

Summary of Discussions with Focus Groups from the Human and Rehabilitation Services Occupational Group

(Note: This summary for the human and rehabilitation services disciplines will continually be updated as other discussions with other focus groups from other disciplines are being done for this three year classification review project.)

Overview of the Occupational Group

The focus groups discussions support what has been held from discussions with management that the disciplines in rehabilitation services which provide direct care and counseling to clients should be joined or incorporated with the Health Care disciplines. In addition, other disciplines from other occupational groups should be incorporated with the Human Services disciplines. Furthermore, there is a major social change and reform in how services are provided in many of these disciplines. This social reform has resulted in the broadening the work of employees. As change proceeds in this direction, the line between the disciplines becomes less distinct. Therefore, it may be suitable to have more in-depth discussions how the work is evolving and are the traditional disciplines still appropriate.

Overview of Findings

In the human and rehabilitation services occupation group, although being broad and having multiple disciplines, are all concerned with providing community, direct care, and social services to the public to enhance human well-being and help meet the basic human needs of all people.

The group has three major areas: **consulting and compliance delivery** (*social worker and coordinator of child services*) – which participate in the development or enforcement of policy, procedure, and methods of public social and community service programs directed toward adults and children such as protective services, out-of-home services, adoption services, legal and regulatory compliance services, and others; **service delivery** (*social worker, rehabilitation instructor, and qualified development disability professionals*) – which include eligibility determination and payment, case management, referral services, client training, rehabilitation and education, and others; **counseling delivery** (*psychologist, social worker, rehabilitation counselor, clinical chaplain, and chemical dependency counselor*) – which include patient, family or client counseling in order to improve the social, physical, economic, vocational, emotional, and spiritual well being of clients, their families, or their care takers; psychological evaluation, assessment, diagnosis, and treatment, therapeutic rehabilitative services; and others.

In most cases in these disciplines an individual is required to be licensed or certified for their discipline or received class room training from universities or vocational schools. In some disciplines, the employee has responsibility in providing healthcare technical assessment, treatment, or counseling which requires education, certification, or training in a healthcare discipline. Individuals are therefore committed to continued study to maintain their license or certification. Due to the licensing and the continuous training, career ladders or structures are rarely utilized beyond the normal development of an individual to full job performance expectations. Other than moving into supervisory or managerial role, career advancement is

generally measured through longevity or obtaining a specialized license or certification in their discipline.

Due to lack of career advancement, employees indicated there is an increasing tendency for experienced individuals who have the institutional knowledge leaving the agency to find other jobs in the private sector where their skills and capabilities are valued as much or more than the licenses or degrees they hold, and are compensated competitively for this knowledge. Employees believe this loss of institutional knowledge has affected the services that are being provided.

The employees in the State Hospitals under Department of Social Rehabilitation Services and the Juvenile Correctional Facilities indicated that due to downsizing, restructuring of work and/or not filling professional positions, they are doing higher and broader level of work. This level work was traditionally done by other disciplines. Therefore, there is a need to make sure that the level or levels of work are accurately reflected in these classification specifications to ensure employees are compensated appropriately. In addition, there was agreement with many of the disciplines that paperwork is engulfing the workers and there is more work to do and more programs to administer and less time in which to do it. The result is a higher demand of accountability which trivializes what employees do and limits relationship building with clients. The result is a diminishment of employees' skills and lower wages.

Minimum Qualifications

Some of the reoccurring comments from the participants are as follows:

- Most disciplines require a minimum of three to four additional year of experience working in the discipline beyond the minimum licensing or education requirements.
- Most of the work is learned on the job.
- Experience learned in the work group, job location, and agency in which the employee's position resides is more valuable than outside experience.

Full Performance

Amount of Time to Reach Full Performance

In general participants indicated that it takes anywhere from two year to three years to be capable of full performance. The participants also indicated that this time reflects the experience acquired through on the job training and actual performance of the duties, and does not include the continual learning that is needed for licensing.

For Service positions, participants indicated that it takes anywhere from six months to a year to reach full performance in some positions. In almost all cases, the time increments mentioned above reflect the experience acquired through on the job training.

Some participants also indicated that this length of time can be dependent on cyclical or seasonal issues, depending on the particular discipline. Finally, some positions are required to complete

specific certification or training requirements before being able to complete full-performance work. However, in general, the amount of time that is required to reach full performance is generally dependent on the employee's ability.

Advanced Full Performance Level: There seems to be no defined level of work that is higher in complexity and responsibilities than an employee who is seen as performing independently at full performance. The next higher role is generally seen as a supervisor. There is exception in the Social Worker occupation where employees are performing clinical social work. This work is seen as a highly specialization within the Social Worker discipline. In addition, although it is not seen there is an advanced level beyond full performance, there needs to recognition of the broader range of work that full performance workers are required to perform.

Type of Supervision Received

Generally, employees receive limited supervision and the work requires employees to use independent judgment or act on their own discretion, requiring the use of initiative and creativity to resolve problems or interpret policy to develop solutions. As employees become more experienced, direction becomes more general and employees have greater and greater independence and accountability. Major work assignments are examined for soundness or technical judgment and for general effectiveness and adequacy. In most cases, supervision exists to provide administrative direction in the planning, organizing and implementation of the work activities, as well as to oversee the budget responsibilities, respond to legislative and media inquiries and complaints, and to see to human resource issues.

Supervision exists to provide general direction, review judgments made by employees, and clarify standards, policies and procedures that are normally seen as the day-to-day work activities of a supervisor. Additional, specific instructions are given for new, difficult, or unusual assignments.

What Criteria Should Compensation be Based? There seemed to be a consensus that performance and other personal characteristics that the employee brings to the job (such as initiative, ability to work well with others, etc.) should be one of, but not the primary criteria for the basis of compensation for both health and safety positions. But the primary criterion is that the state gets the individuals' base pay to market and then keep up with inflation.

The participants indicated that this would be especially important criteria during the period of time when a new employee is working toward the full performance level. There was also consensus that, due to the importance of experience and on-the job training, longevity was the most important criteria on which employees' pay should be based, especially after the point when an employee becomes capable of full performance of his or her job duties. Longevity coincides with an employee's continued career growth and additional responsibilities. Pay for renewal of the employees' certification, licensure or completion of specific training thought would also be a benefit; in addition, to provide necessary equipment to perform the job.

However, the participants thought that a system based exclusively on longevity with all employees receiving the same amount of increase, regardless of effort or job performance, would not work well, and could serve as a disincentive to exceptional work.

In addition, the participants indicated that they were all in favor of a system that would allow an employee to progress in pay as they progressed in their career.

Occupational Survey Summary

Participation Rate: 42%

SUMMARY BY ROLES

	Counseling Delivery	Service Delivery	Consulting/Compliance Delivery
<u>Participation Rate:</u>	30%	45%	50%
<u>Time Worked in Occupation:</u>	Approximately 88% of the employees in this field have over 1 year or more work experience; 58% have five or more years; and 38% have ten or more years.	Approximately 82% of the employees in this field have over 1 year or more work experience; 47% have five or more years; and 30% have ten or more years.	Approximately 78% of the employees in this field have over 1 year or more work experience; 46% have five or more years; and 24% have ten or more years.
<u>Education, Training and Experience:</u>	Most positions at entry will require a master's degree and additional a year on-the-job training to become fully proficient. Many require extensive skill, knowledge, and experience requiring over 2 years, up to and including 4 years.	Most positions at entry will require a bachelor's degree and additional six months on-the-job training to become fully proficient. Many require extensive skill, knowledge, and experience requiring over 1 year, up to and including 2 years.	Most positions at entry will require a bachelor's degree and additional year or more on-the-job training to become fully proficient. Many require extensive skill, knowledge, and experience requiring over 1 year, up to and including 2 years
<u>Skills:</u> (Extremely or Very Important)	<ol style="list-style-type: none"> 1. Getting Information 2. Communicating with Supervisors, Peers, or Subordinates 3. Organizing, Planning, and Prioritizing Work 4. Documenting/Recording Information 5. Establishing and Maintaining Interpersonal Relationships 	<ol style="list-style-type: none"> 1. Getting Information 2. Communicating with People Outside the Organization 3. Communicating with Supervisors, Peers, or Subordinates 4. Documenting/Recording Information 5. Organizing, Planning, and Prioritizing Work 	<ol style="list-style-type: none"> 1. Getting Information 2. Communicating with People Outside the Organization 3. Establishing and Maintaining Interpersonal Relationships 4. Documenting/Recording Information 5. Organizing, Planning, and Prioritizing Work
<u>Behavioral:</u> (Core)	<ol style="list-style-type: none"> 1. Achievement Orientation 2. Building Relationships 3. Communication 	<ol style="list-style-type: none"> 1. Achievement Orientation 2. Building Relationships 3. Communication 	<ol style="list-style-type: none"> 1. Achievement Orientation 2. Building Relationships 3. Communication

	4. Problem Resolution	4. Problem Resolution	4. Problem Resolution
<u>Work Context:</u> (Every Day)	<ol style="list-style-type: none"> 1. Contact with Others 2. Face to face Discussions 3. Decisions affect other people 4. Writing letters and memos 5. Interaction with external customer/public 	<ol style="list-style-type: none"> 1. Contact with Others 2. Face to face Discussions 3. Decisions affect other people 4. Interaction with external customer/public 5. Work in teams 	<ol style="list-style-type: none"> 1. Contact with Others 2. Face to face Discussions 3. Decisions affect other people 4. Interaction with external customer/public 5. Public Speaking
<u>Level of Complexity:</u>	<p>55% - Level 4 + - You evaluate the relevance and importance of theories, concepts, and principles. You develop different approaches or tactical plans to fit specific circumstances. Guidelines may, exist, but are flexible and open to considerable interpretation. Independent judgment, personal direction, and resourcefulness are needed to interpret and apply guidelines.</p>	<p>36% - Level 3 – You gather and analyze information to determine the best course of action, based on general guidelines or rules of operations. You use your judgment to choose alternatives, many of which may be choose alternatives, many of which may be correct, but one is better than another depending on the situations.</p> <p>39% - Level 4 + – You evaluate the relevance and importance of theories, concepts, and principles. You develop different approaches or tactical plans to fit specific circumstances. Guidelines may, exist, but are flexible and open to considerable interpretation. Independent judgment, personal direction, and resourcefulness are needed to interpret and apply guidelines.</p>	<p>1. 67.4% Level 3 + – You gather and analyze information to determine the best course of action, based on general guidelines or rules of operations. You use your judgment to choose alternatives, many of which may be choose alternatives, many of which may be correct, but one is better than another depending on the situations.</p>

<p><u>Supervision Received/Independence:</u> (Level 4 or Higher)</p>	<p>63.9% - Level 4 - Receive limited supervision and the work requires employees to use independent judgment or act on their own discretion. Requires the use of initiative and creativity to resolve problems or interpret policy to develop solutions. A manager may be available to provide general direction or advice, but employees usually act independently based on their own judgment.</p>	<p>71.4% - Level 4 - Receive limited supervision and the work requires employees to use independent judgment or act on their own discretion. Requires the use of initiative and creativity to resolve problems or interpret policy to develop solutions. A manager may be available to provide general direction or advice, but employees usually act independently based on their own judgment.</p>	<p>65.4% - Level 4 - Receive limited supervision and the work requires employees to use independent judgment or act on their own discretion. Requires the use of initiative and creativity to resolve problems or interpret policy to develop solutions. A manager may be available to provide general direction or advice, but employees usually act independently based on their own judgment.</p>
<p><u>Supervision Given:</u></p>	<p>71.4% - Majority of positions have no supervisory responsibilities</p>	<p>70.4% - Majority of positions have no supervisory responsibilities</p>	<p>65% - Majority of the positions have no supervision responsibilities.</p>
<p><u>Knowledge within the Field or Specialty:</u></p>	<p>58.9% - Majority of positions require broad and comprehensive knowledge of theories, concepts and practices with ability to use in complex, difficult and/or unprecedented situations.</p>	<p>49.8% - of the positions require at a minimum an in-depth knowledge of concepts, practices and procedures with ability use in varies situations; 43.2% of the positions require broad and comprehensive knowledge of theories, concepts and practices with ability to use in complex, difficult and/or unprecedented situations.</p>	<p>70% - Majority of positions require at most an in-depth knowledge of concepts, practices and procedures with ability use in varied situations.</p>
<p><u>Impact of Decisions</u></p>	<p>Decisions generally affect own job or specific area.</p>	<p>At most decisions made be the employee affects a work unit or area within a department/division. May contribute to business and operational decisions that affect the department/division.</p>	<p>Decisions generally affect own job or specific area.</p>

<p><u>Problem Solving</u></p>	<p>41.1% of positions encounter problems that are varied, requiring analysis or interpretation of the situation. Problems are solved using knowledge and skills, general precedents and practices.</p> <p>48.2% of positions encounter problems that are highly varied, complex and often non-recurring, requiring novel and creative approaches to resolution. New concepts and approaches may have to be developed.</p>	<p>51% of positions encounter problems that are varied, requiring analysis or interpretation of the situation. Problems are solved using knowledge and skills, general precedents and practices.</p>	<p>63% of positions encounter problems that are varied, requiring analysis or interpretation of the situation. Problems are solved using knowledge and skills, general precedents and practices.</p>
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