly impact pay, status, and tenure. Elements of formal supervision must include providing documentation to support recommended corrective and disciplinary actions, second-level signature on performance plans and appraisals, and resolving informal grievances. Positions start the hiring process, interview applicants, and recommend hire, promotion, or transfer.

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OR

The leading authority is a pacesetter who has a rare 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 and peers in the profession outside of state government. Managers and peers beyond state government recognize and seek this level of technical guidance and direction because of the recognized expertise in a subject area. For example, program managers and colleagues in other states rely on this regional or national pacesetter when making decisions regarding the direction of their policies, programs, and systems in the pacesetter's field of expertise. This reliance on, and delegation of, primary responsibility for influencing management direction, including representing the state regionally or nationally, separates this level of staff authority from all others.

Entrance Requirements

Minimum entry requirements and general competencies for classes in this series are contained in the class minimum qualifications document.

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

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TITLE: ELECTRONICS ENGINEER
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Summary of Factor Ratings

Class Level	Decision Making	Complexity	Line/Staff Authority
Electronics Engineer I	Process	Formulative	Individual Contributor
Electronics Engineer II	Process	Formulative	Work Leader or Staff Authority
Electronics Engineer III	Process	Formulative	Unit Supervisor or Senior Authority
Electronics Engineer IV	Interpretive or Programmatic	Strategic	Manager or Leading Authority

TITLE: ELECTRONICS ENGINEER
CLASS SERIES: I2B

The following is a summary of changes made to this class description:

Section / Paragraph	Change Description	Effective Date
Document	System Maintenance Study. Moved Telecommunications to a separate class series. Updated title from Electronic Engineer to Electronics Engineer.	07/01/2020
Document	Update the Class Code of I2B1TX to I2B1XX per administrative updates.	07/01/2018
Factors	Updated and removed the purpose of contact.	06/30/2015
Document	PSE System Maintenance Study. No changes. Published as proposed 5/15/02. (DLF)	07/01/2002
Document	Job Evaluation System Revision project. Published as proposed 6/1/93. (DLF)	09/01/1993
Occupational Group	Changed occupational group, State Communications Director (A2571).	01/01/1992
Document	Changed grades and relationships, Electronic Engineers (A2555-57).	07/01/1986
Document	Changed nature of work and entrance requirements, Electronic Engineers (A2555-57).	07/01/1985
Document	Changed relationship, State Communications Director (A2571).	07/01/1981
Document	Changed nature of work and entrance requirements, State Communications Director (A2571).	03/01/1981
Document	Changed relationship, State Communications Director (A2571).	07/01/1980
Document	Created.	01/01/1975



CLASS SERIES DESCRIPTION
I6B - TELECOMMUNICATIONS ENGINEER
I6B1XX - I6B4XX

Description of Occupational Work

This class series uses four levels in the Physical Science and Engineering Occupational Group and describes professional assignments in telecommunications. These positions provide technical expertise, training, and support for telephone, radio, microwave, fiber optics, and data communication transmission systems and equipment. The work involves the analysis and design of telecommunications systems and equipment, planning and oversight of telecommunication projects, establishing policies and procedures, evaluating equipment and service vendors, and researching and recommending new technologies.

I6B1XX TELECOMMUNICATIONS ENGINEER I

Concept of Class

This class describes the fully-operational telecommunications engineer. Positions at this level plan, design, and oversee the installation or maintenance of telecommunications throughout the state. Positions identify equipment replacement or upgrade requirements to higher level supervisors and managers for needed funding and planning. Positions work with customers to identify specific needs and capabilities before pursuing solutions. The work may include research of new equipment and contacts with industry sales representatives to identify equipment capabilities, cost, and availability. Positions work with purchasing personnel to develop bid specifications and evaluate proposals for adequacy. Positions may supervise the work of technicians or specialists performing installation or maintenance activities.

Factors

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

- 1) **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. 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. 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.

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New processes or objectives require approval of higher management or the agency with authority and accountability for the program or system. For example, positions decide the maintenance operations needed to repair and maintain telecommunications sites.

- 2) Complexity: The nature of, and need for, analysis and judgment is formulative, as described here. Positions evaluate the relevance and importance of telecommunications engineering theories, concepts, and principles in order to tailor them to develop a different approach or tactical plan to fit specific circumstances. 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, positions analyze the importance of engineering principles when designing replacement systems.
- 3) 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.

I6B2XX TELECOMMUNICATIONS ENGINEER II

Concept of Class

This class describes the work leader or staff authority level. In addition to the work described by the lower class, positions in this level have work leader responsibility over other engineers. The work includes assigning or checking work, instructing or answering questions, and providing input to supervisors on performance. This class also includes those positions functioning as staff authorities in telecommunications engineering where managers and peers rely on the position for expert advice. This class differs from the Telecommunications Engineer I in the Line/Staff Authority factor only.

Factors

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

- 1) 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

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involve determining the process, including designing the set of operations. 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. 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. For example, positions individualize operational and maintenance processes for telecommunications services to state and local agencies.

- 2) Complexity: The nature of, and need for, analysis and judgment is formulative, as described here. Positions evaluate the relevance and importance of telecommunications engineering theories, concepts, and principles in order to tailor them to develop a different approach or tactical plan to fit specific circumstances. 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, positions analyze the importance of engineering principles when designing replacement systems.
- 3) Line/Staff Authority: The direct field of influence the work of a position has on the organization is as a work leader or staff authority. 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.

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I6B3XX TELECOMMUNICATIONS ENGINEER III

Concept of Class

This class describes the first-level supervisor or senior authority level. Positions in this level direct the operations of a unit accomplishing telecommunications engineering support for state agencies. In addition to overseeing the work described in lower classes, positions have responsibility for decisions that affect the pay, status, or tenure of others. This class also describes those rare positions functioning as authorities for the telecommunications engineering field beyond their agency. This class differs from the Telecommunications Engineer II in the Line/Staff Authority factor only.

Factors

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

- 1) **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. 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. 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. For example, positions decide the appropriate process for identifying and acquiring new telecommunications capabilities for agencies.
- 2) **Complexity:** The nature of, and need for, analysis and judgment is formulative, as described here. Positions evaluate the relevance and importance of telecommunications engineering theories, concepts, and principles in order to tailor them to develop a different approach or tactical plan to fit specific circumstances. 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, positions analyze telecommunications engineering principles in selecting appropriate replacement systems for upgrading capabilities and reliabilities.

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TITLE: TELECOMMUNICATIONS ENGINEER
CLASS SERIES: I6B

- 3) Line/Staff Authority: The direct field of influence the work of a position has on the organization is as a unit supervisor or senior authority. 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.

OR

The senior 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 beyond the agency. Managers and peers seek this level of technical guidance and direction as the designer of a statewide system or in a subject area for other areas of state government. Managers and peers, both internally and externally to the agency, rely on this pacesetter when making decisions regarding the direction that policy, programs, and systems should take in the pacesetter's field of expertise.

I6B4XX TELECOMMUNICATIONS ENGINEER IV

Concept of Class

This class describes the second-level supervisor and chief telecommunications engineer in an agency. Positions in this level establish telecommunications support programs for the state. The work includes working statewide issues and requirements and coordinating these with managers and directors. Positions also have responsibility for decisions affecting the pay, status, or tenure of other positions. This class differs from the Telecommunications Engineer III in all factors.

Factors

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

- 1) Decision Making: The decisions regularly made are at the interpretive level, as described here. Within limits of the strategic master plan and allocated human and fiscal resources, choices involve determining tactical plans to achieve the objectives established by the higher management (strategic) level. This involves establishing what processes will be done, developing the budget, and developing the staffing patterns and work units in order to deploy staff. For example, positions at this level decide the operation and maintenance levels and units to support agency telecommunications systems. This level includes inventing and changing

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systems and guidelines that will be applied by others statewide. By nature, this is the first level where positions are not bound by processes and operations in their own programs as a framework for decision making and there are novel or unique situations that cause uncertainties that must be addressed at this level. Through deliberate analysis and experience with these unique situations, the manager or expert determines the systems, guidelines, and programs for the future. For example, positions decide which type of technology equipment will be used for unique types of communications requirements.

OR

The decisions regularly made are at the programmatic level, as described here. Within limits set by organizational policy, general directives, overall goals and objectives, and allocated resources, choices involve formulating or adjusting programs, specifying program objectives, and allocating human and fiscal resources among constituent programs. This involves independently, and under conditions of uncertainty, determining what has been done, what can be done, proposals for long term policy, and estimates of what new resources are required. The long-term strategic plans, purposes, and staffing determined by this level require integration with other programs in the overall plan. 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. This level does not describe positions that are applying a program controlled by another agency which has the authority and accountability for it. For example, positions at this level decide telecommunications program resources and capabilities for state-wide, government planning.

- 2) Complexity: The nature of, and need for, analysis and judgment is strategic, as described here. Positions develop guidelines to implement a program that maintains the agency's mission. Guidelines do not exist for most situations. In directive situations, positions use judgment and resourcefulness to interpret circumstances in a variety of situations and establish guidelines that direct how a departmental/ agency program will be implemented. For example, positions develop guidelines which direct telecommunications programs throughout state agencies.
- 3) Line/Staff Authority: The direct field of influence the work of a position has on the organization is as a manager or leading authority. The manager must be accountable for multiple units through the direct supervision of at least two subordinate Unit Supervisors; and, have signature authority for actions and decisions that directly impact pay, status, and tenure. Elements of formal supervision must include providing documentation to support recommended corrective and disciplinary actions, second-level signature on performance plans and appraisals, and resolving informal grievances. Positions start the hiring process, interview applicants, and recommend hire, promotion, or transfer.

OR

The leading authority is a pacesetter who has a rare 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

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essential component of the work assignment that has been delegated by management to the position. This authority directly influences management decisions and peers in the profession outside of state government. Managers and peers beyond state government recognize and seek this level of technical guidance and direction because of the recognized expertise in a subject area. For example, program managers and colleagues in other states rely on this regional or national pacesetter when making decisions regarding the direction of their policy, programs, and systems in the pacesetter's field of expertise. This reliance on, and delegation of, primary responsibility for influencing management direction, including representing the state regionally or nationally, separates this level of staff authority from all others.

Entrance Requirements

Minimum entry requirements and general competencies for classes in this series are contained in the class minimum qualifications document.

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

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TITLE: TELECOMMUNICATIONS ENGINEER
CLASS SERIES: I6B

Summary of Factor Ratings

Class Level	Decision Making	Complexity	Line/Staff Authority
Telecommunications Engineer I	Process	Formulative	Individual Contributor
Telecommunications Engineer II	Process	Formulative	Work Leader or Staff Authority
Telecommunications Engineer III	Process	Formulative	Unit Supervisor or Senior Authority
Telecommunications Engineer IV	Interpretive or Programmatic	Strategic	Manager or Leading Authority

TITLE: TELECOMMUNICATIONS ENGINEER
CLASS SERIES: I6B

The following is a summary of changes made to this class description:

Section / Paragraph	Change Description	Effective Date
Document	Created. System Maintenance Study. Deconsolidated Telecommunications from Electronics Engineer.	07/01/2020



CLASS SERIES DESCRIPTION
I5E - ELECTRONICS SPECIALIST
I5E1IX - I5E5XX

Description of Occupational Work

This class series uses five levels in the Physical Sciences and Engineering occupational group and describes the operation, maintenance, installation, and planning for electronic equipment and devices. The work includes design, testing, repair, and modifications to new or existing electronic equipment and the related support to these systems. Work may include establishing contractual support, calibrating and certifying equipment, maintaining precision measuring equipment, diagnosing and troubleshooting electronic component issues, maintaining electronics inventory, processing surplus electronics for repair or disposal, and/or project design or management for installation or repair of electronic equipment. Work may include data management of electronic equipment; performing downloads and uploads of equipment data; and retrieving, retaining, reviewing and compiling equipment records. The work may also entail providing technical expertise and support services to state and non-state customers for electronic services or equipment, and training and certifying others to use the equipment. Areas of specialization may include security systems, physical access control systems, electronic door locks, fire alarm/fire suppression systems, building automation equipment, emergency power generation systems, HVAC electronic systems/controls, traffic signals/devices, air monitoring equipment, breath alcohol testing equipment, or medical/dental equipment. For positions with a narrower telecommunications focus, utilize the Telecommunications Specialist class series.

I5E1IX ELECTRONICS SPECIALIST INTERN

Concept of Class

This class describes the entry level. Work is designed to train positions for a higher level in the class series. Although tasks are similar to those of the first-working level, assignments are structured and performed with direction and assistance from others. Positions carry out established work processes and operations by learning to apply and follow procedures, techniques, rules, and regulations. Once training has been completed, the position is to be moved to the next level. Positions should not remain in this class indefinitely.

I5E2XX ELECTRONICS SPECIALIST I

Concept of Class

This class describes the first-working level. Positions at this level install, operate, troubleshoot, and repair electronic equipment. The work entails responding to work orders or requests for service, working with customers to identify problems or faults, and then completing repairs or ordering

TITLE: ELECTRONICS SPECIALIST
CLASS SERIES: I5E

necessary parts. Positions record actions taken to solve problems and may initiate billing for services. Positions operate necessary test equipment and maintain tools and supplies.

Factors

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

- 1) **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. 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. For example, positions follow established procedures and checklists in repairing equipment.
- 2) **Complexity:** The nature of, and need for, analysis and judgment is patterned, as described here. Positions study electronic fault or problem information to determine what it means and how it fits together in order to get practical solutions in the form of operations or repairs to failures. Guidelines in the form of technical repair manuals 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, positions select the most appropriate replacement equipment from available inventory.
- 3) **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.

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I5E3XX ELECTRONICS SPECIALIST II

Concept of Class

This class describes the fully-operational level. In addition to the work described by the lower levels, positions in this level decide when and how installation and repair actions will occur. The work includes a variety of electronic maintenance activities. Positions are expected to use judgment in selecting or creating solutions to unusual problems or faults. The work entails modifications to existing equipment or installation of new types of devices requiring practical innovations for power, heat, or cooling requirements. This class differs from the Electronics Specialist I in the Decision Making factor.

Factors

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

- 1) **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. 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. For example, positions decide what modifications are made and how the equipment will be installed.
- 2) **Complexity:** The nature of, and need for, analysis and judgment is patterned, as described here. Positions study technical drawings or fault isolation data to determine what it means and how it fits together in order to get practical solutions in the form of modifications or installations of equipment. Guidelines in the form of technical repair manuals or design drawings 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, positions choose the appropriate project design based on building codes and equipment specifications.
- 3) **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.

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I5E4XX ELECTRONICS SPECIALIST III

Concept of Class

This class describes the work leader or staff authority level. In addition to the work described by the previous class, positions in this level have work leader responsibilities over others. This may include assigning work, evaluating the quality of work performed, instructing and training on new equipment, or advising on equipment faults. This class also describes those positions functioning as agency authorities on a subject matter where managers and peers rely on the position for expert advice and consultation. This class differs from the Electronics Specialist II class in the Line/Staff Authority factor.

Factors

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

- 1) **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. 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. For example, positions decide what modifications are made and how the equipment will be installed.
- 2) **Complexity:** The nature of, and need for, analysis and judgment is patterned, as described here. Positions study technical drawings or fault isolation data to determine what it means and how it fits together in order to get practical solutions in the form of modifications or installations of equipment. Guidelines in the form of technical repair manuals or design drawings 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, positions choose the appropriate project design based on building codes and equipment specifications.
- 3) **Line/Staff Authority:** The direct field of influence the work of a position has on the organization is as a work leader or staff authority. 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

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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.

I5E5XX ELECTRONICS SPECIALIST IV

Concept of Class

This class describes the supervisory level. Positions at this level have responsibility for establishing installation, maintenance, or operating processes used by others. The work also includes responsibility for decisions which affect the pay, status, or tenure of others. This class differs from the Electronics Specialist III in the Decision Making factor and possibly in the Line/Staff Authority factor.

Factors

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

- 1) **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. For example, positions decide operations on obtaining parts or equipment, levels of service, preventative maintenance practices, and/or training provided to customers. 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. 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. For example, positions apply professional standards to project designs and installation of electronics equipment. New processes or objectives require approval of higher management or the agency with authority and accountability for the program or system.

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- 2) **Complexity:** The nature of, and need for, analysis and judgment is patterned, as described here. Positions study designs, program requirements, or equipment technical specification information to determine what it means and how it fits together in order to get practical solutions in the form of work processes or support services to state agencies. Guidelines in the form of allocated budgets, purchase requests, and industry standards 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.
- 3) **Line/Staff Authority:** The direct field of influence the work of a position has on the organization is as a unit supervisor, a staff authority, or an individual contributor. 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.

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 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.

NOTE: Staff Authority and Individual Contributor positions at this level must have Decision Making at the Process level.

Entrance Requirements

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Minimum entry requirements and general competencies for classes in this series are contained in the class minimum qualifications document.

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

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TITLE: ELECTRONICS SPECIALIST
CLASS SERIES: I5E

Summary of Factor Ratings

Class Level	Decision Making	Complexity	Line/Staff Authority
Electronics Specialist Intern	na	na	na
Electronics Specialist I	Defined	Patterned	Individual Contributor
Electronics Specialist II	Operational	Patterned	Individual Contributor
Electronics Specialist III	Operational	Patterned	Work Leader or Staff Authority
Electronics Specialist IV	Process	Patterned	Unit Supervisor, Staff Authority, or Indiv. Contributor*

*Staff Authority and Individual Contributor positions at this level must have Decision Making at the Process level.

TITLE: ELECTRONICS SPECIALIST
CLASS SERIES: I5E

The following is a summary of changes made to this class description:

Section / Paragraph	Change Description	Effective Date
Document	System Maintenance Study. Moved Telecommunications to a separate class series.	07/01/2020
Factors	Updated and removed the purpose of contact.	06/30/2015
Document	PSE System Maintenance Study. Broadened series description of work to electronics specialist from narrower telecommunications/electronics specialist. Changed class series title from Telecommunications/Electronics Specialist to Electronics Specialist. Published as proposed 5/15/02. (DLF)	07/01/2002
Document	Job Evaluation System Revision project. Published as proposed 6/1/93, 2/1/94. (DLF)	09/01/1993
Document	Changed titles, options, nature of work, and entrance requirements, Telecommunications/Electronics Specialist (A2550-54).	09/01/1988
Document	Changed relationships, Telecommunications/Electronics Specialist (A2550-54).	07/01/1986
Document	Changed relationships, Telecommunications/Electronics Specialist (A2550-53).	07/01/1984
Document	Changed relationships, Telecommunications/Electronics Specialist (A2550-54), Telephone and Wire Services Specialist (A2560).	07/01/1982
Document	Changed options and overtime status, Senior Telecommunications/Electronics Specialist (A2553).	02/01/1980
Document	Created Telecommunications/Electronics Specialist (A2550-54), Telephone and Wire Services Specialist (A2560).	01/01/1975



CLASS SERIES DESCRIPTION
I6A - TELECOMMUNICATIONS SPECIALIST
I6A1IX - I6A5XX

Description of Occupational Work

This class series uses five levels in the Physical Science and Engineering Occupational Group and describes technical assignments in telecommunications. These positions provide technical expertise, training, and support for telephone, radio, microwave, fiber optics, and data communication transmission systems and equipment. The work involves installing, maintaining, troubleshooting, and repairing telecommunications equipment and systems, using hand tools and software and hardware testing instruments and techniques.

I6A1IX TELECOMMUNICATIONS INTERN

Concept of Class

This class describes the entry level. Work is designed to train positions for a higher level in the class series. Although tasks are similar to those of the first-working level, assignments are structured and performed with direction and assistance from others. Positions carry out established work processes and operations by learning to apply and follow procedures, techniques, rules, and regulations. Once training has been completed, the position is to be moved to the next level. Positions should not remain in this class indefinitely.

I6A2XX TELECOMMUNICATIONS SPECIALIST I

Concept of Class

This class describes the first-working level. Positions at this level install, operate, troubleshoot, and repair telecommunications equipment. The work entails monitoring telecommunication system performance and responding to reports of trouble related to telecommunication systems and equipment. Positions provide technical support in isolating and resolving telecommunications problems and issues. Positions operate necessary test equipment and maintain tools and supplies.

Factors

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

TITLE: TELECOMMUNICATIONS SPECIALIST
CLASS SERIES: I6A

- 1) 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. 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. For example, positions follow established procedures and checklists in repairing equipment.
- 2) Complexity: The nature of, and need for, analysis and judgment is patterned, as described here. Positions study technical telecommunications problem information to determine what it means and how it fits together in order to get practical solutions in the form of operations or repairs to failures. Guidelines in the form of technical repair manuals 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, positions select the most appropriate replacement equipment from available inventory.
- 3) 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.

I6A3XX TELECOMMUNICATIONS SPECIALIST II

Concept of Class

This class describes the fully-operational level. In addition to the work described by the lower levels, positions in this level decide when and how installation and repair actions will occur. The work includes a variety of telecommunications activities. Positions are expected to use judgment in selecting or creating solutions to unusual problems or faults. The work entails modifications to existing equipment or installation of new equipment. This class differs from the Telecommunications Specialist I in the Decision Making factor only.

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Factors

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

- 1) **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. 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. For example, positions decide what modifications are made and how the equipment will be installed.
- 2) **Complexity:** The nature of, and need for, analysis and judgment is patterned, as described here. Positions study technical drawings or fault isolation data to determine what it means and how it fits together in order to get practical solutions in the form of modifications or installations of equipment. Guidelines in the form of technical repair manuals or design drawings 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, positions choose the appropriate project design based on building codes and equipment specifications.
- 3) **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.

I6A4XX TELECOMMUNICATIONS SPECIALIST III

Concept of Class

This class describes the work leader or staff authority level. In addition to the work described by the previous class, positions at this level have work leader responsibilities over others. This may include assigning work, evaluating the quality of work performed, instructing and training on new equipment, or advising on equipment faults. This class also describes those positions functioning as agency authorities on a subject matter where managers and peers rely on the position for expert advice and consultation. This class differs from the Telecommunications Specialist II class in the Line/Staff Authority factor only.

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Factors

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

- 1) 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. 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. For example, positions decide what modifications are made and how the equipment will be installed.
- 2) Complexity: The nature of, and need for, analysis and judgment is patterned, as described here. Positions study technical drawings or fault isolation data to determine what it means and how it fits together in order to get practical solutions in the form of modifications or installations of equipment. Guidelines in the form of technical repair manuals or design drawings 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, positions choose the appropriate project design based on building codes and equipment specifications.
- 3) Line/Staff Authority: The direct field of influence the work of a position has on the organization is as a work leader or staff authority. 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

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TITLE: TELECOMMUNICATIONS SPECIALIST
CLASS SERIES: I6A

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.

I6A5XX TELECOMMUNICATIONS SPECIALIST IV

Concept of Class

This class describes the supervisory level. Positions at this level have responsibility for establishing installation, maintenance, or operating processes used by others. The work also includes responsibility for decisions which affect the pay, status, or tenure of others. This class differs from the Telecommunications Specialist III in the Decision Making factor and possibly in the Line/Staff Authority factor.

Factors

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

- 1) **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. For example, positions decide operations on obtaining parts or equipment, levels of service, preventative maintenance practices, and/or training provided to customers. 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. 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. For example, positions apply professional standards to project designs and installation of telecommunications equipment. New processes or objectives require approval of higher management or the agency with authority and accountability for the program or system.
- 2) **Complexity:** The nature of, and need for, analysis and judgment is patterned, as described here. Positions study designs, program requirements, or equipment technical specification information to determine what it means and how it fits together in order to get practical solutions in the form of work processes or support services to state agencies. Guidelines in the form of allocated budgets, purchase requests, and industry standards 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.

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- 3) Line/Staff Authority: The direct field of influence the work of a position has on the organization is as a unit supervisor, a work leader, or a staff authority. 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.

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.

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.

Entrance Requirements

Minimum entry requirements and general competencies for classes in this series are contained in the class minimum qualifications document.

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

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TITLE: TELECOMMUNICATIONS SPECIALIST
CLASS SERIES: I6A

Summary of Factor Ratings

Class Level	Decision Making	Complexity	Line/Staff Authority
Telecommunications Intern	na	na	na
Telecommunications Specialist I	Defined	Patterned	Individual Contributor
Telecommunications Specialist II	Operational	Patterned	Individual Contributor
Telecommunications Specialist III	Operational	Patterned	Work Leader or Staff Authority
Telecommunications Specialist IV	Process	Patterned	Unit Supervisor, Work Leader, or Staff Authority

TITLE: TELECOMMUNICATIONS SPECIALIST
CLASS SERIES: I6A

The following is a summary of changes made to this class description:

Section / Paragraph	Change Description	Effective Date
Document	Created. System Maintenance Study. Deconsolidated Telecommunications from Electronics Specialist.	07/01/2020

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CLASS SERIES DESCRIPTION
G2C - SYSTEMS MONITORING COORDINATOR
G2C1IX - G2CXX

Description of Occupational Work

This class series uses four levels in the Administrative Services and Related Occupational Group and describes work supporting mainframe job scheduling, mainframe system monitoring, master console operations, and infrastructure monitoring. Positions in this class monitor systems to ensure timely completion of daily job schedules for batch processing; create and modify job flows; notify programmers and system personnel when problems occur; setup batch production jobs for next day processing; utilize monitoring software to monitor network, server, and application environments; and report disruptions in service. The emphasis on job scheduling separates this class series from others in a data processing operation.

G2C1IX SYSTEMS MONITORING COORDINATOR INTERN

Concept of Class

This class describes the entry level. Work is designed to train positions for a higher level in the class series. Although tasks are similar to those of the fully-operational level, assignments are structured and performed with direction and assistance from others. Positions carry out established work processes and operations by learning to apply and follow procedures, techniques, rules, and regulations. Once training has been completed, the position is to be moved to the next level. Positions should not remain in this class indefinitely.

G2C2TX SYSTEMS MONITORING COORDINATOR I

Concept of Class

This class describes the fully-operational systems monitoring coordinator in a data processing environment. At this level, work involves establishing production schedules by confirming the customer's input/output requirements, determining the feasibility of requests and estimating run times, checking and adjusting job control language parameters, and notifying customers of any problems with running their jobs. Positions arrange, schedule and process mainframe jobs. Positions monitor systems to ensure timely completion of daily job schedules and notify programmers and system personnel when problems occur. Positions may also provide Tier I monitoring of network, server, and applications environments, and escalate issues to appropriate staff.

Factors

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

- 1) 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. For example, the system and its operations are defined and documented so positions primarily prioritize and schedule jobs and monitor the use of existing resources. 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. For example, positions determine the priority of problems and change requests, the sequence and time of jobs, when to update authorization tables, options to change job control language parameters, and the proper protocols to apply to an identified and defined malfunction or outage. 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. For example, a position in this class selects the proper questions and logical protocols or referrals for hardware malfunctions, decide whether to restart all or part of a job when there is an error in coding or the job control parameters, or uses the proper steps to enter data correctly in the scheduling or problem/change management system. 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.
- 2) Complexity: The nature of, and need for, analysis and judgment is prescribed, as described here. Positions apply established, standard guidelines which cover work situations and alternatives. For example, guidelines exist in the form of protocols, reference lists, and manuals to use for problem resolution and referrals; problem/change management systems and procedures for reporting problems and change requests; standard operating procedures and instructions on general processing priorities for scheduling jobs; and, job control language parameters. Action taken is based on learned, specific guidelines that permit little deviation or change as the task is repeated. Any alternatives to choose from are clearly right or wrong at each step. For example, while there may be a number of alternatives, if the incorrect protocol is followed or the problem is assigned to the wrong programmer, the problem or malfunction will not be fixed.
- 3) 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.

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TITLE: SYSTEMS MONITORING COORDINATOR
CLASS SERIES: G2C

G2C3XX SYSTEMS MONITORING COORDINATOR II

Concept of Class

This class describes the second-level coordinator in a data processing environment. While the environment, system, and its operations and processes have not changed, the complexity of the job is different. At this level, the guidelines allow for greater flexibility in choosing from multiple options that could all be correct at any given point in order to adapt a practical approach or routine for a given situation. Positions in this class may set up job control language parameters and syntax, troubleshoot problems that do not follow established patterns so the cause is not obvious and established protocols do not work; adapt scheduling guidelines when the customer is unclear about needs and there is uncertainty on the availability of resources due to conflicts with the needs of other customers who have the same priority and time requirements. Also included in this class are work leader positions that are partially accountable for the work product of at least two full-time equivalent positions. Such positions assign and monitor work, report on unit activities, write internal instructions referenced by other staff, and train and schedule staff. This class differs from the Systems Monitoring Coordinator I class on the Complexity factor and possibly on the Line/Staff Authority factor.

Factors

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

- 1) **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. For example, the system and its operations are defined and documented so positions primarily prioritize and schedule jobs and monitor the use of existing resources. 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. For example, positions determine the priority of problems and change requests, the sequence and time of jobs, when to update authorization tables, options to change job control language parameters, and the proper protocols to apply to an identified and defined malfunction or outage. 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. For example, a position in this class selects the proper questions and logical protocols or referrals for hardware malfunctions, decides whether to restart all or part of a job when there is an error in coding or the job control parameters, or uses the proper steps to enter data correctly in the scheduling or problem/change management system. 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.

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- 2) **Complexity:** The nature of, and need for, analysis and judgment is patterned, as described here. Positions study information on customer requests, resource availability, program parameters, and related protocols to determine what it means and how it fits together in order to get practical solutions in the form of production schedules, or improvised routines to diagnose and fix malfunctions. Guidelines in the form of protocols and manuals, problem/change management systems and reporting procedures, standard operating procedures and instructions on general processing priorities for scheduling jobs, and options for job control language parameters 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. At this level, positions use flexibility in adapting established procedures to fit specific situations not covered by existing guidelines. For example, positions set up job control language parameters and syntax based on the requirements and available resources for a given request; or improvise protocols for malfunctions that do not fit typical patterns. 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, adaptation or combination of established standards, parameters, and protocols depends on the circumstances of the given problem or request.
- 3) **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.

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.

G2C4XX SYSTEMS MONITORING COORDINATOR III

Concept of Class

This class describes the supervisor of a systems monitoring unit. In addition to the duties performed in other systems monitoring coordinator classes, positions in this class are responsible for the direct

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TITLE: SYSTEMS MONITORING COORDINATOR
CLASS SERIES: G2C

supervision of at least three full-time equivalent positions, including decisions that affect the pay, status, and tenure of others. Work includes overseeing production scheduling and/or problem/change management activities by monitoring and reporting on work unit activities, projecting workload, establishing unit priorities and standards, and developing procedures on how unit functions will be performed.

Factors

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

- 1) **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. For example, positions determine what procedures or instructions will be used to implement established scheduling and problem/change management processes. This includes determining how the operation will be completed. For example, positions in this class plan the workload of unit staff, write internal work procedures and forms for the work unit's operation and write the documentation, such as reference manuals. 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. For example, the use of assigned staff and internal priorities and standards impact the operation of the work unit and how well it can meet production standards and service levels. Choices are within a range of specified, acceptable standards, alternatives, and technical practices. For example, positions make choices within the system and operational policies, processes, guidelines, resources and capabilities, and operational standards of the data processing environment.
- 2) **Complexity:** The nature of, and need for, analysis and judgment is patterned, as described here. Positions study information from customer requests, resource availability, program parameters, and related protocols to determine what it means and how it fits together in order to get practical solutions in the form of work unit priorities, standards, and work procedures needed for timely completion of daily job schedules. Guidelines in the form of protocols and manuals, problem/change management systems and reporting procedures, standard operating procedures and instructions on general processing priorities for scheduling jobs, and options for job control language parameters 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. At this level, supervisors modify instructions and working procedures to adapt to changes in the data processing environment that impact the work unit's functions. 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, the supervisor may change written documentation or protocols used by staff or customers when equipment, programs, or policies are changed.

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TITLE: SYSTEMS MONITORING COORDINATOR
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- 3) Line/Staff Authority: The direct field of influence the work of a position has on the organization is as a unit supervisor. 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 class minimum qualifications document.

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

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TITLE: SYSTEMS MONITORING COORDINATOR
CLASS SERIES: G2C

Summary of Factor Ratings

Class Level	Decision Making	Complexity	Line/Staff Authority
Systems Monitoring Coordinator Intern	na	na	na
Systems Monitoring Coordinator I	Defined	Prescribed	Individual Contributor
Systems Monitoring Coordinator II	Defined	Patterned	Individual Contributor or Work Leader
Systems Monitoring Coordinator III	Operational	Patterned	Unit Supervisor

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TITLE: SYSTEMS MONITORING COORDINATOR
CLASS SERIES: G2C

The following is a summary of changes made to this class description:

Section / Paragraph	Change Description	Effective Date
Document	System Maintenance Study. Changed title from Customer Support to Systems Monitoring; updated description; removed Indiv. Contributor for III.	07/01/2020
Factors	Updated and removed the purpose of contact.	06/30/2015
Document	Job Evaluation System Revision project. Published as proposed 5/10/93. (KKF)	09/01/1993
Document	Changed pay differential for Operations Schedulers (A2740-A2741).	07/01/1984
Document	Changed minimum requirements for Customer Coordinators (A2725-A2727).	07/01/1980
Document	Created. Customer Coordinator A & B (A2725-A2726), Senior Customer Coordinator (A2727), Operations Scheduler A & B (A2740-A2741), and Operations Scheduler Supervisor (A2742).	01/01/1975



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Division of Human Resources

Department of Personnel & Administration

Class Series Description
H9A - Business Application Support Specialist
July 1, 2020

CLASS SERIES DESCRIPTION

H9A - BUSINESS APPLICATION SUPPORT SPECIALIST

H9A1IX - H9A4XX

Description of Occupational Work

This class series uses four levels in the Professional Services Occupational Group and describes work providing support for specific business applications. Positions in this class provide end user support and training to internal and external customers regarding software applications and business processes used by the assigned agency. Work may include reviewing and processing system access requests; identifying, resolving and/or escalating system issues; monitoring the system to maintain the integrity and security of data; auditing data for compliance with state and federal regulations; responding to requests for data from the system; creating and updating training materials and user guides; conducting training sessions; identifying potential system enhancements; and conducting user acceptance testing. Positions do not have the broad technical knowledge of multiple software programs/network systems as do IT Helpdesk positions; their expertise is limited to specific software applications and business processes.

H9A1IX BUSINESS APPLICATION SUPPORT SPECIALIST INTERN

Concept of Class

This class describes the entry level. Work is designed to train positions for a higher level in the class series. Although tasks are similar to those of the fully-operational level, assignments are structured and performed with direction and assistance from others. Positions carry out established work processes and operations by learning to apply and follow procedures, techniques, rules, and regulations. Once training has been completed, the position is to be moved to the next level. Positions should not remain in this class indefinitely.

H9A2XX BUSINESS APPLICATION SUPPORT SPECIALIST I

Concept of Class

This class describes the fully-operational business application support specialist. Positions provide assistance to end users, both internal and external, on departmental software applications and business processes. At this level, although positions carry out defined work procedures and processes, judgment is required on an ongoing basis to select the most appropriate technical guidelines and adapt

TITLE: BUSINESS APPLICATION SUPPORT SPECIALIST
CLASS SERIES: H9A

them to accomplish tasks. Positions continually determine practical solutions to problems by applying specific processes, techniques, and methods.

Work includes detecting, troubleshooting, and resolving issues with the system; logging errors and system problems; providing technical assistance and guidance on policies and processes; and training users. Work may also include monitoring, interpreting, and advising users in the assessment, processing, and dissemination of information received through the system.

Factors

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

- 1) **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. For example, when a customer calls in with a problem, positions in this class choose the questions to ask and protocols to follow based on established references. 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. 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. For example, positions in this class determine the best course of action to resolve a user problem which may include fixing the problem on behalf of the user, training the user in the correct procedure to resolve the problem on their own, or escalating the problem to technical support. 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.
- 2) **Complexity:** The nature of, and need for, analysis and judgment is prescribed, as described here. Positions apply established, standard guidelines which cover work situations and alternatives. For example, guidelines exist in the form of technical operating manuals, policies, and procedures. Action taken is based on learned, specific guidelines that permit little deviation or change as the task is repeated. Any alternatives to choose from are clearly right or wrong at each step. For example, while there may be a number of alternatives, if the incorrect instructions are given to an end user to resolve a system issue, the problem will not be fixed.
- 3) **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.

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H9A3XX BUSINESS APPLICATION SUPPORT SPECIALIST II

Concept of Class

This class describes the second-level business application support specialist. While the environment, system, and its operations and processes have not changed, the complexity of the job is different. At this level, the guidelines allow for greater flexibility in choosing from multiple options that could all be correct at any given point in order to adapt a practical approach or routine for a given situation. Positions in this class may troubleshoot problems that do not follow established patterns so the cause is not obvious and established protocols do not work. Also included in this class are work leader positions that are partially accountable for the work product of at least two full-time equivalent positions. Such positions assign and monitor work, report on unit activities, write internal instructions referenced by other staff, and train and schedule staff. This class differs from the Business Application Support Specialist I class on the Complexity factor and possibly on the Line/Staff Authority factor.

Factors

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

- 1) **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. For example, when a customer calls in with a problem, positions in this class choose the questions to ask and protocols to follow based on established references. 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. 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. For example, positions in this class determine the best course of action to resolve a user problem which may include fixing the problem on behalf of the user, training the user in the correct procedure to resolve the problem on their own, or escalating the problem to technical support. 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.
- 2) **Complexity:** The nature of, and need for, analysis and judgment is patterned, as described here. Positions study information on customer requests, training needs, resource availability, program parameters, and related protocols to determine what it means and how it fits together in order to get practical solutions in the form of improvised actions to diagnose and resolve issues. Guidelines in the form of technical operating manuals, policies, and procedures 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. At this level,

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positions use flexibility in adapting established procedures to fit specific situations not covered by existing guidelines. For example, positions improvise procedures to fit a specific situation that does not fit typical patterns; provide a temporary solution for a system issue if a permanent solution requires system updates; or, tailor training information and handouts for a specific audience. 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, the adaptation or combination of established guidelines and protocols depends on circumstances of the given problem or request.

- 3) 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.

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.

H9A4XX BUSINESS APPLICATION SUPPORT SPECIALIST III

Concept of Class

This class describes the supervisor of a business application support unit. In addition to the duties performed in other business application support specialist classes, positions in this class are responsible for the direct supervision of at least three full-time equivalent positions, including decisions that affect the pay, status, and tenure of others. Work includes overseeing user support by monitoring and reporting on work unit activities, projecting workload, establishing unit priorities and standards, and developing procedures on how unit functions will be performed.

Factors

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

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- 1) **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. For example, a position determines the best approach to resolve end user support issues or ensure adherence to program guidelines by interpreting and applying applicable policies and procedures. This includes determining how the operation will be completed. For example, positions in this class plan the workload of unit staff, write internal work procedures for the work unit's operation and determine how to resolve escalated issues. 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.
- 2) **Complexity:** The nature of, and need for, analysis and judgment is patterned, as described here. Positions study information on customer requests, training needs, resource availability, program parameters, and related protocols to determine what it means and how it fits together in order to get practical solutions in the form of work unit priorities, standards, and work procedures needed for timely resolution of user issues. Guidelines in the form of technical operating manuals, policies, and procedures 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. At this level, supervisors modify instructions and working procedures to adapt to changes in policy or system updates that impact the work unit's functions. 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, the supervisor may change written documentation or protocols used by staff or customers when the system, programs, or policies are changed.
- 3) **Line/Staff Authority:** The direct field of influence the work of a position has on the organization is as a unit supervisor. 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 class minimum qualifications document.

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

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Summary of Factor Ratings

Class Level	Decision Making	Complexity	Line/Staff Authority
Business Application Support Specialist Intern	na	na	na
Business Application Support Specialist I	Defined	Prescribed	Individual Contributor
Business Application Support Specialist II	Defined	Patterned	Individual Contributor or Work Leader
Business Application Support Specialist III	Operational	Patterned	Unit Supervisor

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The following is a summary of changes made to this class description:

Section / Paragraph	Change Description	Effective Date
Document	Created. System Maintenance Study.	07/01/2020

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