

TITLE 10: CIVIL SERVICE COMMISSION

SUBCHAPTER 10-20.1

CIVIL SERVICE SYSTEM CLASSIFICATION AND COMPENSATION MANUAL

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Subchapter Authority: 1 CMC §§ 8116, 8117; N.M.I. Const. art. XX; Executive Order 94-3 § 214 (effective August 23, 1994).

Subchapter History: Adopted 7 Com. Reg. 3726 (July 22, 1985); Proposed 7 Com. Reg. 3500 (Apr. 16, 1985).

Commission Comment: The Civil Service Commission (CSC) was created by the Constitution of the Northern Mariana Islands, art. III § 16, (ratified 1977, effective 1978). Second Const. Conv. Amend 41 (effective Nov. 3, 1985) repealed article III, § 16. Amendment 41 created the present art. XX. Article XX charges the CSC with the establishment and administration of personnel policies for the Commonwealth government. The Commission's authority extends "to positions other than those filled by election or by appointment of the governor in the departments and agencies of the executive branch and in the administrative staffs of the legislative and judicial branches." N.M.I. Const. art. XX.

Title 1, division 8 of the Commonwealth Code contains the public employment laws of the Commonwealth. PL 1-9 (effective August 11, 1978), the "Commonwealth Civil Service Act," codified as amended at 1 CMC §§ 8101-8153,

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implemented the original constitutional provisions and created a civil service system. 1 CMC § 8111 creates a Civil Service Commission within the Commonwealth government.

The Civil Service Commission is charged with assuring compliance with personnel administration policy, proposing personnel policies of the Commonwealth to the Governor and the legislature, and carrying out its duties under the Civil Service Act. 1 CMC § 8116. 1 CMC § 8117 confers on the Civil Service Commission the authority to issue reasonable rules and regulations to carry out the provisions of the Civil Service Act, including regulating appointments, promotions, removals, and other personnel matters.

PL 1-9 also created the Personnel Office, headed by a Personnel Officer, within the Civil Service Commission, charged with implementing the personnel plans and policies of the CSC and conducting day-to-day Commonwealth personnel management functions. See 1 CMC § 8121.

Executive Order 94-3 § 214(b) (effective August 23, 1994) abolished the Personnel Office and transferred its duties, with certain enumerated exceptions, to the newly created Office of Personnel Management within the Office of the Governor. Under Executive Order 94-3 § 214(d)(3), the Civil Service Commission retained the power to recommend and promulgate regulations relating to personnel matters. The full text of Executive Order 94-3 is set forth in the commission comment to 1 CMC § 2001; see also the commission comment to NMIAC, title 10, chapter 10.

PL 12-54 (vetoed by Governor on April 20, 2001 and veto overridden June 18, 2001) repealed Executive Order 94-3 §§ 214 and 509, and reenacted and restored “the provisions of law affected by Sections 214 and 509...as they existed prior to the effective date of Executive Order 94-3.” PL 12-54 § 2. PL 13-1 (effective February 13, 2002), repealed PL 12-54 in its entirety and reenacted and reinstated Executive Order 94-3 § 214 in its entirety. PL 13-1 §§ 2 and 3.

Public Law 15-119 (effective Dec. 5, 2007), codified at 1 CMC §§ 8117(i), amends the Civil Service Rules and Regulations “to remove any and all provisions requiring that persons seeking to be certified as eligible for a civil service positions have prior work experience in a related field if such persons possess a bachelor’s, masters, or doctoral degree, in a field of expertise related to the civil service position for which the person has applied.” PL 15-119 § 1. The provisions of PL 15-119 supersede the provisions of this chapter to the extent that they conflict.

Part 001 - General Provisions

§ 10-20.1-001 Introduction

Position classification is the systematic analysis and grouping of positions into classes based on their current duties and responsibilities, required knowledge, abilities and skills, and other pertinent work facts; so that the same titles and statements or definitions of essential characteristics may reasonably be applied to the positions comprising such classes. It is a tool that is widely used both in private and public personnel management to assist in the equitable and efficient handling of personnel matters.

Position classification is the foundation of the compensation program. The basic compensation plan consists of the systematic arrangement of all classes in the position classification plan assigned to appropriate pay levels based on objective analysis of their relative difficulty and responsibility and other pertinent factors.

Position classification and the compensation plan enhance personnel programs and serve as aids to basic management by organizing the facts about the duties, responsibilities and the requirements of positions to facilitate comprehension and appropriate and uniform action on like positions. Some important advantages offered to management by position classification and the compensation plan are as follow:

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- (a) Provides a system for controlling salaries that is important to management in terms of its need for fiscal integrity and in providing a systematic salary structure equitable to the employees affected. Inequitable salary relationships adversely affect employee motivation and morale with severe loss to the organization's economy and effectiveness of operations. Concern is to have equal pay for basically equal work.
- (b) By grouping positions in an organization into relatively few groups of similar position, or classes, the job of managing people is simplified in many respects. Position grouping is essential, for example, in recruiting, examining, placement, promotion, transfer, demotion, determining training needs and reduction in force.
- (c) Supervisors are able to keep closer control of their organization because of a written record of the assignment of duties and responsibilities. In addition, position descriptions provide supervisors with a convenient basis for checking on employee performance.
- (d) The development and use of meaningful standard position and class titles result in an understandable and uniform terminology.
- (e) Personnel data useful in budget and manpower forecasting and in many kinds of personnel and management planning and administrative functions can be readily gathered and analyzed.
- (f) Information developed by classification can aid management in identifying overlapping duties, unnecessary levels of supervision, excessively broad spans of control, and insufficient or unclear delegation of authority.
- (g) Clear-cut descriptions of positions, with their respective job related qualification requirements, provide a standard against which applicants for employment can be evaluated.
- (h) Spelling out duties and supervisory relationships help the employee to understand his/her role and thus, avoid employee/supervisor misunderstandings.
- (i) Enable the establishment of in-service career patterns.

Modified, 1 CMC § 3806(f).

History: Adopted 7 Com. Reg. 3726 (July 22, 1985); Proposed 7 Com. Reg. 3500 (Apr. 16, 1985).

Commission Comment: The Commission inserted a comma after the word "control" in subsection (f) pursuant to 1 CMC § 3806(g).

§ 10-20.1-005 Legal Basis

- (a) The Commonwealth Civil Service Act of 1979 [1 CMC §§ 8101, et seq.] establishes a Civil Service Commission and Personnel Service System in the Commonwealth of the Northern Mariana Islands. 1 CMC § 8102 sets forth the purpose "to establish a system of personnel

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administration based on merit principles and generally accepted methods governing the classification of positions and the employment, conduct, movement and separation of public officials and employees.” By law, the Personnel Service System shall be administered in accordance with the merit principles set forth below:

- (1) Equal opportunity for all regardless of age, race, sex, religion, political affiliation, or place of origin.
- (2) Impartial selection of the ablest person for government service by means of competitive tests which are fair, objective, and practical.
- (3) Just opportunity for competent employees to be promoted within the service.
- (4) Reasonable job security for the competent employee.
- (5) Systematic classification of all positions through adequate job evaluation.
- (6) Fair and reasonable grievance procedures for all employees pertinent to condition of employment.
- (7) Proper employer-employee relations to achieve a well trained, productive, and happy work force.

(b) Part IV.A.4 of the Personnel Services System Rules and Regulations [NMIAC § 10-20.2-306] stipulates that along with other responsibilities, the Personnel Officer shall administer a classification program which supports management’s objectives, meets legal and regulatory requirements, and promotes participation by operating officials in the classification process. In so doing, the Personnel Officer shall group positions into classes on the basis of their similarities in duties, responsibilities and other significant factors. Each class shall be assigned a title which shall apply to all positions therein.

(c) Part IV.B.2 of the Personnel Services System Rules and Regulations [NMIAC § 10-20.2-312] stipulates that the Personnel Officer shall assign all classes in the position classification plan to appropriate pay levels in the base salary schedule in accordance with:

- (1) Kind and level of work.
- (2) Degree of difficulty and responsibility.
- (3) Kind, quality, and level of qualification requirements.
- (4) Relationship to other classes in its occupational group and of its occupational group to other occupational groups.

Modified, 1 CMC § 3806(c), (f), (g).

History: Adopted 7 Com. Reg. 3726 (July 22, 1985); Proposed 7 Com. Reg. 3500 (Apr. 16, 1985).

Commission Comment: The original paragraphs were not designated. The Commission designated subsections (a), (b) and (c).

The Commission corrected the spelling of the word “principles” in the opening paragraph of subsection (a). The Commission inserted commas after the words “affiliation” in subsection (a)(1), “objective” in subsection (a)(2), “productive” in subsection (a)(7), “requirements” in subsection (b), and “quality” in subsection (c)(3) pursuant to 1 CMC § 3806(g).

§ 10-20.1-010 Overall Policy

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(a) It is expressly understood that the development and maintenance of the position classification and compensation plan is the responsibility of the Personnel Officer, who shall:

- (1) Administer the classification plan which supports management's objectives, meets legal and regulatory requirements, and promotes participation by operating officials in the classification process;
- (2) Provides advice and assistance to management on the classification aspects of position structure needed to carry out the government's mission;
- (3) Classify all positions according to their duties and responsibilities;
- (4) Group positions into classes on the basis of their similarities in duties, responsibilities, and other significant factors;
- (5) Assign a title to each class which shall apply to all positions in the class;
- (6) Prescribe the characteristics of each class and the standards for employment in any position in the class subsequent to consultation with the Civil Service Commission and the appropriate management officials concerned;
- (7) Change a position from one class to another when substantial changes have occurred in its duties and responsibilities, or to correct an error, or to conform to revisions in the classification plan;
- (8) Determine the status of occupants of positions that have been changed from one class to another class; and
- (9) Orient supervisors and management officials, at all levels, in their responsibility and roles in the Position Classification Plan processes.

(b) It is also expressly understood that achievement of an effective and efficient personnel service, and the development and maintenance of sound position classification and compensation plans requires the cooperation of management officials and their subordinates.

(c) Management officials and supervisors shall specifically:

- (1) Plan, organize, develop, and assign duties and responsibilities to positions, whether occupied or vacant;
- (2) Ensure that current duties and responsibilities assigned to positions are completely and accurately described in position descriptions in sufficient detail for position classification and all related purposes;
- (3) Ensure that position descriptions are current and that revisions are made when duties and responsibilities are changed;
- (4) Ensure the development, preparation, maintenance, and submission of factual and up-to-date functional statements and organizational position charts which clearly depict assigned organizational and supervisory responsibility, organizational segment identification, official class titles and pay levels for the positions which are funded and approved, and other similar essential details; and
- (5) Assist their employees, to the extent necessary, to accomplish the foregoing and obtain from authoritative sources, as necessary, answers to specific questions raised by their employees.

(d) In carrying out their responsibility for assigning work, they shall organize and distribute work among the positions for which they are responsible so as to contribute to sound personnel management and to avoid:

- (1) Unclear position-to-position relationships;

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- (2) Excessive or unwarranted job dilution;
- (3) Unnecessary supervisory jobs;
- (4) An excessive number of small work units;
- (5) Overlapping or unwarranted duplication of duties;
- (6) Lack of designated accountability for results;
- (7) Work assignment practices designed solely to achieve high salary levels;
- (8) Grouping unlike skills or disparate levels of work (e.g., professional and clerical work) in a single position when alternatives are available.

(e) Further, management officials, in carrying out their position management responsibilities, shall give appropriate consideration to labor cost economy and personnel management factors. Labor cost economy has reference to the maintenance of labor cost at a justifiable level and includes ensuring that all duties contribute to the mission of the organization, that practices outlined above are avoided, that work distribution is equitable and contributes to efficiency, effectiveness, and economy.

(f) The pertinent personnel management factors are:

- (1) Skills utilization in relating staff requirements to the availability of the kinds and levels of needed skills, including application of job engineering to organize work into less complex combinations of duties and responsibilities in recognition of manpower problems resulting from scarce skills;
- (2) Employee motivation in considering the impact of work assignments in promoting job satisfaction and challenge; and
- (3) Employee development in considering the effect of work assignments in providing opportunities for employee growth and career development within an organizational component throughout a given department and throughout the jurisdiction.

(g) A balanced consideration must be given to labor cost economy and personnel management factors to obtain an efficient position structure and a workforce motivated to work diligently and effectively with an interest in personal development and pride in work accomplishment. All of these should therefore be considered collectively as well as individually so that a balance can be carefully weighed.

(h) Management officials may be advised by the Personnel Officer in these areas.

Modified, 1 CMC § 3806(f), (g).

History: Adopted 7 Com. Reg. 3726 (July 22, 1985); Proposed 7 Com. Reg. 3500 (Apr. 16, 1985).

Commission Comment: The original paragraphs were not designated. The Commission designated subsections (a) through (h).

In subsections (a)(1) and (a)(7), the Commission corrected the spelling of “management’s” and “occurred,” respectively. In subsection (e), the Commission corrected the spelling of “organization.” The Commission also corrected the spelling of “opportunities” in subsection (f)(3). The Commission inserted commas after the words “responsibilities” in subsection (a)(4), “develop” in subsection (c)(1), “maintenance” in subsection (a)(4), and “effectiveness” in subsection (e) pursuant to 1 CMC § 3806(g).

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Part 100 - Specific Policies, Procedures, Practices, and Guidelines

§ 10-20.1-101 Introduction

Parts 100 through 1700 consist of specific policies, procedures, practices, and guidelines governing specific functions and activities relative to position classification and compensation in the personnel service system.

Modified, 1 CMC § 3806(d).

History: Adopted 7 Com. Reg. 3726 (July 22, 1985); Proposed 7 Com. Reg. 3500 (Apr. 16, 1985).

Commission Comment: The Commission inserted a comma after the word “practices” pursuant to 1 CMC § 3806(g).

§ 10-20.1-105 Position

(a) **Definition.** A position means a specific employment, whether occupied or vacant, consisting of a group of current duties and responsibilities assigned by competent authority and requiring the full or part-time employment of one person. A position is the basic unit of an organization.

(b) **Position Establishment, Change, and Abolishment.** It is the responsibility of line management to determine staffing requirements and skills needed to accomplish assigned mission/activities and to organize duties into positions to establish and maintain a position structure which achieves optimum balance between economy, efficiency, skills utilization and employee challenge, motivation and development. It is, therefore, the responsibility of line management to initiate the establishment and abolishment of positions and to effectuate changes in the duties and responsibilities assigned to those positions. These actions are to be in conformance with proper budget and manpower controls and other requirements. The Personnel Officer may advise operating officials in these areas to ensure sound position management decisions in these areas and/or may refer cases, in which concerns relative to position and personnel management cannot be resolved satisfactorily, to appropriate authorities.

Modified, 1 CMC § 3806(g).

History: Adopted 7 Com. Reg. 3726 (July 22, 1985); Proposed 7 Com. Reg. 3500 (Apr. 16, 1985).

Commission Comment: In subsection (b), the Commission corrected the spelling of the words “conformance” and “personnel.” The Commission inserted a comma after the word “change” in subsection (b) pursuant to 1 CMC § 3806(g).

Part 200 - Position Description

§ 10-20.1-201 Definition

A position description means a formal official written statement by management documenting the assignment or rearrangement of the duties and responsibilities of a position.

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History: Adopted 7 Com. Reg. 3726 (July 22, 1985); Proposed 7 Com. Reg. 3500 (Apr. 16, 1985).

§ 10-20.1-205 Preparation of Position Descriptions

(a) The assignment of duties and responsibilities is always a management responsibility. Good management requires that assignments to employees be definitely established, clearly delineated and thoroughly understood, and that there be no conflicts or inconsistencies in assigned duties and responsibilities between positions.

(b) There shall be a description for every authorized position which shall document these management decisions. The description may be prepared by whomever management determines is best able to prepare it under the particular circumstances - the employee, the supervisor, a personnel specialist, or all three of these working together.

(c) Descriptions shall be prepared on the official position description form to be provided by the Personnel Office.

Modified, 1 CMC § 3806(f), (g).

History: Adopted 7 Com. Reg. 3726 (July 22, 1985); Proposed 7 Com. Reg. 3500 (Apr. 16, 1985).

Commission Comment: The original paragraphs were not designated. The Commission designated subsections (a) through (c).

In subsection (a), the Commission corrected the spelling of “assignment” and “responsibilities.”

§ 10-20.1-210 Standard of Adequacy and Content of Position Description

(a)(1) A position description is adequate if it states the significant duties and responsibilities and the organizational relationships of a position sufficiently, clearly and definitely

(i) To provide the information necessary for affected parties (incumbent, supervisor) to understand the scope and nature of the duties and responsibilities, and

(ii) For its proper classification by the Personnel Office (when supplemented by otherwise readily available and current information on the program or programs, organization, functions, and policies and procedures concerned).

(2) Decisions on the adequacy of a position description shall be made by the Personnel Office.

(b) A significant duty is any duty which:

(1) Occupies a significant portion of the work time;

(2) Serves to identify the nature of the work; and

(3) Serves as a basis for establishing the qualifications required in the work.

(c) An adequate description:

(1) Shows the approximate percentage of time spent on each major duty, and clearly defines the nature and extent of responsibilities and delegated authorities.

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- (2) Outlines and describes the two major types of organizational relationships: supervision received and supervision exercised.
 - (3) Shows the supervisory restrictions, instructions and guidance under which the employee operates, the kinds of problems or other matters to be referred to his/her supervisor, and the purpose and extent of the review of his/her work.
 - (4) Shows any significant types of actions or decisions for which the employee is responsible which are not subject to supervisory control.
 - (5) In addition, a statement of management's recommendations relative to qualifications required, including training, experience, knowledge, skill, abilities, and other requirements, is also to be a part of a position description.
- (d) The Personnel Officer shall give consideration to management's recommendations in this area, but shall not be bound by them in making classification, screening, or certification decisions.

Modified, 1 CMC § 3806(f), (g).

History: Adopted 7 Com. Reg. 3726 (July 22, 1985); Proposed 7 Com. Reg. 3500 (Apr. 16, 1985).

Commission Comment: The original paragraphs were not designated. The Commission designated subsections (a) through (d) and subsections (c)(1) through (c)(5).

In subsection (b)(2), the Commission corrected the spelling of "referred." The Commission inserted commas after the words "abilities" in subsection (c)(5) and "screening" in subsection (d) pursuant to 1 CMC § 3806(g).

§ 10-20.1-215 Currency of Position Descriptions

- (a) It is essential that position descriptions be kept current and that they accurately describe the major duties and responsibilities assigned and the organizational relationships involved. Management officials are responsible for ensuring that position descriptions are reviewed and revised, if necessary, under the following circumstances:
- (1) When the position becomes vacant. If changes in the duties and responsibilities of the position are desired, they should be made before filling the position. In some cases, a new employee can only learn to perform the work assigned the previous employee after extensive on-the-job training. Consequently, the existing position description may not reflect the work the new employee is expected to perform and a revised description should be prepared.
 - (2) When making organizational changes. Reorganization will frequently change the work assignments of employees. Position descriptions should be reviewed to identify these changes.
 - (3) When making major changes in work assignments. Adding new assignments to an employee's work, redistributing the work of several employees, or introducing new methods or equipment, are all situations in which position descriptions should be reviewed.
- (b) Additionally, each description should be reviewed by the supervisor and incumbent annually. Each department shall establish a schedule for such reviews (e.g., at the time of the employee's job performance review or for the department as a whole at a specified time). The results of the review and any necessary re-descriptions shall be submitted to the Personnel Officer.

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(c) The Personnel Officer may investigate the currency of any position description at any time and request that those no longer current be re-described.

(d) To insure annual supervisory reviews of employees' duties and responsibilities and position descriptions, the Personnel Officer may wish to implement the annual position survey procedure.

Modified, 1 CMC § 3806(f).

History: Adopted 7 Com. Reg. 3726 (July 22, 1985); Proposed 7 Com. Reg. 3500 (Apr. 16, 1985).

Commission Comment: The original paragraphs were not designated. The Commission designated subsections (a) through (d). The Commission inserted a comma after the word "employees" in subsection (a)(3) pursuant to 1 CMC § 3806(g).

§ 10-20.1-220 Re-description of Positions

(a) Significant changes of work on a continuing basis are to be re-described by management officials on a timely basis for classification review. Re-descriptions may also be required by the Personnel Officer in order to assure the correctness of existing classifications for the conduct of special studies.

(b) Significant changes of work may occur gradually through a process of abnormal growth or rapidly through drastic changes in program and organizational structure. However, it is improper to re-describe a position to show the assignment of work previously ascribed to another position for the purpose of evading promotion, transfer, or other procedures.

History: Adopted 7 Com. Reg. 3726 (July 22, 1985); Proposed 7 Com. Reg. 3500 (Apr. 16, 1985).

Commission Comment: The original paragraphs were not designated. The Commission designated subsections (a) and (b). The Commission inserted a comma after the word "transfer" in subsection (b) pursuant to 1 CMC § 3806(g).

§ 10-20.1-225 Certification

All affected parties (incumbent, supervisor, department head) shall certify to completeness and accuracy of position descriptions.

History: Adopted 7 Com. Reg. 3726 (July 22, 1985); Proposed 7 Com. Reg. 3500 (Apr. 16, 1985).

Part 300 - Class of Positions and Series of Classes

§ 10-20.1-301 Definitions

(a) A class means one position or a group of positions sufficiently similar in respect to their duties, responsibilities, and authority so that the same title may be used with clarity to designate each position allocated to the class, the same standard qualifications may be required of all incumbents, the same tests of fitness may be used to choose qualified employees, and the same

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schedule of compensation may be applied with equity under the same or substantially the same employment conditions, and sufficiently dissimilar from any position or any other group of positions to warrant exclusion from those groups of positions.

(b) A series of classes means classes closely related in occupational specialty, but differing in level of difficulty and responsibility and qualifications required (e.g., the three classes of Accountant I, Accountant II, and Accountant III make up a series).

Modified, 1 CMC § 3806(f), (g).

History: Adopted 7 Com. Reg. 3726 (July 22, 1985); Proposed 7 Com. Reg. 3500 (Apr. 16, 1985).

Commission Comment: The original paragraphs were not designated. The Commission designated subsections (a) and (b).

In subsection (a), the Commission corrected the spelling of “responsibilities.”

§ 10-20.1-305 Standards for Determining Classes and Series

(a) The grouping of positions which are sufficiently alike in their duties and responsibilities allows for group treatment in nomenclature, selection, pay, and other personnel processes. The fundamental consideration then in determining the degree of refinement of groupings is the effective, efficient and economical achievement of personnel management and other administrative purposes. The degree of refinement is determined on the basis of working advantages to gained and by considerations of principle and logic in the light of such other factors as:

- (1) Statutes, as they relate to such things as merit system coverage.
- (2) Rules and regulations and the character of practices governing
 - (i) Recruiting, screening, and appointment processes and
 - (ii) In-service transactions such as transfer, promotion, lay-off, and re-employment.
- (3) The degree of variation in the kinds of work assigned to a group under consideration.
- (4) Environmental conditions peculiar to certain kinds of positions.

(b) A series is distinguished by the following characteristics:

- (1) It represents a single occupation; and
- (2) Positions in the series require a body of basic qualifications common to all positions in the series and, in the aggregate, different from those required for all other series.

Modified, 1 CMC § 3806(f).

History: Adopted 7 Com. Reg. 3726 (July 22, 1985); Proposed 7 Com. Reg. 3500 (Apr. 16, 1985).

Commission Comment: The original paragraphs were not designated. The Commission designated subsections (a) and (b).

§ 10-20.1-310 Class and Series Titles

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The class title assigned to a position in accordance with the Position Classification Plan shall be the official title and will be used for all personnel, budgetary, and financial purposes. In addition, the official title should be used for all position organization charts.

History: Adopted 7 Com. Reg. 3726 (July 22, 1985); Proposed 7 Com. Reg. 3500 (Apr. 16, 1985).

Part 400 - Class Specification

§ 10-20.1-401 Definition

A class specification means an official Position Classification Plan document describing the general characteristics of the class, including the official class title, the duties and responsibilities of the class, examples of work or typical duties performed, and a statement of the qualifications required to perform the work of the class.

Modified, 1 CMC § 3806(f).

History: Adopted 7 Com. Reg. 3726 (July 22, 1985); Proposed 7 Com. Reg. 3500 (Apr. 16, 1985).

§ 10-20.1-405 Purpose

As an essential personnel management tool, a class specification must satisfy the following objectives:

- (a) To identify the kind and level of work sufficiently so that appropriate selection and compensation decisions can be made.
- (b) To identify the boundaries of the class to differentiate it from every other class in terms of general character or kind of work and in terms of difficulty and responsibility of work and qualifications.
- (c) To serve, consequently, as a guide for all concerned in the allocation of individual positions to classes.
- (d) To define the class title which has the meaning, and only that meaning, given to it by the class specification.
- (e) To serve as a convenient, currently maintained written record identifying the basic characteristics of the class for any purpose.
- (f) To permit the organization of classes into convenient and logical groupings.

History: Adopted 7 Com. Reg. 3726 (July 22, 1985); Proposed 7 Com. Reg. 3500 (Apr. 16, 1985).

§ 10-20.1-410 Content of Class Specifications

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The Personnel Service System Rules and Regulations [NMIAC, title 10, subchapter 20.2] make reference to class specifications including the official title, the duties and responsibilities, examples of work or typical duties performed, and a statement of qualifications required to perform the work. This enumeration expresses the basic content of class specifications.

History: Adopted 7 Com. Reg. 3726 (July 22, 1985); Proposed 7 Com. Reg. 3500 (Apr. 16, 1985).

Commission Comment: The Commission inserted a comma after the word “performed” pursuant to 1 CMC § 3806(g).

§ 10-20.1-415 Development of Class Specifications

In the development and revision of class specifications, operating agencies are to be consulted to gain information about the positions and the occupation under study, to secure their viewpoints on the establishment of classes and series of classes, and to secure their review of the comments concerning proposed classes and qualifications. Participation in these processes by line management not only makes for development of adequate class specifications, but will also result in their better use for management purposes. However, the decision to establish a class, its description in the class specification, and the qualification requirements established, remain the prerogative of the Personnel Officer with the approval of the Civil Service Commission.

History: Adopted 7 Com. Reg. 3726 (July 22, 1985); Proposed 7 Com. Reg. 3500 (Apr. 16, 1985).

Commission Comment: The Commission inserted a comma after the word “specification” pursuant to 1 CMC § 3806(g).

§ 10-20.1-420 Form of Class Specifications

The Personnel Officer shall determine the appropriate form of class specifications, which may vary depending on the number of positions involved, the complexity of the information contained, and other pertinent factors.

History: Adopted 7 Com. Reg. 3726 (July 22, 1985); Proposed 7 Com. Reg. 3500 (Apr. 16, 1985).

Commission Comment: The Commission inserted a comma after the word “contained” pursuant to 1 CMC § 3806(g).

§ 10-20.1-425 Interpretation of Class Specifications

(a) Each class specification must be interpreted in its entirety and in its proper relation to other specifications. Particular phrases or examples of work should not be treated as the full definition of a class nor should the absence of some item be highlighted to the exclusion of the rest of the text.

(b) Class specifications are not intended to and do not create a rigid system of classes which cannot be changed, and to which positions and assignments of work to employees must at all times conform. Consequently, they do not limit or prescribe the kinds of positions that may be

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created from time to time, or fix, control, or prescribe the duties that may be assigned to particular employees by management officials.

(c) The Personnel Officer shall consider the opinion of management officials in determining whether a particular class reflects the work of any position, but shall make the final decision on such matters.

History: Adopted 7 Com. Reg. 3726 (July 22, 1985); Proposed 7 Com. Reg. 3500 (Apr. 16, 1985).

Commission Comment: The original paragraphs were not designated. The Commission designated subsections (a) through (c). The Commission inserted a comma after the word “control” in subsection (b) pursuant to 1 CMC § 3806(g).

Part 500 - Position Classification Plan

§ 10-20.1-501 Definition

Position classification plan means the arrangement of classes in a logical and systematic order reflecting all of the kinds and levels of work utilized in the Personnel Service System.

Modified, 1 CMC § 3806(f).

History: Adopted 7 Com. Reg. 3726 (July 22, 1985); Proposed 7 Com. Reg. 3500 (Apr. 16, 1985).

§ 10-20.1-505 Content

The Position Classification Plan consists of all of the classes in the Personnel Service System, the established class specifications reflecting those classes, and an organized and systematic listing of those classes reflecting their official titles.

History: Adopted 7 Com. Reg. 3726 (July 22, 1985); Proposed 7 Com. Reg. 3500 (Apr. 16, 1985).

§ 10-20.1-510 Purpose

(a) The primary purpose of the position classification plan is to establish a meaningful and objective system of obtaining and documenting information on the content of jobs and of organizing that information into a logical and useful system which can be used as the basis for other personnel and administrative functions.

(b) Each class and class specification provides specific information on similar positions which enables actions on positions in that class to be carried out consistently and objectively. Of special significance are like pay level assignments and qualification requirements for all positions in the class.

(c) The systematic arrangement of those classes, in a manner which reflects a logical pattern of relationships, further contributes, to rational pay relationships and orderly personnel and administrative processes.

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(d) Consequently, the plan as a whole and in terms of its component parts, serves the following purposes:

- (1) It reflects the official occupational terminology used in the Personnel Service System.
- (2) It identifies and reflects the key duties of each class of positions.
- (3) It establishes the qualification requirements necessary for each class or category of work, facilitates recruitment and provides a uniform basis for screening and selection decisions based on job-related criteria.
- (4) It ensures that all positions in a class will be compensated at the same base pay level.
- (5) It establishes a scheme or systematic, organized framework of classes of positions, exhibiting a logical pattern of relationships, to facilitate pay level assignments and the establishment of a compensation plan which reflects meaningful internal relationships based on job-related considerations.
- (6) It aids in other personnel and administrative activities such as clarifying promotion and transfer opportunities and processes; developing training programs; planning, clarifying and improving organizational structure; fostering good employee/ employer relations through uniform objective treatment of positions and their incumbents; compiling meaningful personnel statistics; and in general, tends to systematize and facilitate the determination and execution of many types of personnel policies and specific personnel or pay transactions.

Modified, 1 CMC § 3806(f), (g).

History: Adopted 7 Com. Reg. 3726 (July 22, 1985); Proposed 7 Com. Reg. 3500 (Apr. 16, 1985).

Commission Comment: The original paragraphs were not designated. The Commission designated subsections (a) through (d).

In subsection (c), the Commission corrected the spelling of “relationships.”

§ 10-20.1-515 Arrangement of Classes

Classes shall be arranged, in the Position Classification Plan, in a logical manner which is consistent with the needs of the compensation plan so that the comparison of related classes of work is facilitated and, to the extent possible, lines of promotion, career ladders, etc., are clarified.

Modified, 1 CMC § 3806(f).

History: Adopted 7 Com. Reg. 3726 (July 22, 1985); Proposed 7 Com. Reg. 3500 (Apr. 16, 1985).

Part 600 - Allocation and Reallocation of Positions

§ 10-20.1-601 Definition

(a) Allocation means the assignment of a position to its appropriate class on the basis of analysis of the duties and responsibilities of the position.

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(b) Reallocation means the reassignment of a specific position or group of positions from one class to another on the basis of analysis and the identification of new or different tasks or for other appropriate reasons.

History: Adopted 7 Com. Reg. 3726 (July 22, 1985); Proposed 7 Com. Reg. 3500 (Apr. 16, 1985).

Commission Comment: The original paragraphs were not designated. The Commission designated subsections (a) and (b).

§ 10-20.1-605 Basis for Action

The allocation and reallocation of positions shall be based on the duties and responsibilities delegated as certified by competent authority in current position descriptions. There shall be a systematic and critical examination of job-content facts and their interpretation in terms of applicable criteria, factors or job elements and pertinent class specifications.

History: Adopted 7 Com. Reg. 3726 (July 22, 1985); Proposed 7 Com. Reg. 3500 (Apr. 16, 1985).

§ 10-20.1-610 Effective Date

The effective date for an initial allocation or reallocation of a position shall be the first pay period following approval of such action by the Personnel Officer. Exceptions to this rule made by the Personnel Officer only for such reasons as will expedite public business and not result in an inequitable situation.

History: Adopted 7 Com. Reg. 3726 (July 22, 1985); Proposed 7 Com. Reg. 3500 (Apr. 16, 1985).

Part 700 - Compensation Plan

§ 10-20.1-701 Definition

Compensation plan means an arrangement of classes reflecting all of the kinds and levels of work utilized in the Personnel Service System and indicating the pay levels of the base salary schedule to which each class is assigned.

Modified, 1 CMC § 3806(f).

History: Adopted 7 Com. Reg. 3726 (July 22, 1985); Proposed 7 Com. Reg. 3500 (Apr. 16, 1985).

§ 10-20.1-705 Basic Compensation Policy

The basic policy of the Commonwealth government is to ensure that classes of positions in terms of difficulty, complexity, responsibility, and authority are assigned to the same pay level, that classes of positions performing work which are of a higher level of difficulty, complexity, responsibility, and authority are assigned to higher pay level; and that the relative difference between pay levels of classes reflects the relative differences in difficulty, complexity, responsibility, and authority.

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Modified, 1 CMC § 3806(f), (g).

History: Adopted 7 Com. Reg. 3726 (July 22, 1985); Proposed 7 Com. Reg. 3500 (Apr. 16, 1985).

Commission Comment: The Commission corrected the spelling of “performing.” The Commission inserted a comma after the word “responsibility” pursuant to 1 CMC § 3806(g).

§ 10-20.1-710 Purpose of the Compensation Plan

The compensation plan promulgates and displays, in a meaningful fashion, the pay level decision made on all classes of work in the personnel service system. It therefore serves as an authorizing reference for pay level decisions on individual positions, a reference in the preparation of budgets for personnel services, and as the authoritative reference for identifying existing pay level assignments and relationships in order to determine the appropriate pay level assignments of new classes.

Modified, 1 CMC § 3806(f).

History: Adopted 7 Com. Reg. 3726 (July 22, 1985); Proposed 7 Com. Reg. 3500 (Apr. 16, 1985).

§ 10-20.1-715 Evaluation Criteria

The Personnel Officer shall assign all classes in the Position Classification Plan to appropriate pay levels in the base salary schedule in accordance with the following:

- (a) Kind and level of work;
- (b) Degree of difficulty and responsibility;
- (c) Kind, quality, and level of qualification requirements;
- (d) Relationship to other classes in its occupational group, and relationship of its occupation groups; and
- (e) Long-range recruitment market experience.

Modified, 1 CMC § 3806(f), (g).

History: Adopted 7 Com. Reg. 3726 (July 22, 1985); Proposed 7 Com. Reg. 3500 (Apr. 16, 1985).

Commission Comment: In the opening paragraph, the Commission corrected the spelling of “schedule.”

§ 10-20.1-720 Guidelines for the Arrangement of Classes

In order to facilitate the evaluation of classes based on the criteria set forth above, classes will be arranged in such a manner that

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- (a) Relationships in terms of level of work within a particular work specialty are clearly identified;
- (b) Relationships with other classes, closely related in terms of kind of work, are indicated; and
- (c) Comparisons with such classes are facilitated.

Modified, 1 CMC § 3806(f).

History: Adopted 7 Com. Reg. 3726 (July 22, 1985); Proposed 7 Com. Reg. 3500 (Apr. 16, 1985).

§ 10-20.1-725 Methodology for the Evaluation of Classes

The evaluation of each class shall include comparisons, as appropriate, with the categories of classes below:

- (a) Higher and lower classes in the same work specialty;
- (b) Classes in other work specialties to which the supervisor's position is allocated;
- (c) A class, in another work specialty, to which the supervisor's position is allocated;
- (d) Classes reflecting similar levels of difficulty, competence and responsibility in closely related work specialties.

History: Adopted 7 Com. Reg. 3726 (July 22, 1985); Proposed 7 Com. Reg. 3500 (Apr. 16, 1985).

Part 800 - Reallocation Procedures

§ 10-20.1-801 Reallocation Request

- (a) After receiving verbal or written request for reallocation, check submitted documents for completeness. Each request must be accompanied by the following:
 - (1) Current position description (PD).
 - (2) Updated employment application (completed by the incumbent).
 - (3) Functional/organizational charts.
- (b) Should any of these materials be missing, follow-up either by phone or by returning a form acknowledging receipt of request and requesting for submission of missing materials.

Modified, 1 CMC § 3806(f), (g).

History: Adopted 7 Com. Reg. 3726 (July 22, 1985); Proposed 7 Com. Reg. 3500 (Apr. 16, 1985).

Commission Comment: The original paragraphs were not designated. The Commission designated subsections (a) and (b).

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In subsection (b), the Commission changed “receipt or request” to “receipt of request” to correct a manifest error.

§ 10-20.1-805 Before the Interview

The following must be taken before then interview:

- (a) Review position description.
- (b) Compare duties and responsibilities of incumbent’s position with that of other classes of position within existing classification plan.
- (c) Prepare questions that would help determine proper allocation of position.
- (d) Review incumbent’s personnel files. Question any discrepancies between personnel actions and job application.
- (e) Make appointment for a desk audit.

Modified, 1 CMC § 3806(g).

History: Adopted 7 Com. Reg. 3726 (July 22, 1985); Proposed 7 Com. Reg. 3500 (Apr. 16, 1985).

Commission Comment: The opening line of this section is left as written in the original. See 7 Com. Reg. at 3518. It should probably read: “The following steps must be taken before the interview.”

In subsection (b), the Commission corrected the spelling of “responsibilities.”

§ 10-20.1-810 Interview

During the interview, the interviewer must:

- (a) Ask questions that would enable the incumbent to elaborate on duties and responsibilities; yes or no type of questions may tend to lead the incumbent to answer the way he/she is expected.
- (b) Interviewer should allow for incumbent to do most of the talking.
- (c) Interview itself, should not take more than an hour.
- (d) On the other hand, it should not be rushed.
- (e) Major duties and responsibilities should be differentiated from minor ones.
- (f) Ask for samples of incumbent’s work (reports written by incumbent, etc.).
- (g) Before leaving, request that you return, should you have any future questions.

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(h) Question incumbent's work supervisor about duties and responsibilities of the incumbent's position.

Modified, 1 CMC § 3806(g).

History: Adopted 7 Com. Reg. 3726 (July 22, 1985); Proposed 7 Com. Reg. 3500 (Apr. 16, 1985).

Commission Comment: In subsection (a), the Commission corrected the spelling of the words "questions," "incumbent," and "responsibilities." In subsection (h), the Commission corrected the spelling of "supervisor."

§ 10-20.1-815 After the Interview

After the interview, the classifier should:

- (a) Determine proper classification.
- (b) Prepare reports of findings.
- (c) Evaluate incumbent's application to determine if incumbent meets qualification requirements of position (to which he/she is to be reallocated to).
- (d) Prepare memorandum of findings to requesting department.

History: Adopted 7 Com. Reg. 3726 (July 22, 1985); Proposed 7 Com. Reg. 3500 (Apr. 16, 1985).

Part 900 - Guidelines for the Position Audit

§ 10-20.1-901 The Position Audit

Position audits, sometimes called desk audits, are conducted upon the initiative of the Personnel Officer or upon the request of a department. Generally, position audits fall into three categories. They are:

- (a) **Intra-departmental Audits:** This involves rechecking every position in a department or single unit, such as a bureau, periodically to discover what changes have occurred in an organization or assignment that affects the classification plan. A continuing program includes making this type of audit periodically in each department.
- (b) **Inter-departmental Audits:** This consists of re-checking all positions in a particular class or series of classes across departmental lines, again to insure proper classification.
- (c) **New Position or Changed Position Audits:** In addition to audits undertaken according to long range plans and those on the initiative of the Personnel Officer, departments are required to submit a description of job duties whenever a new position is proposed, or whatever there is to be a significant change in the duties and responsibilities of an existing position. Often, this type of audit occurs as a result of budget requests, or to make certain that the agency is using their budget properly.

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Modified, 1 CMC § 3806(b), (f), (g).

History: Adopted 7 Com. Reg. 3726 (July 22, 1985); Proposed 7 Com. Reg. 3500 (Apr. 16, 1985).

Commission Comment: This section originally appeared after § 10-20.1-910. See 7 Com. Reg. at 3520. The Commission moved it to the beginning of part 900 because it improves the overall flow of the part.

In the opening sentence of this section, the Commission corrected the spelling of “initiative.” In subsection (c), the Commission changed “department are” to “departments are” to correct a manifest error and corrected the spelling of “responsibilities.”

§ 10-20.1-905 Prior to Desk Audit

The classifier is expected to follow through on the following data prior to a desk audit:

- (a) Is job hash-marked (#) or red-circled? If so, to what and why?
- (b) Is there an old position description (PD) on the job? On a comparable job? Have you read it?
- (c) Do you have the class specifications and have you read and understood them?
- (d) Is there a current up-to-date organizational chart which includes the employee’s job? If so, have you reviewed it?
- (e) Have you checked the employee’s supervisor’s job? (Through a PD in the files.)
- (f) If the employee has subordinates, have you checked to see if there are PDs on them?
- (g) Have you obtained clearance to conduct the audit?

Modified, 1 CMC § 3806(b), (f), (g).

History: Adopted 7 Com. Reg. 3726 (July 22, 1985); Proposed 7 Com. Reg. 3500 (Apr. 16, 1985).

Commission Comment: This section originally appeared at the beginning of Part 900. See 7 Com. Reg. at 3519. The Commission moved it so that it followed § 10-20.1-901 because it improves the overall flow of the part.

In subsection (e), the Commission corrected the spelling of “employee’s.”

In subsection (f), the Commission changed “PD’s” to “PDs” to correct a manifest error.

§ 10-20.1-910 During the Desk Audit

When doing the audit:

- (a) Determine the employee’s line of communications with the supervisors and subordinates.

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- (b) Find out how the employee's job function fits into the audit in which the employee works.
- (c) How does the employee receive his work and in what form?
- (d) What does the employee do with the work assignment?
- (e) Who gets the finished product?
- (f) How much independence does the employee have? (Without having to rely on other employees to draw a final conclusion regarding the employee's work assignment.)
- (g) Obtain samples of the employee's work.
- (h) If the employee's job is supervisory in nature, obtain the following information:
 - (1) The type of supervision exercised;
 - (2) The final responsibility for the work supervised; and
 - (3) Kind of employees supervised.

Modified, 1 CMC § 3806(b), (g).

History: Adopted 7 Com. Reg. 3726 (July 22, 1985); Proposed 7 Com. Reg. 3500 (Apr. 16, 1985).

Commission Comment: This section originally appeared before § 10-20.1-901. See 7 Com. Reg. at 3520. The Commission moved it to the end of part 900 because it improves the overall flow of the part. The Commission also designated this provision as a separate section.

In subsection (a), the Commission corrected the spelling of "employee's."

In subsection (g), the Commission changed "employees" to "employee's" to correct a manifest error.

Part 1000 - Steps in Position Analysis

§ 10-20.1-1001 Step One

The first step in position analysis under any situation is to organize the factual information that has been obtained about the position.

- (a) Determine major and minor duties and responsibilities and the organizational relationships surrounding the position.
- (b) Attempt to determine, tentatively, those duties which are significant to the classification.
- (c) Generally in this position, duties and responsibilities are grouped on the bases of those consuming the major portion of the working time.
- (d) Other significant duties which are essential to the performance of the job, but not consuming to a large portion of the time, are noted for study.

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Modified, 1 CMC § 3806(g).

History: Adopted 7 Com. Reg. 3726 (July 22, 1985); Proposed 7 Com. Reg. 3500 (Apr. 16, 1985).

Commission Comment: The original part 1000 was not designated into sections. See 7 Com. Reg. at 3521. The Commission designated sections 10-20.1-1001 through 10-20.1-1020 and created the section titles.

In subsection (b), the Commission corrected the spelling of “classification.”

§ 10-20.1-1005 Step Two

The second step is to determine the series to which the position belongs on the basis of the kind of work involved in the position.

History: Adopted 7 Com. Reg. 3726 (July 22, 1985); Proposed 7 Com. Reg. 3500 (Apr. 16, 1985).

Commission Comment: The original part 1000 was not designated into sections. See 7 Com. Reg. at 3521. The Commission designated sections 10-20.1-1001 through 10-20.1-1020 and created the section titles.

§ 10-20.1-1010 Step Three

Third, the personnel specialist determines, from the class specifications, the distinguishing characteristics between classes in the series, which become the differences between levels. These specifications should be read and understood in their entirety and understood in relation to other specifications.

History: Adopted 7 Com. Reg. 3726 (July 22, 1985); Proposed 7 Com. Reg. 3500 (Apr. 16, 1985).

Commission Comment: The original part 1000 was not designated into sections. See 7 Com. Reg. at 3521. The Commission designated sections 10-20.1-1001 through 10-20.1-1020 and created the section titles.

§ 10-20.1-1015 Step Four

Next, the specialist carefully checks all the information to determine whether all the information pertinent to the classification are present. If they are not, the specialist takes the necessary steps to obtain them.

History: Adopted 7 Com. Reg. 3726 (July 22, 1985); Proposed 7 Com. Reg. 3500 (Apr. 16, 1985).

Commission Comment: The original part 1000 was not designated into sections. See 7 Com. Reg. at 3521. The Commission designated sections 10-20.1-1001 through 10-20.1-1020 and created the section titles.

§ 10-20.1-1020 Step Five

Finally, the specialist re-examines the facts to determine whether the position under review has any information which is or is not contained in the specification. The significance of any variations must be analyzed to determine whether the position is placed into an existing class or the establishment of a new class.

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History: Adopted 7 Com. Reg. 3726 (July 22, 1985); Proposed 7 Com. Reg. 3500 (Apr. 16, 1985).

Commission Comment: The original part 1000 was not designated into sections. See 7 Com. Reg. at 3521. The Commission designated sections 10-20.1-1001 through 10-20.1-1020 and created the section titles.

Part 1100 - Developmental Guide

§ 10-20.1-1101 Applicability

Guide for placement of employees into “developmental” or training classes and pay levels for all professional and target positions - classes PL-20 and above unless specifically excluded.

History: Adopted 7 Com. Reg. 3726 (July 22, 1985); Proposed 7 Com. Reg. 3500 (Apr. 16, 1985).

Commission Comment: This provision was a forward to the original Part 1100. See 7 Com. Reg. at 3522. The Commission designated it § 10-20.1-1101 and created the section title.

§ 10-20.1-1105 Developmental Guide

The purpose of this is to insure uniform and equitable classification and compensation treatment for employees who are selected for classes of positions for which they fail to meet the qualification requirements of the target pay levels. This guide makes it possible for these employees to undergo on-the-job training for career development and placement in their areas of specialties in appropriate classes and at target pay levels.

History: Adopted 7 Com. Reg. 3726 (July 22, 1985); Proposed 7 Com. Reg. 3500 (Apr. 16, 1985).

§ 10-20.1-1110 Introduction

This guide is essential at this stage of development of the employees, who with the proper placement and on-the-job training, will be developed to a level of proficiency to qualify for movement to the target classes and pay levels.

History: Adopted 7 Com. Reg. 3726 (July 22, 1985); Proposed 7 Com. Reg. 3500 (Apr. 16, 1985).

§ 10-20.1-1115 Guide Application

(a) For appointment and placement purposes, each employee’s present qualifications will be assessed against the qualification requirements of an existing target class and pay level, and where it is found that the employee’s qualifications fail to equate to the minimum requirements of the class, the employee or applicant may be appointed or placed in a “developmental” class or pay level where the employee may eventually progress to the target pay level of the class within a reasonable time period of not more than 2 years.

(b) NOTE: This guide will be applicable only when there are no qualified applicants to fill an advertised position.

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(c) The professional staff physicians, medical, dental officers, and all professional legal classes are exempted from this guide.

(d) Where related experience is used to qualify an employee, this qualifying experience may not be used to waive a specific requirement for specialized training if required by the class specification.

Modified, 1 CMC § 3806(f), (g).

History: Adopted 7 Com. Reg. 3726 (July 22, 1985); Proposed 7 Com. Reg. 3500 (Apr. 16, 1985).

Commission Comment: The original paragraphs were not designated. The Commission designated subsections (a) through (d).

In subsection (a), the Commission corrected the spelling of the words “progress” and “reasonable.”

Part 1200 - Guide for Describing the Assigned Duties and Responsibilities of a Position

§ 10-20.1-1201 Position Description; General

(a) A position description is an official, written narrative of the major duties, responsibilities, and organizational relationships of a position. The information it provides is of prime importance in determining the class to which the position will be allocated, which in turn determines the qualification requirements and pay range assignment. A position description must therefore be current, accurate and sufficiently complete for classification purposes; i.e., it must be an accurate accounting of the actual duties and responsibilities of the position, consistent with the approved functions and organization of the program, and in sufficient detail and clarity for determining proper classification.

(b) A position description should be thoughtfully prepared and be written in a format and style which aid understanding. Abbreviations, form numbers, special terms and ambiguous terms (e.g., “assist,” “prepare,” “handle,” “review,” “research,” “supervise,” etc.) should not be used unless explained in the narrative.

(c) The outline in this part should be used as a guide in preparing a position description.

Modified, 1 CMC § 3806(d), (g).

History: Adopted 7 Com. Reg. 3726 (July 22, 1985); Proposed 7 Com. Reg. 3500 (Apr. 16, 1985).

Commission Comment: This provision was a forward to the original part 1200. See 7 Com. Reg. at 3522-23. The Commission designated it § 10-20.1-1201 and created the section title. The original paragraphs were not designated. The Commission designated subsections (a) through (c).

In subsection (a), the Commission corrected the spelling of “determining.” The Commission inserted a comma after the word “responsibilities” in subsection (a) pursuant to 1 CMC § 3806(g).

§ 10-20.1-1205 Introduction

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Describe in a few short sentences the organizational location of the position, the functions of the organization, and the purpose and primary function of the position.

History: Adopted 7 Com. Reg. 3726 (July 22, 1985); Proposed 7 Com. Reg. 3500 (Apr. 16, 1985).

§ 10-20.1-1210 Major Duties and Responsibilities

- (a) Describe each major duty and responsibility in a separate paragraph.
 - (1) A major duty or responsibility is one which
 - (i) Is a key indicator of the nature of work;
 - (ii) Substantiates the need for a specific essential qualification; and
 - (iii) Requires a significant portion (at least 5%) of the work time.
 - (2) The order of paragraphs should facilitate an understanding of the position and therefore may be arranged in descending order of importance, the order of work sequence or any other manner which will achieve that end.
- (b) The work should be described as concisely as possible, but of greater importance is the need for clarity of content by inclusion of sufficient, relevant detail, using examples if necessary, and appropriate choice of words in describing what and how work is performed.
- (c) The statements of the duties and responsibilities should contain or be supplemented by information in the following areas:
 - (1) A description of the guidelines used or instructions received, and the authority to make decisions, commitments or recommendations; and
 - (2) A description of the originality required, and the purpose and nature of the interpersonal work relationships if they exceed the typical work situation and/or are unusually demanding. (List the major tools and/or equipment used in the work on the position description form.)
- (d) In describing supervisory functions (e.g., planning organizing, assigning and directing work, evaluating performance, etc.), indicate how they are performed. (Identify subordinate positions by incumbent's name, position number and class title on the position description form.)
- (e) The approximate percentage of time spent in carrying out each major duty and responsibility must be posted in the right-hand margin alongside each paragraph. The total should not exceed 100%.
- (f) Describe any unique or special features of the physical environment and their effect on the work, including the use or application of equipment, tools, procedures, regulations, and so forth.

Modified, 1 CMC § 3806(f), (g).

History: Adopted 7 Com. Reg. 3726 (July 22, 1985); Proposed 7 Com. Reg. 3500 (Apr. 16, 1985).

Commission Comment: The original paragraphs were not designated. The Commission designated subsections (a) through (f) and subsections (a)(1) and (2).

In subsection (a), the Commission corrected the spelling of "responsibility."

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§ 10-20.1-1215 Control Over the Position

Describe the guidance and instruction received from the supervisor, and the kind of problems on which the supervisor's assistance is required or requested. Also, describe the extent of the supervisor's review of work. (Identify the supervisor of the position by name, position number, and class title on the position description form.)

Modified, 1 CMC § 3806(f).

History: Adopted 7 Com. Reg. 3726 (July 22, 1985); Proposed 7 Com. Reg. 3500 (Apr. 16, 1985).

§ 10-20.1-1220 Qualification Requirements of the Work

Specify the knowledge, skills, and responsibilities recommended as necessary to perform the work of the position, including the need for specific agility or dexterity or any other special physical abilities. (Indicate the education, training, and experience believed normally associated with acquiring the required knowledge, skills, and abilities and any legally required license, certificate, or permit needed to perform the work of the position.)

History: Adopted 7 Com. Reg. 3726 (July 22, 1985); Proposed 7 Com. Reg. 3500 (Apr. 16, 1985).

Commission Comment: The Commission inserted commas after the words "skills," "training," and "certificate" pursuant to 1 CMC § 3806(g).

Part 1300 - Guidelines for Designating Work to Be Professional

§ 10-20.1-1301 Basic Definition

(a) The "professional" group is composed of occupations concerned with the theoretical aspects and their practical applications of such fields of endeavor as engineering, mathematics, physical sciences, social sciences, medicine and health, education, library science, law, the arts, and certain administrative specialties (e.g., accounting, personnel management).

(b) Occupations in the professional group require substantial educational preparation at the university or college level or experience which provided an equivalent theoretical grounding.

History: Adopted 7 Com. Reg. 3726 (July 22, 1985); Proposed 7 Com. Reg. 3500 (Apr. 16, 1985).

Commission Comment: The original paragraphs were not designated. The Commission designated subsections (a) and (b).

§ 10-20.1-1305 General Work Characteristics

Determination of whether a job is professional may be facilitated by verification of the following characteristics in the work:

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- (a) It is predominantly intellectual and varied in character (as opposed to more routinized mental, or manual or mechanical activities);
- (b) It involves the consistent exercise of discretion and judgment in its performance;
- (c) It is of such a character that the output produced or the result accomplished cannot be fully standardized in relation to a given period of time; and
- (d) It requires knowledge of an advanced type in a field of study customarily acquired by a prolonged course of specialized intellectual instruction and study in an institution of higher learning (as distinguished from general academic education or from an apprenticeship or specific training in the performance of concrete or routine mental or physical processes).

History: Adopted 7 Com. Reg. 3726 (July 22, 1985); Proposed 7 Com. Reg. 3500 (Apr. 16, 1985).

§ 10-20.1-1310 Worker Functions and Traits

A “professional” job is further characterized by a requirement for the following worker functions and traits:

- (a) Worker Functions (what workers do, and the level of its complexity, in relations to data and other people).
 - (1) Data. (Information, knowledge, and conceptions, related to data, people, or things, resulting from observation, investigation, interpretation, visualization, and mental creation. Data are intangible and include numbers, words, symbols, ideas, concepts and oral verbalizations). Specific professional functions, in relation to data, include:
 - (i) Synthesization: Integration of analysis of data to discover facts and/or develop knowledge, concepts or interpretations.
 - (ii) Coordination: Determination of time, place, and sequence of operations or action to be taken on the basis of analysis of data, and execution of determinations and/ or reporting on events.
 - (iii) Analysis: Examination and evaluation of data, and frequent presentation of alternative actions in relation to the evaluation.
 - (2) People (relationships with other human beings). Specific professional, activities, in relation to people, include:
 - (i) Mentoring: Dealing with individuals in terms of their total personality in order to advise, counsel and/or guide them with regard to problems that may be resolved by legal, scientific, clinical, spiritual, and/or other professional principles.
 - (ii) Negotiation: Exchange of ideas, information, and opinions with others to formulate policies and programs and/or to arrive jointly at decisions, conclusions, or solutions.
 - (iii) Instructing: Teaching professional subject matter to others, through explanation, demonstration, and supervised practice.
- (b) Worker Traits (Characteristics and abilities required of a worker for average, successful job performance).

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- (1) Professional work involves a high level of intelligence, and a high degree of verbal aptitude or numerical aptitude. A professional job requires reasoning development as specified in level 1 or 2 below and abilities at one or more of the specified levels in mathematical or language development.
- (2) Reasoning Development, with two component levels:
 - (i) Level 1 -- Apply principles of logical or scientific thinking to a wide range of intellectual and practical problems; deal with non-verbal symbolism (formulas, scientific operations, graphs, musical notes, etc.) in its most difficult phases; deal with a variety of abstract and concrete classes of concepts.
 - (ii) Level 2 -- Apply principles of logical or scientific thinking to define problems, establish facts, and draw valid conclusions; interpret an extensive variety of technical instructions in books, manuals, and mathematical or diagrammatic form; and deal with several abstract and concrete variables.
- (3) Mathematical Development, with two relevant components levels.
 - (i) Level 1
 - (A) Advanced Calculus: Work with limits, continuity, real number systems, mean value theorems, implicit function theorems.
 - (B) Modern Algebra: Apply fundamental concepts of theories of groups, rings, and fields. Work with differential equations, linear algebra infinite series, advanced operational methods, functions of real and complex variables.
 - (C) Statistics: Work with mathematical statistics, mathematical probability and applications, experimental design, statistical inference, econometrics.
 - (ii) Level 2
 - (A) Algebra: Work with exponents and logarithms, linear equations, quadratic equations, mathematical induction, and binomial theorems permutations.
 - (B) Calculus: Apply concepts of analytic geometry, differentiations, and integration of algebraic functions with applications.
 - (C) Statistics: Apply mathematical operations to frequency distributions, reliability and validity of tests, normal curves, analysis of variance, correlation techniques, chi-squares application and sampling theory, factors analysis.
- (4) Language Development, with one component level.
 - (i) Reading: Read literature, scientific and technical journals, abstracts, financial reports, and legal documents.
 - (ii) Writing: Write editorials, journals, speeches, manuals, and critiques.
 - (iii) Speaking: Conversant in the theory, principles and methods of effective and persuasive speaking, voice and diction, phonetics and discussion and debate.

Modified, 1 CMC § 3806(g).

History: Adopted 7 Com. Reg. 3726 (July 22, 1985); Proposed 7 Com. Reg. 3500 (Apr. 16, 1985).

Commission Comment: In subsection (b)(3)(i)(B), the Commission corrected the spelling of “functions.” The Commission inserted commas after the words “spiritual” in subsection (a)(2)(i), “information” and “conclusions” in subsection (a)(2)(ii), “rings” in subsection (b)(3)(i)(B), “induction” in subsection (b)(3)(ii)(A), “differentiations” in subsection (b)(3)(ii)(B), and “reports” in subsection (b)(4)(i) pursuant to 1 CMC § 3806(g).

Part 1400 - Guidelines for Designating Work to Be Technical

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§ 10-20.1-1401 Basic Definition

(a) The “technical” group is composed of occupations which are concerned with the practical, mechanical, and/or support aspects of such fields of endeavor as engineering, mathematics, physical sciences, social sciences, medicine and health, education, library science, the arts, and certain administrative specialties (e.g., bookkeeping).

(b) Occupations in the technical group require high school or post high school education (but less than* the baccalaureate level) or experience which provided an equivalent, specialized, grounding.

* So in original.

History: Adopted 7 Com. Reg. 3726 (July 22, 1985); Proposed 7 Com. Reg. 3500 (Apr. 16, 1985).

Commission Comment: The original paragraphs were not designated. The Commission designated subsections (a) and (b).

§ 10-20.1-1405 General Work Characteristics

Technical work exists on a continuum with professional work. In some cases, the continuum continues into clerical or blue collar work. Technical work is distinguished from these other kinds of work by the following characteristics:

(a) It involves recurring mental activities (as opposed to varied intellectual or manual and mechanical activities);

(b) It involves the exercise of discretion and judgment on an irregular basis which is constrained by predetermined and controlling professional considerations;

(c) It is of such a character that the output produced or the results accomplished can usually be standardized in relation to a given period of time; and

(d) It requires knowledge of semi-advanced type in a field of study customarily acquired by a post-high school course of study of methods and techniques.

Modified, 1 CMC § 3806(f).

History: Adopted 7 Com. Reg. 3726 (July 22, 1985); Proposed 7 Com. Reg. 3500 (Apr. 16, 1985).

§ 10-20.1-1410 Worker Functions and Traits

A “technical” job is further characterized by a requirement for the following worker functions and traits:

(a) Worker Functions (what workers do, and the level of its complexity, in relation to data, other people, and things).

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(1) Data (information, knowledge, and conceptions, related to data, people, or things, resulting from observation, investigation, interpretation, visualization, and mental creation. Data are intangible and include numbers, words, symbols, ideas, concepts, and oral verbalizations). Specific technical functions, in relation to data, include:

(i) Compilation: Gathering, collation, or classification of data. Reporting on and/or carrying out prescribed action in relation to the information is frequently involved. Does not include copying.

(ii) Computation: Performance of arithmetic operations and reporting and/or carrying out a prescribed action in relation to them. Does not include counting.

(2) People (relationships with other human beings). Specific technical activities, in relation to people, may include:

(i) Instruction: Teaching subject matter to others, through explanation, demonstration, and supervised practice; or making recommendations on the basis of technical disciplines.

(ii) Supervision: Determining or interpreting work procedures for a group of workers, assigning specific duties to them, maintaining harmonious relations among them, and promoting efficiency.

(iii) Persuasion: Influencing others in favor of a product to convey or exchange information. Includes giving assignments and/or directions to helpers or assistants.

(3) Things (relationship with inanimate objects, e.g., substances or materials, machines, equipment and products. A “thing” is tangible and has shape, form, and other physical characteristics). Specific technical activities, in relation to things, include:

(i) Setting-up: Adjusting machines or equipment by replacing or altering tools, jigs, fixtures, and attachments to prepare them to perform their functions, change their performance, or restore their proper functioning if they break down.

(ii) Precision Working: Using body members and/or tools or work aids to work, move, guide, or place objects or materials in situations where ultimate responsibility for the attainment of standards occurs and selection of appropriate tools, objects, or materials, and the adjustment of the tool to the task require exercise of considerable judgment.

(iii) Operating - Controlling: Starting, stopping, controlling and adjusting the progress of a machine or materials as the work progresses.

(b) Worker Traits (characteristics and abilities required of a worker for average, successful, job performance). A “technical” job requires average or better than average intelligence and average or better than average verbal, numerical, and/or spatial and form perception aptitudes. A “technical” job requires reasoning development as specified and, usually, abilities at one or more of the specified levels in mathematical or language development.

(1) Reasoning Development, with one component level. Apply principle of rational system to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Interpret a variety of instructions furnished in written, oral, diagrammatic, or schedule form.

(2) Mathematical Development, with two component levels.

(i) Level 1

(A) Algebra: Deal with system of real numbers, linear, quadratic, rational, exponential, logarithmic, angle and circular functions, inverse function, related algebraic solution of equations and inequalities, limits and inequalities, limits and continuity, probability and statistical inference.

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- (B) Geometry: Deductive, axiomatic geometry, plane and solid, using properties of real numbers, use of rectangular coordinates.
- (C) Shop Math: Practical application of fractions, percentages, ratios and proportion, measurement, logarithms, slide rule, algebra, geometric construction, essentials of trigonometry.
- (ii) Level 2:
 - (A) General Mathematics: Compute discount, interest, profit and loss, commission, mark up and selling price, ratio and proportion, and percentage. Circulate surfaces, volumes, weights, and measures.
 - (B) Algebra: Calculate variables and formulas, monomials and polynomials, ratio and proportion variables, square roots, and radicals.
 - (C) Geometry: Calculate plane and solid figures, circumference and area, volume. Understand kinds of angles, and properties of pairs of angles.
- (3) Language Development, with one component level.
 - (i) Reading: Read newspapers, periodicals, journals, manuals, dictionaries, thesauruses, and encyclopedias.
 - (ii) Writing: Expositions, summaries, reports, requiring composition and conforming to all rules of punctuation, grammar, diction, and style.
 - (iii) Speaking: Participate in panel discussion and debates. Speak extemporaneously on a variety of subjects.

Modified, 1 CMC § 3806(g).

History: Adopted 7 Com. Reg. 3726 (July 22, 1985); Proposed 7 Com. Reg. 3500 (Apr. 16, 1985).

Commission Comment: In the opening paragraph of subsection (a), the Commission changed “date” to “data” to correct a manifest error. In subsection (a)(1)(i), the Commission corrected the spelling of “relation.” The Commission also corrected the spelling of “performance” in subsection (b). In subsection (b)(1), the Commission corrected the spelling of “diagrammatic.” The Commission inserted commas after the words “people” in subsection (a), “concepts” in subsection (a)(1), “collation” in subsection (a)(1)(i), “fixtures” in subsection (a)(3)(i), “guide” in subsection (a)(3)(ii), “diagrammatic” in subsection (b)(1), “weights” in subsection (b)(2)(ii)(A), “roots” in subsection (b)(2)(ii)(B), and “diction” in subsection (b)(3)(ii) pursuant to 1 CMC § 3806(g).

Part 1500 - Guidelines for Designating Work to Be Clerical

§ 10-20.1-1501 Basic Definition

- (a) The “clerical” group is composed of occupations concerned with the orderly processing and maintenance of the office communications and records, supplies and materials, of an office, an activity or group of activities, or a program or group of programs, and to thereby facilitate the transactions and operations of such entities. Included are the recording, transferring, transcribing, checking, systematizing, summarizing, filing, and preserving of communications and operational and activity records in support of technical, professional, administrative, and management operations.
- (b) Occupations in the clerical group require, at a minimum, high school education in spoken and/or written English or comparable education in mathematics.

History: Adopted 7 Com. Reg. 3726 (July 22, 1985); Proposed 7 Com. Reg. 3500 (Apr. 16, 1985).

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Commission Comment: The original paragraphs were not designated. The Commission designated subsections (a) and (b).

Commission Comment: The Commission inserted commas after the words “filing” and “administrative” in subsection (a) pursuant to 1 CMC § 3806(g).

§ 10-20.1-1505 General Work Characteristics

(a) Clerical work is normally performed within a framework of directly applicable policies, regulations, standard methods and procedures, and instruction. These guidelines specify, at a minimum, the nature of the records required and the flow of documents into and out of the organization.

(b) Clerical work is characterized by the predominant performance of one or more of the following activities:

- (1) Maintaining files and records.
- (2) Receiving, posting to, and checking documents.
- (3) Searching files and compiling data.
- (4) Providing various, usually general and limited technical, information on operations and transactions orally and by correspondence.
- (5) Transmitting, mailing, and delivering records, correspondence and other documents.
- (6) Screening callers and organizing the work of an administrator or office.
- (7) Receiving, storing, issuing, shipping, requisitioning, and accounting for supplies and materials in storage and use.
- (8) Operating various office machines.

Modified, 1 CMC § 3806(g).

History: Adopted 7 Com. Reg. 3726 (July 22, 1985); Proposed 7 Com. Reg. 3500 (Apr. 16, 1985).

Commission Comment: The original paragraphs were not designated. The Commission designated subsections (a) and (b).

In subsection (a), the Commission corrected the spelling of “guidelines.” The Commission inserted a comma after the word “mailing” in subsection (b)(5) pursuant to 1 CMC § 3806(g).

§ 10-20.1-1510 Worker Functions and Traits

A “clerical” job is further characterized by a requirement for the following worker functions and traits:

(a) Worker Functions (what workers do, and the level of its complexity, in relation to data, or other people and things).

(1) Data (information, knowledge and conceptions, related to data, people or things, resulting from observation, investigation, interpretation, visualization, and mental creation. Data are intangible and include numbers, words, symbols, ideas, concepts, and oral verbalizations). Specific clerical functions in relation to data, include:

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- (i) **Compiling:** Gathering, collating, or classifying information in an orderly manner. Reporting and/or carrying out a prescribed action in relation to the information is frequently involved. (Does not involve making analytical judgments or questioning the “why” of the facts.)
- (ii) **Computing:** Performing arithmetic operations and reporting and/or carrying out a prescribed action in relation to them. (Does not include counting.)
- (iii) **Copying:** Transcribing, entering, or posting data from one record or source to another. (Does not include appraising or ordering data.)
- (iv) **Comparing:** Judging readily observable, functional, structural, or compositional characteristics (the external attributes) of data, people or things to determine whether they are similar to and/or match an obvious standard. (e.g., Are two names or numbers identical? Is an envelope larger than 4” X 12”)? Do all articles have a date stamp or signature?)
- (2) **People (relationships with other human beings).** Specific clerical activities, in relation to people, include:
 - (i) **Instructing:** Teaching work activities to others through lecture, demonstration, and supervised practice.
 - (ii) **Supervising:** Determining or interpreting work procedures for a group of workers, assigning specific duties to them, maintaining harmonious relations among them, and promoting efficiency.
 - (iii) **Persuading:** Influencing others in favor of a product, service, or point of view.
 - (iv) **Speaking - Signaling:** Talking with and/or signaling people to convey or exchange information. Includes giving assignments and/or directions to helpers or assistants.
 - (v) **Serving:** Attending to the needs or requests of people or the expressed or implicit wishes of the people (immediate response is involved).
 - (vi) **Taking instructions/helping:** Attending to the work assignments, instructions, or orders of a supervisor.
 - (vii) **NOTE:** These “people” activities are not in an invariable, hierarchical order.
- (3) **Things:** (Relationship with inanimate objects, e.g., substances or materials, machines, equipment, and products. A “thing” is a tangible and has shape, form, and other physical characteristics.) Specific clerical activities, in relation to things, include:
 - (i) **Operating - Controlling:** Starting, stopping, controlling, and adjusting the progress of a machine or materials as the work progresses.
 - (ii) **Tending:** Starting, stopping and observing the functioning of machines or equipment. May involve some adjustments, e.g., changing guides, which require little judgment or knowledge of the internal processes of the machine.
 - (iii) **Feeding:** Inserting or placing materials in, or removing them from, machines or equipment which are automatic or tended by others.
 - (iv) **Handling:** Moving or carrying objects or materials. Little or no judgment is used in selecting material or tool in attainment of a standard. (e.g., bundles, newspapers, weighs letters)
- (b) **Worker Traits:** (Characteristics and abilities required of a worker for average, successful job performance. Clerical work involves reasoning, mathematical or language development at one or more of the following levels:
 - (1) **Reasoning Development:**
 - (i) **Level 1 - Apply principles of rational systems to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Interpret a variety of instructions in written, oral, or schedule form. An example of a “rational system” is a**

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bookkeeping system. (e.g., schedules appointments based on information elicited from caller and knowledge of functions of office workers and length of time to accommodate cases of that type).

(ii) Level 2 - Apply common sense understanding to carry out instructions furnished in written, oral or schematic form. Deal with problems involving several concrete variables in or from standardized situations. (e.g., operates switchboard, greets callers and announces to worker, records and delivers messages, accepts orders, etc.)

(iii) Level 3 - Apply common sense understanding to carry out detailed but uninvolved written or oral instructions. Deal with problems involving a few concrete variables in or from standardized situations. (e.g., delivers messages and other items to a variety of locations)

(2) Mathematical Development, with two relevant component levels.

(i) Level 1:

(A) Algebra: Calculate variables and formulas; ratio and proportion variables (e.g., compute discount, interest, profit and loss, compute wages).

(B) Geometry: Calculate circumference, area, and volume.

(ii) Level 2: General Mathematics: Add, subtract, multiply, and divide all units of measure with whole or decimal fractions. Compute ratios, rates, and percent.

(3) Language Development, with four component levels.

(i) Level 1:

(A) Reading: Read newspaper, periodicals, dictionaries, thesauruses, manuals.

(B) Writing: Write reports and business letters requiring composition and conforming to all rules of punctuation and grammar.

(C) Speaking: Participate in business interchanges (e.g., questions applicants to obtain general and specific information).

(ii) Level 2:

(A) Reading: Read newspapers, rules and regulations, instructions in the use of office machines, incoming correspondence to determine specific nature of request.

(B) Writing: Write brief business letters (e.g., transmittal letters), following prescribed formats and using proper grammar, punctuation, and spelling.

(C) Speaking: Speak to others using correct English (e.g., answers questions on office activities).

(iii) Level 3:

(A) Reading: Read office procedures, incoming correspondence to determine correct office.

(B) Writing: Complete formletters, forms.

(C) Speaking: Speak clearly and answers simple factual questions (e.g., answers questions on office hours and locations).

(iv) Level 4:

(A) Reading: Compare similarities and differences between names, words, and series of numbers.

(B) Writing: Post names and addresses.

(C) Speaking: Speaking simple sentences.

Modified, 1 CMC § 3806(g).

History: Adopted 7 Com. Reg. 3726 (July 22, 1985); Proposed 7 Com. Reg. 3500 (Apr. 16, 1985).

Commission Comment: In subsection (b)(1)(i), the Commission corrected the spelling of “schedules,” “elicited,” and “accommodate.” The Commission inserted commas after the words “concepts” in subsection (a)(1), “collating”

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in subsection (a)(1)(i), “structural” in subsection (a)(1)(iv), “demonstration” in subsection (a)(2)(i), “service” in subsection (a)(2)(iii), “equipment” in subsection (a)(3), “controlling” in subsection (a)(3)(i), “area” in subsection (b)(2)(i)(B), “multiply” and “rates” in subsection (b)(2)(ii), “punctuation” in subsection (b)(3)(ii)(B), and “words” in subsection (b)(3)(iv)(A) pursuant to 1 CMC § 3806(g).

Part 1600 - Guidelines for Designating Work to Be Blue Collar

§ 10-20.1-1601 Basic Definition

(a) The “blue collar” group is composed of occupations concerned with the performance of trades, crafts, skilled, unskilled or semi-skilled manual labor positions. Blue collar occupations are concerned primarily with manual work. Manual work is the application of physical effort in the manipulation of tools, machinery, equipment, materials, and other physical objects.

(b) The “blue collar” group also includes those positions such as foremen and inspectors who have trades, crafts or laboring experience as a primary requirement.

(c) Occupations in the blue collar group require, at a minimum, the ability to follow instructions and perform manual work. Others require, in addition, a progressive knowledge of physical work processes and the use and care of equipment, machinery and tools, learned-on-the-job, through apprentice programs and/or in technical/vocational schools.

History: Adopted 7 Com. Reg. 3726 (July 22, 1985); Proposed 7 Com. Reg. 3500 (Apr. 16, 1985).

Commission Comment: The original paragraphs were not designated. The Commission designated subsections (a) through (c). The Commission inserted a comma after the word “materials” in subsection (a) pursuant to 1 CMC § 3806(g).

§ 10-20.1-1605 General Work Characteristics

(a) Although blue collar occupations are characterized by the performance of manual work, the presence of manual work in a position does not, in itself, denote a blue collar position. Further, nearly all manual work requires, in some degree, non-physical effort such as thinking, application knowledge of proper methods, and the use of judgment; the presence of such elements in manual work does not, in itself, exclude a position from the blue collar group.

(b) Blue collar work distinguished from other kinds of work by the following characteristics:

- (1) The paramount duties or responsibilities of the position (i.e., the reason the position exists) involve the performance of physical or manual work.
- (2) The paramount duties and responsibilities have, as a paramount requirement, physical work knowledge and experience (as opposed to duties which involve physical work but have as a paramount requirement for their performance knowledge and experience of a scientific, technical, clerical or artistic nature).

History: Adopted 7 Com. Reg. 3726 (July 22, 1985); Proposed 7 Com. Reg. 3500 (Apr. 16, 1985).

Commission Comment: The original paragraphs were not designated. The Commission designated subsections (a) and (b).

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§ 10-20.1-1610 Worker Functions and Traits

A “blue collar” job is further characterized by a requirement for the following worker functions and traits:

(a) Worker Functions (what workers do, and the level of its complexity, in relation to data, other people and things).

(1) Data (information, knowledge and conceptions, related to data, people, or things, resulting from observation, investigation, interpretation, visualization, and mental creation. Data are intangible and include numbers, words, symbols, ideas, concepts, and oral verbalizations). Specific non-supervisory blue collar functions in relation to data, include:

(i) Comparison: Judging the readily observable, functional, structural, or compositional characteristics (the external attributes) to determine whether they are identical and/or match an obvious standard (e.g., examines loaded truck to determine that materials are braced and secured, checks restrooms to insure that floors and fixtures are clean and in operating condition).

(ii) NOTE: It is not unusual for certain worker level blue collar positions to be assigned auxiliary clerical functions involving compilation and computation (e.g., performing arithmetic operations to determine the amount of parts on hand and summarize reorders needed on requisitions); or copying (e.g., recording odometer reading and amount of gas and oil used during refueling in vehicle log book); or to perform auxiliary technical functions which involve analyzing (e.g., studies blue print to determine construction or repairs needed). Such activities in blue collar positions are supportive of the primary function of the position which is to perform a physical task.

(2) People (relationships with other human beings.) Specific blue collar activities, in relation to people, include:

(i) Instructing: Teaching work activities to others through explanation, demonstration, and supervised practice.

(ii) Supervising: Determining or interpreting work procedures for a group of workers, assigning specific duties to them, maintaining harmonious relations among them, and promoting efficiency.

(iii) Speaking-signaling: Talking with and/or signaling people to convey or exchange information. Includes giving assignments and/or directions to helpers or assistants.

(iv) Serving: Attending to the needs or requests of people or the expressed or implicit wishes of people (immediate response is involved).

(v) Taking instructions/helping: Attending to the work assignments, instructions, or orders of a supervisor.

(vi) NOTE: These “people” activities are not in an invariable, hierarchical, order.

(3) Things (relationships with inanimate objects, e.g., substances or materials, machines, equipment, and products. A “thing” is tangible and has shape, form, and other physical characteristics). Specific activities in relation to things, include:

(i) Setting up: Adjusting machine or equipment by replacing or altering tools, fixtures, and attachments to prepare them to perform their functions, change their performance, or restore their proper functioning if they break down.

(ii) Precision-working: Using body members and/or tools or work aids to work, move, guide, or place objects or materials in situations where the worker has responsibility for the attainment

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of standards and where selection of appropriate tools and their adjustment to the task require the exercise of judgment, e.g., diagnoses electrical malfunctions, using test lights, odometers, voltmeters, circuit simulators, and wiring diagrams.

(iii) Operating-controlling: Starting, stopping, controlling, and adjusting the progress of a machine or materials as the work progresses, e.g., regulates flow and pressure of gas from mains to fuel feed lines of gas-fired boilers or furnaces and related steam generating or heating equipment. Opens and closes valves to supply fuel or reduce pressure.

(iv) Driving-operating: Starting, stopping, and controlling the actions of machines or equipment for which a course must be steered, or which must be guided in order to fabricate, process, and/or move things or people.

(v) Manipulating: Using body members, tools, or special devices to work, move, guide, or place objects or materials. Involves some latitude with regard to precision attained and selections of appropriate tools, although this is readily manifest, e.g., attaches cables to buildings, installs supports, cuts or drills holes in walls through which cables are extended using wrenches, pliers, screwdrivers, saws, and drills.

(vi) Tending: Starting, stopping and observing the functioning of machines or equipment. May involve some adjustments, e.g., changing guides, which require little judgment or knowledge of the internal processes of the machine.

(vii) Feeding: Inserts or places materials in, or removes them from, machines or equipment which are automatic or tended by other.

(viii) Handling: Moves or carries objects or materials. Little or no judgment is used in selecting materials or tools or in attainment of a standard. (e.g., bundles newspapers, weighs letters.)

(b) Worker Traits: (characteristics and abilities required of a worker for average, successful job performance). Blue collar work involves varying requirements for general intelligence and sometimes an average or better than* average mathematical development. Blue collar work usually involves reasoning, mathematical, or language development to one or more of the following levels:

(1) Reasoning Development.

(i) Level 1: Apply principles of rational systems to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Interpret a variety of instructions in written, oral, or schedule form. An example of a “rational system” is an electrical wiring system (e.g., plans layout and installs and repairs wiring of electrical fixtures and control equipment. Plans new or modified installations according to specifications and electrical codes).

(ii) Level 2: Apply common sense understanding to carry out instructions furnished in written, oral or schematic form. Deals with problems involving several concrete variables in or from standardized situations. (e.g., installs and adjusts TV receivers and antennas in residential units. Selects antenna according to type of set and location of transmitting stations. Secures antenna in place and adjusts for best picture reception).

(iii) Level 3: Apply common sense understanding to carry out detailed but uninvolved written or oral instructions. Deals with problems involving a few concrete variables in or from standardized situations. (e.g., delivers messages and other items to a variety of locations).

(iv) Level 4: Apply common sense understanding to carry out simple one or two-step instructions. Deal with standardized situations with occasional or no variation. (e.g., marks identifying information on containers or articles by stenciling or applying preprinted labels).

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- (2) Mathematical Developments, with three relevant component levels.
 - (i) Level 1:
 - (A) Algebra: Calculate variables and formulas, ratio and proportion variables.
 - (B) Geometry: Calculate circumference, area, and volume.
 - (ii) Level 2: Add, subtract, multiply, and divide all units of measure with whole or decimal fractions. Compute ratios, rates, and percent. (e.g., measures, marks, and cuts carpeting and linoleum with knife to get maximum number of usable pieces form standard size rolls, following floor dimensions or diagrams)
 - (iii) Level 3: Add and subtract two digit numbers (e.g., counts items to verify amount specified on work order).
- (3) Language Development, with three component levels.
 - (i) Level 1:
 - (A) Reading: Read safety rules, instructions on the use of shop tools and equipment.
 - (B) Writing: Writes brief reports if work activities, i.e., using proper grammar, punctuation, and spelling.
 - (C) Speaking: Speaks to others using correct English. (e.g., discusses equipment malfunction and repairs as required).
 - (ii) Level 2:
 - (A) Reading: Reads work unit procedures.
 - (B) Writing: Fills out time sheets, forms.
 - (C) Speaking: Speaks clearly and answers simple factual questions (e.g., questions on office hours and locations).
 - (iii) Level 3:
 - (A) Reading: Compare similarities and differences between names, words, and series of numbers.
 - (B) Writing: Post names and addresses.
 - (C) Speaking: Speak simple sentences.

Modified, 1 CMC § 3806(g).

History: Adopted 7 Com. Reg. 3726 (July 22, 1985); Proposed 7 Com. Reg. 3500 (Apr. 16, 1985).

Commission Comment: In subsection (a)(1)(i), the Commission corrected the spelling of “auxiliary” and “arithmetic.” In subsection (a)(2)(ii), the Commission corrected the spelling of “efficiency.” In subsections (a)(3) and (a)(3)(v), the Commission corrected the spelling of “activities” and “regard.” In subsections (b)(1)(iii) and (b)(2)(i)(A), the Commission corrected the spelling of “messages” and “calculate.” The Commission inserted commas after the words “concepts” and “people” in subsection (a)(1), “structural” in subsection (a)(1)(i), “them” in subsection (a)(2)(ii), “equipment” in subsection (a)(3), “fixtures” in subsection (a)(3)(i), “simulators” in subsection (a)(3)(ii), “controlling” in subsection (a)(3)(iii), “process” in subsection (a)(3)(iv), “guide” and “saws” in subsection (a)(3)(v), “mathematical” in subsection (b), “area” in subsection (b)(2)(i)(B), “multiply” and “rates” in subsection (b)(2)(ii), “punctuation” in subsection (b)(3)(i)(B), and “word” in subsection (b)(3)(iii)(A) pursuant to 1 CMC § 3806(g).

Part 1700 - Evaluation Factors

§ 10-20.1-1701 Introduction

- (a) The following breakdown of evaluation factors should be used as tools for

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- (1) Systematic position analysis and
- (2) The comparative evaluation of classes.

(b) They are the means of understanding and defining the responsibility and degree of complexity of work characteristics of a position and class of positions. Questions have been included under the general definition of each factor to assist the analyst in identifying the significant aspects of the work of the position/class in each area.

History: Adopted 7 Com. Reg. 3726 (July 22, 1985); Proposed 7 Com. Reg. 3500 (Apr. 16, 1985).

Commission Comment: This provision was a forward to the original Part 1700. See 7 Com. Reg. at 3541. The Commission designated it § 10-20.1-1701 and created the section title. The original paragraphs were not designated. The Commission designated subsections (a) and (b).

§ 10-20.1-1705 Nature and Variety of Work

This factor embraces both the nature and variety of the subject matter. Under “nature,” consider the kind of work performed as shown by such elements as the subject matter, function, profession, or occupation involved; the mental or physical processes used in performing the work; and the skills, knowledge, and techniques applied. Under “variety,” consider the inherently different kinds of work included in the position as reflected by the essentially different kinds of knowledge, skills, abilities, and techniques applied in performance of the work.

- (a) What is the purpose of the work? Service? Production? Supervision? Administration?
- (b) What kinds of assignments are involved? Consider the complexity and variety of assignments.
- (c) At the time the work is received by the incumbent, what has already been done to it and what happens to it after it leaves him?
- (d) What methods and techniques are used in performing the work? To what extent are the procedures repetitive?
- (e) What essentially different skills, knowledge, personal attributes, or special techniques are needed for the tasks performed and to what extent?
- (f) What machines, tools, and equipment are used regularly? What does the equipment do and what duties are involved in using it?
- (g) Does the work include different tasks at different points in an established cycle? Have all duties regularly performed during the work cycle been considered?
- (h) To what extent is the incumbent responsible for planning his own work and the methods to be used?

Modified, 1 CMC § 3806(g).

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History: Adopted 7 Com. Reg. 3726 (July 22, 1985); Proposed 7 Com. Reg. 3500 (Apr. 16, 1985).

Commission Comment: In the opening paragraph, the Commission corrected the spelling of “shown” and “involved,” and changed the word “knowledges” to “knowledge.” In subsection (d), the Commission corrected the words “performing” and “the.” In subsection (e), the Commission changed “knowledges” to “knowledge.” The Commission inserted commas after the words “knowledge” and “abilities” in the initial paragraph and “tools” in subsection (f) pursuant to 1 CMC § 3806(g).

§ 10-20.1-1710 Nature of Supervisory Control Exercised Over the Work

(a) This factor covers the nature and extent of deliberate, planned supervisory control exercised over the position, which limits the scope of work, the operations performed, and the nature and finality of decisions. For example, included are such item* as

- (1) The basis for selection of assignments of work,
- (2) Supervisor under whom the position operates, and
- (3) The extent and degree to which actions and decisions are restricted or limited, or are reviewed, e.g., by a thorough review of all cases; by periodic reports of work; by examination of work results; by review of program for effectiveness in meeting objectives or for application of, or adherence, to policy.

(b) Are specific tasks defined and outlined? Are the work priorities determined by the supervisor? Are work methods and techniques explained for each assignment? Are other instructions provided? Are instructions provided only for certain kinds of assignments? What kinds of instructions are provided?

(c) Does the work consist of the general run of assignments in the work unit or is the work restricted to the least or most difficult assignments?

(d) Is the work reviewed during the execution of the assignment or after it has been completed?

(e) What is the purpose of the review made of the work? Is the review technical or for administrative purposes?

(f) Where is the supervisor located? Is the supervisor always available to aid the employee in any difficulties encountered in the work? If not, what kinds of standing instructions govern the work (see § 10-20.1-1715 below) or what special decisions must be made (see § 10-20.1-306)?

(g) What kinds of situations or problems is the employee expected to refer to the supervisor?

(h) What final actions does the employee take that are not reviewed?

* So in original.

Modified, 1 CMC § 3806(c), (f).

History: Adopted 7 Com. Reg. 3726 (July 22, 1985); Proposed 7 Com. Reg. 3500 (Apr. 16, 1985).

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Commission Comment: The Commission designated the opening paragraph subsection (a) and redesignated subsections (b) through (h) accordingly.

§ 10-20.1-1715 Nature of Available Guidelines for Performance of Work

This factor relates to those guides which control or influence performance of the work of the position, i.e., the extent to which performance of the work is guided by rules, regulations, manuals of instructions procedures, prescribed work practices, precedents, principles, policies, or other written or unwritten instructions or methods. This factor is important in reflecting the degree to which these guides apply to the work, or require interpretation, adaptation, or deviation. Also, important is the extent to which guides must be followed precisely and the consequences of error.

- (a) What regulations, procedures, manuals, precedents, unwritten guides, or other such guides are used in the work? How extensive are the guides? Must they be committed to memory? To what extent is the performance of the total job guided by these written or unwritten rules, regulations, manuals of instruction, prescribed work practices, specific instruction, etc.?
- (b) Are several different guides or approved courses of action applicable to the same situation? Who is responsible for selecting the most appropriate course of action?
- (c) To what degree can the employee deviate from standard guides, methods, etc.?
- (d) What would happen if the employee did not follow the correct guide?
- (e) What is the significance of an error? Does it involve many people or large sums of money? How difficult is it to correct?

History: Adopted 7 Com. Reg. 3726 (July 22, 1985); Proposed 7 Com. Reg. 3500 (Apr. 16, 1985).

Commission Comment: The Commission inserted commas after the words “policies” in the initial paragraph and “guides” in subsection (a) pursuant to 1 CMC § 3806(g).

§ 10-20.1-1720 Originality Required

This factor reflects the amount of inventive, imaginative, and creative abilities required in the position. It is important to consider the extent to which the work requires that new or previously unused plan, approaches, solutions, or methods, be developed or that deviations be made from standard work practices, methods, plans, or procedures. The resourcefulness, ingenuity, and ability to innovate which is required in the solving of new problems or the solving of old problems in new ways is the crux of this factor.

- (a) What parts of the work performed are not governed by rules, established procedures, precedents, or reference to others?

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- (b) Is the employee required to modify standard practices? To what extent and what knowledge and abilities are required?
- (c) Is the employee required to develop new or revised work techniques, procedures or methods of operations?
- (d) Is the employee required to develop new or improved programs?
- (e) How often do these situations arise?

Modified, 1 CMC § 3806(g).

History: Adopted 7 Com. Reg. 3726 (July 22, 1985); Proposed 7 Com. Reg. 3500 (Apr. 16, 1985).

Commission Comment: In the opening paragraph, the Commission corrected the spelling of “resourcefulness,” and changed “new problems are the solving of old problems” to “new problems or the solving of old problems” to correct manifest errors. The Commission inserted commas after the words “imaginative,” “plans,” and “ingenuity” in the initial paragraph pursuant to 1 CMC § 3806(g).

§ 10-20.1-1725 Purpose and Nature of Person-to-Person Work Relationships

- (a) This factor includes the “what, why, how, and with whom” of relations maintained with other persons (not in the supervisory chain), within or outside the agency, e.g.,
 - (1) For giving or securing information,
 - (2) For providing services,
 - (3) While performing administrative services,
 - (4) For explaining policies or methods,
 - (5) For interpreting programs, plans, or individual actions, or
 - (6) For maintaining coordination of activities or programs, and
 - (7) For securing cooperation or acceptance, or for settling controversies by means of personal contacts.
- (b) With whom are contacts maintained?
- (c) What is the purpose of these contacts? Obtaining/providing factual information? Securing cooperation?
- (d) Are contacts maintained on a person-to-person basis? Do they involve developing and maintaining relationships with an organized group and the members of the group?

Modified, 1 CMC § 3806(f).

History: Adopted 7 Com. Reg. 3726 (July 22, 1985); Proposed 7 Com. Reg. 3500 (Apr. 16, 1985).

Commission Comment: The Commission designated the opening paragraph subsection (a) and redesignated subsections (b) through (d) accordingly. The Commission inserted commas after the words “how” in subsection (a) and “plans” in subsection (a)(5) pursuant to 1 CMC § 3806(g).

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§ 10-20.1-1730 Nature and Scope of Recommendations, Decisions, Commitments and Conclusions

This factor considers the questions, problems, or types of cases on which recommendations, decisions, commitments and conclusions are made. It involves the kind and/or subject matter or recommendations; for example, concerning courses of action to be followed affecting operations, plans, programs, methods, or policies. It also involves the level of responsibility and the nature of the consequences of such actions in terms of the degree of finality of such judgments or action. The finality is usually measured by such criteria as instructions, delegated authority, and review of supervisors. The nature and scope of recommendations, decisions, commitments, and conclusions should be considered. Consider such questions as:

- (a) What kind of recommendations does the employee make?
- (b) What kind of decisions does the employee make?
- (c) How frequently do problems arise which require these recommendations or decisions?
- (d) Are such recommendations or decisions subject to review? By whom? For what purpose is the review? Before or after action is taken?
- (e) What action can the employee take or what statements can he make?
- (f) What regulations, policies, statutes, or orders limit the employee's authority in making such recommendations?
- (g) What are the consequences of error?
- (h) Do the actions taken affect only the case involved or will they establish precedents for similar cases?

Modified, 1 CMC § 3806(g).

History: Adopted 7 Com. Reg. 3726 (July 22, 1985); Proposed 7 Com. Reg. 3500 (Apr. 16, 1985).

Commission Comment: In the opening paragraph, the Commission corrected the spelling of "conclusions" and changed the comma after "methods or policies" to a period to correct a manifest error. The Commission inserted commas after the words "commitments" and "methods" in the initial paragraph pursuant to 1 CMC § 3806(g).

§ 10-20.1-1735 Nature and Extent of Supervisory Control Over the Work of Other Employees

This factor relates to the nature and extent of the supervision the incumbent exercises when he fills the job adequately. Under "nature," consider the kinds of supervisory responsibilities present, consider whether a satisfactory incumbent exercises any control over such matters as policies, objectives, plans, volume and flow of work, personnel and administrative services, assignments, work methods, employee training and instruction, coordination and production, and

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results. Under “extent,” consider the types of supervisory actions performed as limited by place in the organization and by performance as required by such elements as difficulty of work, variety of functions, and complexity and size of the organization supervised.

- (a) If the employee’s subordinates staff is divided into smaller units, what kinds of units are they? Who are the unit supervisors? How many and what kind of subordinates do the unit supervisor have?
- (b) Does the employee plan what work is to be done by his staff or is he primarily concerned with planning the ways in which to accomplish the work?
- (c) Is the employee primarily concerned with seeing that the orders issued by someone else are carried out or is he responsible for originating and issuing orders? How does he do this?
- (d) Does he determine work methods and make work assignments?
- (e) What responsibilities does the employee have in respect to selecting and training new employees?
- (f) How does the employee review the work of his subordinates? What is the purpose of the review? Does he make changes in work assignments, etc., as a result of the review? Does he prepare job performance ratings? Does he discipline subordinates?
- (g) Does the employee approve or recommend unscheduled leave requests of his subordinates? Does he approve or recommend leave schedule for the unit?
- (h) Does the employee initiate or recommend re-allocations or promotions of subordinates?
- (i) Does the employee interview and select or recommend the selection of new staff?

Modified, 1 CMC § 3806(g).

History: Adopted 7 Com. Reg. 3726 (July 22, 1985); Proposed 7 Com. Reg. 3500 (Apr. 16, 1985).

Commission Comment: In the opening paragraph, the Commission corrected the spelling of “difficulty.”

§ 10-20.1-1740 Knowledge and Abilities Required

(a)(1) This factor includes the knowledge, abilities, and other qualifications required for adequate performance of the work. This includes such things as a specialized field of knowledge, such as law, or a particular skill requirement, such as typing. These requirements should reflect the other seven factors, and the degree of difficulty of the duties and the weight of the responsibilities of an individual position or class can be approached indirectly by ascertaining and considering the qualifications necessary to perform the work.

(2) The qualification standards of an individual position or class may be determined either by direct interview in the same manner as any facts are gathered (except that opinions are also covered); by review of documents such as position descriptions; by inference from the duties and

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responsibilities of the position or class concerned; by inquiry as to past, present, and possible future recruiting practices; and by inquiring as to the classes from which promotions are made to the position or class in question.

(3) The analyst should carefully guard against confusing the minimum qualifications requirements of a position or class with the actual qualifications possessed by or lacking in some particular employees or applicants, or with the unsupported preference of management official.

(b) What are the knowledge and abilities required for the performance of the duties assigned?

(c) What is the minimum educational requirement necessary to efficiently perform the work? Why is this type of education necessary?

(d) What is the minimum experience necessary to efficiently perform the work? (Consider the kind of experience required and why. Also the minimum number of years of experience and why). Can experience be substituted for the required education? Why? Why not?

(e) Will the minimum educational and experience requirements assure possession of the required knowledge and skills?

(f) Is there a license or certificate required?

(g) What are the physical requirements for this position? For example, is the strength for heavy lifting required? Can a blind person do the job?

Modified, 1 CMC § 3806(g).

History: Adopted 7 Com. Reg. 3726 (July 22, 1985); Proposed 7 Com. Reg. 3500 (Apr. 16, 1985).

Commission Comment: The Commission designated the opening paragraph subsections (a)(1) through (a)(3) and redesignated subsections (b) through (g) accordingly.

In subsections (a)(1), (b) and (e), the Commission changed “knowledges” to “knowledge.” In subsection (b), the Commission corrected the spelling of “necessary.” The Commission inserted commas after the words “abilities” in subsection (a)(1) and “present” in subsection (a)(2) pursuant to 1 CMC § 3806(g).