

APPENDIX G

CLASSIFICATION AND APPEAL GUIDELINES (Please reference Chapter XI)

The following information is provided to assist you completing a classification, reclassification or appeal request to the Administrative Classification Committee.

Each administrative position is evaluated based on the information provided to the Administrative Classification Committee on the Position Description Questionnaire and other supporting documents. Each position is evaluated on the following three criteria:

1. **Know-How**: Know-How is the sum total of every kind of skill however acquired, necessary for acceptable job performance. This sum total has three dimensions:

Depth and Breadth of specialized know-how ranging from basic knowledge of the most simple work routines to unique and authoritative knowledge within learned disciplines. A job may require some knowledge about a lot of things (diversity) or a lot of knowledge about a few things. Know-how has both scope (variety) and depth (thoroughness). The know-how is evaluated on a scale that ranges from “limited” (basic instructions and simple work routines to carry out manual tasks) to “specialized mastery” (gained through extensive experience and seasoning in a technical discipline or field requiring comprehensive understanding of scientific theory or in specialized area requiring a comprehensive understanding of a combination of involved practices, precedents, facts and condition or of complex business systems essential to providing administrative managerial perspective).

Harmonizing and Integrating the diversified functions involved in managerial situations. Managerial know-how involves integrating and harmonizing requirement of diverse functions in operating, support and administrative situations. It requires a combination of planning, organizing, controlling and reviewing along with direct and indirect execution.

Human Relations Skills consisting of active, practicing, person-to-person skills in the area of human relationships. Human relations skills are evaluated as “basic” (general effectiveness that is ordinary for everyday college interaction), “important” (alternative or combined skills in understanding, teaming with and/or influencing people) and “critical” (alternative or combined skills in developing, partnering with, persuading, motivating).

2. **Problem Solving**: Problem Solving is the original “self starting” thinking required by the job for analyzing, evaluating, creating, reasoning, arriving at, and making conclusions. Problem solving measures the intensity of the mental process which employs Know-how to identify, define and resolve a problem. Problem solving includes an evaluation of the following:

Thinking Environment which describes the degree of freedom permitted to the job to initiate the thinking process as a result of external and internal conditions. It considers

the rules, instructions, practices, precedents, standards, principles, policies, goals and objectives that create the context in which a job is authorized to deal with unusual situations. Thinking environment can be rated from “strict routine” to “standardized” to “generally defined.”

Thinking Challenge describes the situational nature of mental effort required of the jobholder by the job to come to conclusions, make decisions, provide answers or discover new things. Thinking challenge can be identified as repetitive, patterned, interpolative or adaptive.

3. **Accountability**: Accountability is the answerability for actions and for their consequences. It is the measured effect of the job on end results. It has three dimensions:

Freedom to Act is the degree of control and guidance for work. This is a function of the organizational framework, the personal and policy direction and the processes and systems that are established in the organization. This is the most important dimension of Accountability. It reflects the opportunity for a job that is being done right to affect the results of an organization.

Impact on End Results is the principal nature of the job’s influence on end results, which ranges from direct control to indirect support.

Magnitude is how much of the organization is affected by the job’s basic purpose. The relationship may be measured in quantitative terms (such as annualized budget) or by other aspects of size. Impact and magnitude are considered together to address what kind of effect and on what part of the total organization the job has to the district.