

Summary of Discussions with Focus Groups from the Education Service, Historical and Museum Services/ Preservation, and Library Science Occupational Groups

(Note: This is a summary for Education Service, Archeologist, and Library Science Occupations only. The Museum and Historical Service/Preservation Occupations had no representation at the focus group meeting except for the Archeologist. The Library Science had no representation from the State Library which is a major user of the Librarian series.)

Overview of Findings

Archeologist: The entry level Archeologist I classification is not being utilized. Although there is only one role or one level of work for the archeologist, participants indicated there should be recognition made for job responsibilities outside the traditional work that is commonly associated with archeology. These responsibilities may include historic environmental review; and technical negotiations and guidance with governmental officials, general public and private developers to provide information, technical assistance, resolve issues, and evaluate program or project designs.

Education Program Consultants: Although positions vary in function, program, and area of emphasis, there seems to be a common trend among the positions. The primary requirement is the application of a professional background in the field of education, and an understanding of the functions, programs and operations of State and local education agencies, schools and educational institutions. This professional background is essential for employees to achieve mutual respect and maintain productive professional working relationship with educators when working on substantive education matters. In addition, such professional qualifications are needed to make the kind of substantive judgments on the content and quality of education plans, proposals, policies, and programs required of positions. Therefore, participants believe professional background in education or a specialized field of education should be recognized and should be appropriately compensated. Participants indicated there should also be recognition made when new job responsibilities are added to one's position due to changing educational trends and updating the services to keep quality educational services in Kansas.

Librarian: The participants stated the primary difference between classification levels in the Librarian series in their agency is the nature and size of a physical collection rather than the different information services that a library provides. But all librarians generally perform the same administrative duties and have the knowledge of how all of the components of a library or other information system work together. A librarian must understand the principles and concepts underlying the organization and management of information resources, and the role each library function plays to create a whole library, library system, or information center. Some library assistant work may appear similar to some of the work performed by librarians. The principal distinctions lie in the type and scope of knowledge required, and the functional role of the position.

Library Assistant: The participants in the library assistant occupations believe as they have become highly skilled in a function or functions, their work is similar to some of the work

performed by librarians. The difference between a librarian and library assistant is that the skills and knowledge of a library assistant is gained through specific work experiences and training in libraries and is typically more functionally specific. The librarians skills and knowledge is focused on administration, management and planning of libraries and its collections. In addition, participants indicated there is no clear destination between Library Assistant I and II. The classification is based on the employee's job experience.

Minimum Qualifications

The participants felt that the minimum requirements for their job classifications are appropriate. Additional comments on minimum requirements from the participants were from the Education Program Consultants, where the participants indicated it would be helpful in some positions for the individual to have worked as a teacher and still maintain their teaching certification in the educational area specific to the consulting area for which he or she is responsibility for; the Archeologists believed experience archeologists need to have at least three years of experience; and Library Assistants believe administrative support experience can qualify as appropriate experience.

Full Performance

Amount of Time to Reach Full Performance

Participants indicated that it takes anywhere from one to three years to reach full performance as an entry-level person. The distinction between an entry-level and full performance is primarily based on the employee's aptitude with a range of processes and procedures, as well as the level of independence in the performance of the employee's duties.

In almost all cases, the time increments mentioned above reflect the experience acquired through on the job training and learning their job responsibilities. However, some positions require persons to complete specific certification or training requirements before being able to complete full-performance work.

Advanced Full Performance Level

In the different occupational groups, except for the library assistants, there seems there is not a clearly defined level of work that is higher in complexity and responsibilities than a person who is seen as performing independently at full performance. In the Library Assistants occupational groups there are positions where a person or persons are identified as a lead worker due to their advanced expert knowledge on procedures and operations or due to their expertise in a particular specialty or sub-discipline. These individuals are generally classified at the III-level.

Type of Supervision Received

Technicians generally 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 complete projects. As employees obtain more experience, 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 towards the assignment given. Supervision exists to provide administrative direction and oversee the budget responsibilities of the program or research area, and to see to human resource

issues. In general, the supervisors and managers handle the administrative/managerial types of problems and the more potentially controversial matters.

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, artistic abilities, meeting deadlines, ability to work well with others, etc.) should be one of, if not the primary criteria for the basis of compensation. There was also consensus that, due to the importance of experience and on-the job training, longevity was also 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 an employees' certification or completion of specific training, where such accomplishments enhance the employee's ability to perform the duties of their position or allow the employee to perform additional duties associated with their position, was also agreed to be something that would be a benefit. Finally, duties that are not traditionally seen as tasks that are associated with the occupations, but are part of individuals' responsibilities, should be recognized when determining compensation.

Occupational Survey Summary on the Education Program Consultants

Participation Rate: 58%

SUMMARY BY ROLES

	Technicians
<u>Time Worked in Occupation:</u>	Approximately 71% of the employees in this field have over 1 year or more work experience; 46% have five or more years; and 21% have ten or more years.
<u>Education, Training and Experience:</u>	96% Participants indicated new hires must possess a master's degree and additional one year of related experience. 80% - Additional 6 months to one year working in the position to become full proficient.
<u>Skills:</u> (Extremely or Very Important)	<ol style="list-style-type: none"> 1. Communicating with People Outside the Organization 2. Getting Information 3. Interpreting the Meaning of Information to Others 4. Organizing, Planning, and Prioritizing Work 5. Establishing and Maintaining Interpersonal Relationships 6. Providing Consultation and Advice to Others 7. Processing Information
<u>Behavioral:</u> (Core)	<ol style="list-style-type: none"> 1. Achievement Orientation 2. Building Relationships 3. Communication 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. Interaction with external customer/public 4. Decisions affect other people or the image or reputation of the agency 5. Writing letters and memos
<u>Level of Complexity:</u> (Level 5 or Higher)	59% - Level 5 –Work involves the development of new guidelines and techniques, establish criteria or developing new information. Guidelines may not exist for all situations. Considerable independent judgment, personal discretion, and resourcefulness are needed to interpret circumstances, and to make decisions in major areas where there may be uncertainty in approach, methodology, and interpretation.
<u>Supervision Received/Independence:</u> (Level 4 or Higher)	91% - 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.

<u>Supervision Given:</u>	55% - Have supervisory responsibilities. Supervision is seen more as technical leadership.
<u>Decision Making:</u>	<ol style="list-style-type: none"> 1. 37% - Decisions may affect a work unit or area within a department/division. May contribute to business and operational decisions that affect the department/ division. 2. 33%- Decisions have major implications on the management and operations of an area within a department/division. Job may contribute to important strategy, operational and business decisions that affect the department/division. 3. 15% - Decisions have significant, broad implications for the management and operations of a major department/division or multiple departments/divisions. Job contributed to decisions on the overall strategy and direction of the agency.
<u>Problem Solving:</u>	<ol style="list-style-type: none"> 1. 56% - Problems are varied, requiring analysis or interpretation of the situation. Problems are solved using knowledge and skills, general precedents and practices. 2. 30% - Problems are highly varied, complex and often non-recurring, requiring novel and creative approaches to resolution. New concepts and approaches may have to be developed.
<u>Fiscal Responsibility:</u>	<ol style="list-style-type: none"> 1. 37% of the positions require assisting in planning, monitoring and/or managing budget in functional area of a program. 2. 19% has full responsibility for planning, monitoring and managing program. 3. 11% has full responsibility for planning, monitoring and managing budgets for multiple programs.
<u>Licenses/Certifications:</u>	41% of position requires a licenses or certification.

Occupational Survey Summary on the Library Science Fields

Participation Rate: 40%

SUMMARY BY ROLES

	Technicians
<u>Time Worked in Occupation:</u>	Approximately 93% of the employees in this field have over 1 year or more work experience; 54% have five or more years; and 44% have ten or more years.
<u>Education, Training and Experience:</u>	96% Librarian participants indicated new hires must possess a master's degree and additional one year of related experience. 80% - Library Assistant participants indicated new hires need to have some college course work and 6 months of work experience.
<u>Skills:</u> (Extremely or Very Important)	<ol style="list-style-type: none"> 1. Processing Information 2. Working with Computers 3. Getting Information 4. Documenting/Recording Information 5. Organizing, Planning, and Prioritizing Work
<u>Behavioral:</u> (Core)	<ol style="list-style-type: none"> 1. Achievement Orientation 2. Communication 3. Building Relationships 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 or the image or reputation of the agency 4. Interactions with external customer/public 5. Interactions require working with a team
<u>Level of Complexity:</u> (Level 3 or Higher)	97% - 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 correct, but one is better than another depending on the situations.
<u>Supervision Received/Independence:</u> (Level 4 or Higher)	91% - 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.
<u>Supervision Given:</u>	33% - Have supervisory responsibilities. Supervise others and where one's time is spent in supervisory tasks.

<u>Decision Making:</u>	<p>42% - Decisions may affect a work unit or area within a department/division. May contribute to business and operational decisions that affect the department/ division.</p> <p>29%- Decisions have major implications on the management and operations of an area within a department/division. Job may contribute to important strategy, operational and business decisions that affect the department/division.</p> <p>11% - Decisions have significant, broad implications for the management and operations of a major department/division or multiple departments/divisions. Job contributed to decisions on the overall strategy and direction of the agency.</p>
<u>Problem Solving:</u>	<p>64% - Problems are varied, requiring analysis or interpretation of the situation. Problems are solved using knowledge and skills, general precedents and practices.</p> <p>21% - Problems 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>
<u>Fiscal Responsibility:</u>	<p>50% of the positions has no budget responsibility.</p> <p>40% of the positions require assisting in planning, monitoring and/or managing budget in functional area of a program.</p> <p>6% has full responsibility for planning, monitoring and managing program.</p> <p>4% has full responsibility for planning, monitoring and managing budgets for multiple programs.</p>
<u>Licenses/Certifications:</u>	<p>7% of position requires a licenses or certification.</p>

Note: Archeologist/Museum and Historical Service: Can not be measured - *Due to Historical Society non-participation*