

New York State Department of Civil Service

THE STATE OFFICE BUILDING CAMPUS • ALBANY, NEW YORK 12239

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NEW YORK STATE'S CLERICAL AND SECRETARIAL EMPLOYEE ADVANCEMENT PROGRAM

Attached is a detailed description of the six employee advancement concepts included in a Memorandum of Intent agreed to between New York State and the Administrative Services unit of the Civil Service Employees Association (CSEA).

The Memorandum of Intent (Blue Appendix A) includes six concepts designed to provide increased training, development and advancement opportunities for clerical and secretarial employees within various State departments and agencies. Successful implementation of these concepts has a high priority in New York State for the following reasons:

Limited advancement opportunity--current opportunities for clerical/secretarial employee advancement are extremely limited. In fact, for many clerical/secretarial employees they are non-existent.

Affirmative Action--most of the classes of positions that these concepts will affect are composed primarily of women and minorities. Existing barriers to promotion and development of these employees are illegal under Federal Civil Rights and Equal Employment Opportunity legislation and contrary to all existing affirmative action principles.

Efficiency and productivity--the current lack of advancement opportunity breeds discontent and low morale. We believe that the existence of real opportunities for advancement will result in improved employee morale, efficiency, productivity, career mobility and decreased separations from entry-level clerical positions of State employees, because of greater opportunity for advancement.

Management flexibility--many of the programs provide managers with greater appointment flexibility, will result in better trained employees and will eliminate some existing recruitment and training costs.

More effective use of training resources--where possible, training resources will be focused more directly on job advancement and job performance improvement programs.

Although the idea of "clerical bridging" is not new, previous attempts have had only limited success. By developing new concepts and expanding existing ones, we hope to provide real opportunities for employees, while meeting management's needs for competent staff and more flexible staffing arrangements. By providing advancement opportunities, we expect improved morale to result in greater productivity and efficiency. Although the Memorandum of Intent was developed with the Administrative Services Unit, some of the programs will be available to employees in titles outside of the Administrative Services Unit.

The Memorandum of Intent and the Employee Advancement Program that was established to implement it, have wide ranging support from the Office of Employee Relations, Governor's Office, Women's Division of the Governor's Office, Personnel Council, CSEA and various employee advocacy groups. It is also important to note that:

These are not giveaway programs. Employees who advance through them will be required to take on additional duties and responsibilities and will be provided with the skills necessary to do so.

These programs will not benefit every employee in the State service nor will they make everyone happy. However, they will be designed to identify, train and advance those individuals who are interested in and capable of performing at a higher level or in a different occupational area.

Program development is not occurring in a vacuum. The Department of Civil Service is working with agency management to resolve administrative, management, recruitment and retention problems, while at the same time identifying new opportunities for employees. The program's constituency includes both State employees and State management.

Traineeship plans and programs developed in conjunction with this Program, will be closely monitored and controlled by Employee Advancement Section staff to insure that trainees receive necessary training and development to perform successfully. Obviously, these plans will reflect the program needs of the agencies involved.

All programs will be evaluated for utility and efficiency and may be adjusted or eliminated in the future.

We believe that increased initial costs will be offset by increased productivity, efficiency, possible elimination of existing positions and/or enhancement of existing positions.

In order to implement these concepts, staff from the Department of Civil Service have met (or will be meeting) with the Personnel, Labor Relations and Affirmative Action staff of State departments and agencies to explain the six concepts and to discuss possible applications. As a result of these discussions, new traineeship or aide positions are being created. These meetings are also attended by representatives of Classification and Compensation and Staffing Services.

The Employee Advancement Section, located within the Department of Civil Service in Albany, has been established to implement the Memorandum of Intent. Appendices B and C contain an organization chart, a list of responsibilities, and a list of agency assignments for the staff of the Employee Advancement Section.

1. Development of Increased Training, Development and Advancement Opportunities for
Entry-Level Employees

Application of this concept will potentially affect the largest number of clerical and secretarial employees who are concentrated in the grade 3-7 range. Therefore, it may be the most difficult to implement. It is also the least developed of the six concepts.

Attempts to address the need to clearly define job responsibilities have sometimes resulted in overspecialization of clerical titles. This overspecialization can result in a lack of management flexibility in utilizing staff and can also severely affect clerical and secretarial employees by limiting training, personal development and career advancement opportunities available to them. Many clerical positions in grades 3-7 are classified into specialized departmental and interdepartmental titles, although as a group they share many of the same functions, skills and qualifications. Overspecialization may usually be traced to efforts to more precisely define jobs, limit promotion fields, and provide a means to evaluate unique skills required for certain positions where incumbents perform high-volume, essentially independent functions. Despite similarities in qualifications and examinations, there are limited opportunities for transfer, cross-occupational training, job rotation or career advancement via cross-over from one series to another.

In order to provide more meaningful job opportunities, training, advancement and flexibility in assignment of support staff, we are considering the models described below. Although there are examples of Model C, Models A and B are still in the conceptual stage. Therefore our descriptions of these ideas are open to further revision and change.

A. The "General Clerical Model"/Job Restructuring and Enrichment

This involves developing criteria for a "General Clerical Model" series to reorganize the existing clerical titles into generic titles. It would have the effect of broadening the range of duties performed by clerical employees in these titles, provide incentives to managers to train staff in more varied job skills, provide promotion opportunities by removing artificial barriers between title series, and permit better utilization of currently untapped resources and abilities of individual employees. This model would be applicable to populous interdepartmental classes such as an Office Assistant Series.

An agency's support staff will be carefully reviewed and where duties, responsibilities and qualifications are determined to be similar, specified functions will be combined and described by a new generic Grade 3-5-7 title series. For each level in the series the range of duties, activities and responsibilities, as well as levels of performance, would be comprehensively described. Incumbents of these positions would perform a broad range of clerical functions and the positions would be allocated based on the level of responsibility,

the difficulty and complexity of the segregation or selection of assignment; procedures followed by the employee; degree of control of the employee's work by others; the variety and scope of the tasks; the amount of independent action; the need for accuracy; responsibility for public contact; and the availability and nature of guidelines. While the existence or absence of supervisory responsibilities would be a factor in classification and allocation within the series, it would not be the controlling one.

The required qualifications to perform would be delineated for each level, and the means provided to advance from one level to another via on-the-job training, formal course work and experience. Qualifications and selection for entry into the new series will also be established, as will requirements for movement from one position to another as additional qualifications are met.

B. The "Specialized Clerical Model"

Where a continuing need exists to provide specialized support service, and the positions do not lend themselves to inclusion in Model A, such functions will be identified and described. Within the title series, one of several levels of assignments and responsibilities could be described and means provided to move into the positions and to move up through the title series via examination and/or specialized training. Such specialized functions may be defined, for example in the areas of secretarial services, receptionist-typist functions, or in agency program areas such as "Agency District Office Worker". In the example of the District Office Worker, duties and responsibilities currently performed by individuals in various specialized titles would be combined into one generic title, with different levels reflective of the level of responsibility and variety of duties being performed. For example, an incumbent could progress from District Office Worker I through District Office Worker IV as he or she assumes a prescribed set of duties and responsibilities at each level. In general, a broad range of duties would be formulated for the titles, including special skills and qualifications needed at each level. To the extent that levels of performance are defined within these series, specialized occupational skills would be required such as typing or shorthand. Training and development programs would be offered to provide employees with the skills needed to advance to higher level positions within the series, or to move to other positions.

C. "Clerical/Secretarial Mobility Plans"

This would provide increased opportunities for movement of entry-level employees across occupational lines. Recognizing the need to provide flexibility to employees in career planning, and to management in most effectively utilizing staff resources, opportunities for

movement to and/or cross-training in different occupational areas will be provided. This will enable entry-level employees to move to other occupational areas and/or obtain the required knowledge, skills and abilities by means of formal training, on-the-job training, rotational assignments and apprenticeships to move into technical, client service, building trades and other occupational areas. Such training programs would maximize advancement opportunities available to entry-level employees, not only within agencies, but across agency lines. It will be particularly advantageous in agencies where the bulk of positions exist in technical specialities and there are limited promotion opportunities within the clerical/secretarial support functions. From a management perspective, this program can also solve long-standing recruitment problems in certain occupational areas. (See Appendices D and E -- Announcements for Engineering Aide and Drafting Aide).

2, Development of two-year training plans intended to lead to transition of clerical, secretarial and other administrative employees to G-18 administrative positions.

This concept is the first to be implemented through the Public Administration Traineeship Transition Program (PATT) (see Appendix F).

How Position is Created

Two-year traineeships would be created to provide an optional alternative to filling traineeships leading to Grade 18 administrative positions traditionally filled via the open-competitive Professional Careers examination. (e.g., Personnel Administrator, Budget Analyst, Budget Examiner, etc.) Comprehensive job-related training and development programs will provide appointees with the necessary knowledge, skills, and abilities to perform the duties and responsibilities of the G-18 administrative positions.

How Concept "Bridges" Employees

Successful completion of the two-year traineeship bridges employees from clerical and secretarial positions, directly to permanent, professional administrative positions.

Nature of Duties Performed

The trainee will perform increasingly broader and more responsible duties leading to satisfactory performance of the full range of activities of the Grade 18 administrative position. The two-year traineeship will consist of comprehensive training and development including formal course work, on-the-job training, and departmental and interdepartmental training. Agency administration of the traineeship and the trainee's participation in the traineeship will be closely monitored by the Employee Advancement Section in an attempt to insure required skill acquisition. (See Appendix # - Central Administration and Monitoring of Traineeship Programs) Experience acquired from the current two-year administrative traineeships should improve these traineeships.

Minimum Qualifications

Candidates must have permanent competitive service in a title whose duties and activities are primarily clerical or secretarial in nature as follows:

- a) three years in a title allocated to G-7 or higher; or
- b) two years in a title allocated to G-11 or higher; or
- c) one year in a title allocated to G-14 or higher; or
- d) a satisfactory equivalent combination of the service described in a, b, and c.

Examination

The selection process is designed to evaluate a candidate's ability to acquire during the two-year traineeship, the knowledge, skills and abilities necessary to perform the duties and responsibilities at the full Grade 18 performance level. It includes the following:

1. Written test held September 15, 1979
2. Evaluation of training and experience
3. Qualifying oral test
4. Two-year traineeship/probationary period

Probationary Period

The probationary period will coincide with the traineeship and will be from 12 weeks to two years. Unsuccessful appointees will revert to their permanent positions.

Opportunity for Further Advancement

After successful completion of the two-year traineeship, appointees will be eligible to compete in examinations for promotion to higher administrative and managerial positions.

Miscellaneous Information

Managers will have the option of filling the target administrative traineeships from the PATT or the Professional Careers eligible list. The extensive selection process should result in excellent candidates being reachable for appointment and should encourage agencies to appoint at least 100 PATT candidates per year. Although 100 appointments from the initial 4000 approved applicants for the written portion is not great, it is much greater than previous attempts and should increase employee morale and provide an incentive for increased productivity.

3. Expansion in Use of Administrative Aide Positions

How Position is Created

Administrative Aide positions, Grade 11, are created by restructuring jobs, extracting paraprofessional duties and responsibilities from existing administrative professional positions or by describing new functions to be performed at a level between that of clerical and professional.

How Concept "Bridges" Employees

Administrative Aides are eligible to compete for traineeships leading to Grade 18 administrative positions. Currently, after being an Administrative Aide for 18 months, the incumbent may be nominated to take a non-competitive promotion examination for the two-year traineeships leading to Grade 18 administrative positions. However, this policy may be changed.

Nature of Duties Performed

Administrative Aides perform paraprofessional duties and responsibilities related to, and supportive of, the entry-level administrative professional positions. Usage of Administrative Aide positions will result in enhancement of the entry-level professional position as well as provide expanded opportunities for clerical and secretarial employees.

Minimum Qualifications

For the last Administrative Aide examination (in 1975), the minimum qualifications were one year permanent competitive service, Grade 6 or above. Minimum qualifications for the next examination in February, 1980 are being reviewed by the Employee Advancement Section at this time but will include a stipulated length of permanent competitive service in positions allocated to certain grade levels.

Examination

The last examination was a written examination designed to determine one's ability to perform as an Administrative Aide after a brief period of on-the-job training. The resulting list was certified for promotion on a departmental basis only. The scope and possible selection device(s) for the February 1980 exam are being reviewed by the Employee Advancement Section.

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Probationary Period

The probationary period will be 12 to 26 weeks.

Opportunity for Further Advancement

Administrative Aides will be eligible to compete for traineeships leading to Grade 18 administrative positions.

Miscellaneous Information

We are currently encouraging agencies to review their staffing patterns in administrative offices (Personnel, Budget, Staffing Services, Training, etc.) to determine the appropriateness of expanding the use of Administrative Aides in various administrative areas. Since the Employee Advancement Section was established, there has been an increase in the requests and approvals for Administrative Aide positions in various offices which have administrative responsibilities and we would expect this to continue.

Of the 12,000 employees who took the last examination (in 1975) 85 appointments were made to 55 positions. Thirty employees transitioned to the two-year administrative traineeships as a result of non-competitive examinations.

The Employee Advancement Section is presently reviewing the duties and responsibilities of the Administrative Aide positions before proceeding with the next examinations.

4. Creation of Paraprofessional Program Aide Positions

How Position is Created

Paraprofessional Program Aide positions will be created in various program and technical areas by job restructuring, extracting duties from existing entry-level professional positions, or by describing new functions to be performed at a level between that of clerical support and the professional. These paraprofessional positions will be allocated to a specific grade level.

How Concept "Bridges" Employees

Appointment as a "Program Aide" bridges an employee into a new occupational field with increased opportunity for future advancement. Future advancement will occur via examination.

Nature of Duties Performed

Paraprofessional duties and responsibilities are related to, and supportive of, the entry-level professional position from which they were derived. Creation of "Program Aide" positions will not only provide new opportunities for clerical and secretarial employees, but will result in the enhancement of the entry-level professional position.

Minimum Qualifications

A stipulated length of permanent competitive service in positions allocated to certain grade levels, possibly in certain occupational fields, will be required. Additional training and/or experience may also be required. These qualifications will be determined through an analysis of the particular "Program Aide" position.

Examination

Subject Matter. Written test will be a subject matter test designed to assess the candidates' possession of the knowledge, skills, and abilities necessary to perform the duties and responsibilities of the "Program Aide" position. Selection process may also include one or more of the following: oral test, rating of training and experience, performance evaluation.

Probationary Period

The probationary period will be twelve to twenty-six weeks or as specified in Rule 4.5 of the Civil Service Rules and Regulations.

Opportunity for Further Advancement

"Program Aide" titles may be considered a field of promotion for target entry-level professional program positions, related entry-level positions, and for further advancement beyond the entry-level. Advancement will occur via examination.

Miscellaneous Information

By redistributing duties and responsibilities among professionals, paraprofessionals, and clerical support staff, work should be completed in a more efficient manner. Increased opportunity for clerical staff to compete for paraprofessional Program Aide positions within a program area, should increase productivity and employee morale.

5. Creation of Promotion Traineeships in Program Areas as an Optional Alternative to Open-Competitive Situations

How Position is Created

New program traineeships will be created to provide an optional alternative to filling existing performance level target positions traditionally filled via open-competitive recruitment and examination. The grade level and salary will be commensurate with the duties and responsibilities of the traineeship. Comprehensive job-related training and development programs will provide appointees with the necessary knowledge, skills, and abilities to perform the duties and responsibilities of the performance level target positions.

How Concept "Bridges" Employees

Successful completion of the various "Promotion Traineeships" will bridge employees directly to permanent appointment at the full-performance professional level.

Nature of Duties Performed

The trainee performs increasingly broader and more responsible duties leading to satisfactory performance of the full range of activities characteristic of the target position. Trainees perform under close supervision. They receive on-the-job training and participate in other training activities as prescribed in the specific training and development plan. Ongoing reporting systems to monitor completion and effectiveness of training will be jointly developed and administered by the employing agency and the Department of Civil Service. (See Appendix H - Central Administration and Monitoring of Traineeships).

Minimum Qualifications

A stipulated length of permanent competitive service in positions allocated to certain grade levels, possibly in certain occupational fields, will be required. Additional training and/or experience may also be required. These qualifications will be determined through an analysis of the particular "Promotion Traineeship".

Examination

The overall selection process for a particular "Promotion Traineeship" may include one or more of the following: written test, oral test, rating of training and experience, performance evaluation.

The written test will be a general abilities test designed to evaluate the candidates' ability to acquire, during the stipulated length of the traineeship, the knowledge, skills and abilities necessary to perform the duties and responsibilities of the target position.

Probationary Period

The probationary period will be the duration of the traineeship. If unsatisfactory, the incumbent will return to his/her permanent position.

Opportunity for Further Advancement

After successful completion of the "Promotion Traineeship", appointees will be eligible to compete in examinations for promotion to middle and top level positions within an agency.

Miscellaneous Information

In most instances, program managers will have the option of appointing on an open-competitive basis, or from the promotion traineeship list. In addition to providing advancement opportunities for lower level employees, program traineeships can be an efficient mechanism for dealing with recruitment problems, high turnover areas, and/or a low supply of adequately trained professionals.

An example of an area where this concept has been implemented successfully is Computer Programmers. Agencies have been extremely satisfied with departmental employees promoted to these traineeships and transitioned to the full performance level. Other newly created Promotion Traineeships include Employment Security Claims Trainee and Employment Security Placement Trainee in the Department of Labor (see Appendix G) and Purchasing Agent (Printing) Trainee and Surplus Property Trainee in the Office of General Services.

6. Expansion of Transfer Opportunities of Current Employees to New Occupational Areas

The yellow Appendix explains the rationale and criteria for Section 70.4 of the Civil Service Law. Employees meeting the requirements are provided with a method to transfer to a new occupational series.

The Employee Advancement Section is publicizing the availability of this section in an attempt to provide an additional opportunity to lower level employees. As a result of this publicity, more requests should be submitted for transfer under Section 70.4.

New York State Clerical and Secretarial Employee Advancement Program

TEXT OF MEMORANDUM OF INTENT (without attachments)

The following shall constitute a memorandum of intent between the State of New York and the Administrative Services Unit of the CSEA.*

Both parties recognize the need to provide meaningful training, development and advancement opportunities for employees of the Administrative Services Unit. Both parties further recognize that there is a need to improve employee morale, mobility and productivity and to provide increased advancement opportunities for women, minorities and disadvantaged within State service.

In order to meet these needs, the State of New York agrees to pursue implementation of a Clerical and Secretarial Employee Advancement Program within its various departments, agencies and institutions based upon the concepts described in attachments 1 - 6 which are summarized below:

1. Development of increased training, development and advancement opportunities for entry-level employees,
2. Development of two-year training plans intended to lead to transition of clerical, secretarial and other administrative employees to G-18 administrative positions.
3. Expanded use of Administrative Aide positions.
4. Creation of new Paraprofessional Aide positions in program areas.
5. Development of traineeship promotion opportunities as an optional alternative to certain open-competitive situations.
6. Expand opportunities to allow the transfer of current State employees to new occupational series.

To promote the maximum use of the concepts the State will:

1. Provide resources for a centralized program to develop and implement programs based upon the concepts.
2. Monitor agency compliance with the intent of this memorandum by requiring each State department and agency to submit periodic plans and reports.
3. Provide funds from such sources as the educational, development and training funds under Article 14, Employee Development and Training, of the 1979-82 agreement between the State and CSEA (e.g., the funds specifically designated to support the Clerical and Secretarial Employee Advancement Program, employee benefit training funds and agency experimental training funds) and available agency training funds to support training required as part of approved development and advancement programs resulting from implementation of the concepts. In addition, the State, in a joint effort with CSEA, will seek Federal funds to support the training described in this subparagraph.

It is also agreed that the State and the Administrative Services Unit of CSEA will establish a committee to publicize the concepts, encourage development and implementation of programs based upon such concepts, and encourage employee and agency participation in such programs.

It is agreed that the committee mentioned above will meet at least semi-annually to monitor agency plans, reports and implementation progress and to discuss problem areas and make recommendations for modifications and/or improvements. It shall also review and have input into all initial program criteria established by the Department of Civil Service before distribution to State departments and agencies.

* This memorandum of intent shall not constitute an agreement under Article 14 of the Civil Service Law and its terms and provisions shall not be subject to grievance or arbitration.

ORGANIZATION CHART FOR EMPLOYEE ADVANCEMENT SECTION

Appendix B

Coordinator of Employee Advancement G-28
JIM GUTOWSKI 7-6309

- Program development; administration
- Special project assignments
- Performance evaluation and work performance standards for CSEAP's
- Supervision and staff development
- Member Joint State CSEA Committee on CSEA Program

ROBERTA BOLLOCK
 Steno G-5

Asst. Coordinator of Employee Advancement G-25
 BETSY GORDON 7-6312

- Traineeship development advisor
- Liaison with Training Division
- Monitor and control of training programs, traineeships, and training funds toward advancement programs
- Special project to re-direct training program
- IPA Grant Administration
- Special Training and "Self-Help" programs for clerical and secretarial employees
- Member of Personnel Council Training Committee and Joint Project for Administrative Training

TEAM #1 7-6306/6307

Empl. Adv. Specialist G-23 <u>ANN HODGSON</u>	Asst. Empl. Adv. Spec. G-18 <u>CAROL PRAYLOR</u>
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- Expansion of 70.4 criteria
- Reporting systems; internal, external
- IDP 3-5-7 programs
- Liaison on selection programs and class standards for upper-level clerical positions
- Skills training promotional programs for entry-level clerical employees
- Special PR project on 70.4 transfer opportunities and requirements

JEANINE LEO
 Steno G-5

TEAM #2 7-6307/6308

Empl. Adv. Specialist G-23 (1/2 time) <u>MARY ELLEN CARPENTER</u>	Emp. Adv. Spec. G-23 (1/2 time) <u>JUDY THOMSON</u>	Empl. Adv. Spec. G-23 <u>ALEXANDRIA DOUGLAS</u>
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- Public Adm. Traineeship Transition Program
- Accounting Traineeship
- EDP Technician series
- IDP Prom. Traineeship Test Battery procedures and guidelines for agency meetings, etc.
- Administrative Aide
- Program for monitoring, control and analysis of all CSEA selection programs

Agency AssignmentsAppendix C

<u>Agency</u>	<u>Agency Code</u>	<u>EAS Specialist</u>	<u>Telephone Number</u>
Adiron. Park Agency	01300	Judy Thomson	457-6307,8
Aging, Office for The	01370	Carol Praylor	457-6306,7
Agriculture & Markets	06000	Alexandria Douglas	457-6307,8
Alcoholic Bev. Con. Brd.	01030	Carol Praylor	457-6306,7
Audit & Control	02000	Mary Ellen Carpenter	457-6307,8
Banking	07000	Mary Ellen Carpenter	457-6307,8
Bridge Authority	55020	Judy Thomson	457-6307,8
Budget	01010	Mary Ellen Carpenter	457-6307,8
Cable TV	01480	Mary Ellen Carpenter	457-6307,8
Civil Service	08000	Mary Ellen Carpenter	457-6307,8
Commerce	22000	Mary Ellen Carpenter	457-6307,8
Comm. on the Qual. of Care of Ment. Disab.	01590	Carol Praylor	457-6306,7
Consumer Protection	01120	Mary Ellen Carpenter	457-6307,8
Correction, Comm.	01530	Alexandria Douglas	457-6307,8
Correctional Services	10160	Alexandria Douglas	457-6307,8
Council of the Arts	01360	Mary Ellen Carpenter	457-6307,8
Crime Victims Comp. Bd.	01400	Mary Ellen Carpenter	457-6307,8
Criminal Justice	01490	Alexandria Douglas	457-6307,8
East Hudson Pkwy. Auth.	55190	Judy Thomson	457-6307,8
Economic Dev. Bd.	01150	Mary Ellen Carpenter	457-6307,8
Education	11000	Alexandria Douglas	457-6307,8
Elections	01540	Mary Ellen Carpenter	457-6307,8
Employee Relations	01150	Mary Ellen Carpenter	457-6307,8
Environ. Conservation	09000	Ann Hodgson Carol Praylor	457-6306,7 457-6306,7
Energy Office		Judy Thomson	457-6307,8
Energy Research & Develop. Authority	21190	Judy Thomson	457-6307,8

<u>Agency</u>	<u>Agency Code</u>	<u>EAS Specialist</u>	<u>Telephone Number</u>
Equal. & Assessment	01310	Alexandria Douglas	457-6307,8
Executive Chamber	01000	Mary Ellen Carpenter	457-6307,8
Gen Svcs., Office of	01050	Mary Ellen Carpenter	457-6307,8
Health Systems Mgmt.	12000	Alexandria Douglas	457-6307,8
Higher Ed. Serv. Corp.	11100	Alexandria Douglas	457-6307,8
Housing & Comm. Renewal	01080	Mary Ellen Carpenter	457-6307,8
Housing Finance Agency	07950	Alexandria Douglas	457-6307,8
Human Rights App. Bd.	01430	Ann Hodgson Carol Praylor	457-6306,7 457-6306,7
Human Rights, Div. of	01090	Ann Hodgson Carol Praylor	457-6306,7 457-6306,7
Insurance	13000	Mary Ellen Carpenter	457-6307,8
Interoffice Coord. Comm.	56000	Carol Praylor	457-6306,7
Investigation, State Comm. of	21450	Alexandria Douglas	457-6307,8
Job Development	55100	Judy Thomson	457-6307,8
Judiciary		Judy Thomson	457-6307,8
Labor (excl. WCB & SIF)	14020	Ann Hodgson Carol Praylor	457-6306,7 457-6306,7
Labor Relations Bd.	14030	Ann Hodgson Carol Praylor	457-6306,7 457-6306,7
Law	03000	Carol Praylor	457-6306,7
Legislature		Judy Thomson	457-6307,8
Lottery	20050	Judy Thomson	457-6307,8
Mental Health, Office of	5000	Ann Hodgson Carol Praylor	457-6306,7 457-6306,7
Mental Retardation & Dev. Disab., Office of	5100	Ann Hodgson Carol Praylor	457-6306,7 457-6306,7
Military & Naval Affairs	01070	Alexandria Douglas	457-6307,8
Misc. Commissions		Judy Thomson	457-6307,8
Motor Vehicles	23000	Judy Thomson	457-6307,8

<u>Agency</u>	<u>Agency Code</u>	<u>EAS Specialist</u>	<u>Telephone Number</u>
Office of Alcoholism & Substance Abuse	52000	Carol Praylor	457-6306,7
Parks & Recreation	49070	Alexandria Douglas	457-6307,8
Parole, Div. of	01020	Alexandria Douglas	457-6307,8
Probation	01200	Alexandria Douglas	457-6307,8
Public Employ. Rel. Bd.	08010	Judy Thomson	457-6307,8
Public Health Mgmt.	12000	Alexandria Douglas	457-6307,8
Public Service Comm.	16000	Alexandria Douglas	457-6307,8
Racing & Wagering Bd.	01510	Judy Thomson	457-6307,8
St. Lawrence-Eastern Ontario Commission	01550	Alexandria Douglas	457-6307,8
Social Services	01800	Alexandria Douglas	457-6307,8
Social Welfare Board	01160	Alexandria Douglas	457-6307,8
State	19000	Judy Thomson	457-6307,8
State Insurance Fund	00640	Carol Praylor	457-6306,7
State Police	01060	Alexandria Douglas	457-6307,8
State University	28010	Judy Thomson	457-6307,8
Tax & Finance	20010	Judy Thomson	457-6307,8
Teachers' Retirement Syst.	11340	Judy Thomson	457-6307,8
Thruway Authority	55090	Alexandria Douglas	457-6307,8
Transportation	3000	Alexandria Douglas	457-6307,8
Veterans' Affairs	01190	Judy Thomson	457-6307,8
Vocational Rehab.	11700	Alexandria Douglas	457-6307,8
Workers' Comp. Bd.	14010	Carol Praylor	457-6306,7
Youth, Division for	01170	Carol Praylor	457-6306,7



New York State Announces a Competitive Transition Examination

Written Test To Be Held

NOVEMBER 17, 1979

Applications Must Be Postmarked

**No Later Than
OCTOBER 9, 1979**

NO. 00-029 DRAFTING AIDE G-5

THIS EXAMINATION IS OPEN TO ALL QUALIFIED EMPLOYEES OF
THE DEPARTMENT OF TRANSPORTATION

At present there are 20 vacancies located throughout the State in the various Department of Transportation regions.

TRANSITION EXAMINATION: This type of examination provides an opportunity not previously offered. It is one of several transition concepts included in a Memorandum of Intent agreed to by the State and the CSEA, designed to provide increased career mobility and advancement opportunities for employees within State service.

Upon completion of one year of permanent service as a Drafting Aide, you will be eligible to compete in promotion examinations for Drafting Technician G-8. Success on subsequent promotion examinations may lead to appointment as Assistant Architect G-19:

QUALIFYING EXPERIENCE:

For Taking The Test:

On or before the date of the written test, candidates must have had three months of permanent service in a clerical or technical position in the competitive or non-competitive class.

Candidates permanently appointed to a qualifying title on or before August 30, 1979 and who have **served** continuously in this title since that date, shall be deemed to meet the Qualifying Experience For Taking The Test.

For Appointment From

The Eligible List: one year of the Qualifying Experience For Taking The Test.

SUBJECT OF EXAMINATION: There will be a *performance test* in which candidates will be asked to prepare a drawing or tracing to scale with freehand lettering. If you do not have drafting experience or have not taken instruction in drafting, this problem will be very difficult.

Candidates will be notified prior to the examination of the materials they will have to bring to the performance test.

In addition, there will be a *written test* which will test for knowledge, skills, and/or abilities in such areas as:

1. Interpretation of graphs and tables
2. Understanding and interpreting technical instructions and dimensional drawings
3. Basic mathematics
4. Drafting techniques, terminology and instruments

Points will be added to eligible scores of competitive class employees only as follows:

Seniority For Each Year 0.2

You May Obtain Announcements And Promotion Application Cards, XD-5,
From Your Agency Personnel Office

S-4/T-2-ELS-wc

SEE REVERSE SIDE

ISSUED: 8-31-79

NO. 00-029 DRAFTING AIDE G-5

New York State Announces a Competitive Transition Examination



Written Test To Be Held
OCTOBER 20, 1979

Applications Must Be Postmarked
No Later Than
SEPTEMBER 10, 1979

NO. 00-026 ENGINEERING AIDE G-5

THIS EXAMINATION IS OPEN TO ALL QUALIFIED EMPLOYEES OF
THE DEPARTMENT OF TRANSPORTATION AND THE EAST HUDSON PARKWAY AUTHORITY

TRANSITION EXAMINATION: This type of examination provides an opportunity not previously offered. It is one of several transition concepts included in a Memorandum of Intent agreed to by the State and the CSEA, designed to provide increased career mobility and advancement opportunities for employees within State service.

QUALIFYING EXPERIENCE:

For Taking The Test: On or before the date of the written test, candidates must have had three months of permanent service in a clerical or technical position in the Competitive or Non-competitive Class.

Candidates permanently appointed to a qualifying title on or before August 2, 1979 and who have served continuously in this title since that date, shall be deemed to meet the Qualifying Experience For Taking The Test.

For Appointment From
The Eligible List: one year of the Qualifying Experience For Taking The Test

NOTE: *The eligible list resulting from this examination will also be used to fill seasonal positions.*

SUBJECT OF EXAMINATION: *Written test* which will test for knowledge, skills and/or abilities in such areas as:

1. Basic mathematics
2. Interpreting charts, graphs, and tables
3. Understanding and interpreting technical instructions and dimensional drawings

Points will be added to eligible scores of Competitive Class employees only
Seniority For Each Year 0.2

DUTIES: As an *Engineering Aide* you would assist in engineering work by doing basic technical tasks or manual work with a field survey party or other field location, or in a drafting room, office, or laboratory, under the immediate supervision of an engineer or higher-ranking technician. You may work with equipment used in surveying activities such as a rod, chain or axe under the direction of an engineer or technician. You may also reduce notes, trace maps and plans, make simple engineering computations, and assist with observations, inspections, and laboratory tests.

You May Obtain Announcements And Promotion Application Cards, XD-5,
From Your Agency Personnel Office

S-4/T-2-FAY-1r

SEE REVERSE SIDE
NO. 00-026 ENGINEERING AIDE G-5

Issued: 8-3-79



New York State Announces a Competitive Examination for

Public Administration Traineeship Transition Program

No.00-020

For Advancement in State Departments, Institutions, and Agencies

1. Within Promotion Units 2. Within Entire Departments 3. To Other Departments

Written Test To Be Held

SEPTEMBER 15, 1979

Applications MUST Be Postmarked
No Later Than

AUGUST 6, 1979

The **PUBLIC ADMINISTRATION TRAINEESHIP TRANSITION PROGRAM** provides qualified clerical and secretarial employees an opportunity to advance to the entry-level of a two-year Public Administration Traineeship leading to Grade 18 Administrative Positions. These traineeships will provide employees with formal training and course work, including: college course work, extensive on-the-job training, workshops and seminars, and carefully designed and monitored work experience. Successful completion of the two-year Public Administration Traineeship Transition Program will result in permanent appointment at the Grade 18 level in one of the following titles:

Senior Administrative Analyst	Senior Personnel Services Representative
Senior Budgeting Analyst	Senior Employee Insurance Representative
Senior Personnel Examiner	Senior Personnel Administrator
Budget Examiner	Senior Personnel Technician
Budget Examiner (Employee Relations)	Senior Staffing Services Representative
Budget Examiner (Management)	Senior Training Representative
Budget Examiner (Public Finance)	Senior Training Technician
Senior Municipal Personnel Consultant	Senior Career Opportunities Analyst
Senior Classification and Pay Analyst	

QUALIFYING EXPERIENCE: On or before the date of the written test, candidates must have had permanent competitive service in a title whose duties and activities are primarily clerical or secretarial in nature as follows:

- a) three years in a title allocated to G-7 or higher; or
- b) two years in a title allocated to G-11 or higher; or
- c) one year in a title allocated to G-14 or higher; or
- d) a satisfactory equivalent combination of the service described in a, b, and c.

Please note: In order to be considered qualifying, a candidate's permanent competitive service must have been in a title where the duties and responsibilities of the overall class of positions are primarily clerical or secretarial in nature. Out-of-title work cannot be credited in determining eligibility to compete in this selection process.

A description of the selection process and other information about this program appears on the following pages.



New York State Announces a Competitive Transition Examination

Written Tests To Be Held
NOVEMBER 17, 1979

Applications Must Be Postmarked
No Later Than
OCTOBER 9, 1979

- NO. 00-021 EMPLOYMENT SECURITY CLAIMS TRAINEE
- NO. 00-022 EMPLOYMENT SECURITY CLAIMS TRAINEE (Spanish Speaking)
- NO. 00-023 EMPLOYMENT SECURITY PLACEMENT TRAINEE
- NO. 00-024 EMPLOYMENT SECURITY PLACEMENT TRAINEE (Spanish Speaking)

Trainee Salary \$10,624

THESE TRANSITION EXAMINATIONS ARE OPEN TO ALL QUALIFIED EMPLOYEES OF THE DEPARTMENT OF LABOR
(exclusive of the Worker's Compensation Board, State Insurance Fund and the Labor Relations Board)

These positions exist at a variety of locations throughout the State.

These **TRANSITION EXAMINATIONS** provide an opportunity not previously offered. It is one of several transition concepts included in a memorandum of intent agreed to by New York State and CSEA, and is designed to provide opportunities for employees within State service.

The eligible lists resulting from these transition examinations will be used to fill one-year traineeships leading to permanent appointment at full-performance-level positions at G-14. The Department of Labor will have the option of filling the positions from either the lists resulting from these examinations or from the open-competitive examinations for these titles which have also been scheduled for November 17, 1979.

Transition examinations are similar to normal promotion examinations in many respects. However, since they represent an experimental alternative to filling positions normally filled via open-competitive recruitment, they differ with respect to eligible list certification and use. It should also be noted that qualifications and other elements of these programs may be changed in the future and/or programs may be discontinued as determined by the New York State Department of Civil Service.

QUALIFYING EXPERIENCE FOR TAKING THE TESTS: On or before the date of the written tests, candidates must be permanently employed in the competitive class and have had permanent competitive service as follows . . .

- A. five years in a title allocated to G-5 or higher;
- or B. three years in a title allocated to G-7 or higher;
- or C. one year in a title allocated to G-10 or higher.

NOTE: College credits from a regionally accredited college or university, or one recognized by the New York State Education Department as following acceptable educational practices can be substituted for up to four years of the qualifying experience — under A above and for up to two years of the qualifying experience under B above at the rate of 15 credit hours equalling six months of permanent competitive service. If you wish to substitute college credits for permanent competitive service, you **must** attach Form XD-33, Training and Experience Application Supplement to Form XD-5, Promotion Examination Application.

SUBJECT OF EXAMINATION: The written test will consist of multiple-choice questions designed to test for knowledge, skills, and/or abilities in such areas as:

	For Examinations	
	00-021 00-022	00-023 00-024
1. Interviewing	X	X
2. Reading, understanding and applying complex written material	X	X
3. Preparing written material	X	
4. Understanding and interpreting material presented in tabular form	X	

Candidates successful on the written test, will also be required to pass a *qualifying oral test* designed to evaluate, against the general background of the position(s), the ability to: (1) reason clearly and make sound judgments; (2) present ideas clearly and effectively; and (3) establish satisfactory relationships with others.

The Department of Civil Service reserves the right to call to the qualifying oral tests only sufficient numbers of candidates to fill existing and anticipated vacancies.

Points will be added to eligible scores as follows:

Seniority 0.2

You May Obtain Announcements And Promotion Application Cards, XD-5,
From Your Agency Personnel Office.

Central Administration and Monitoring
of Traineeship Programs

Agencies, trainees and various study committees have criticized existing traineeship programs for the following reasons:

- _ Guidelines for program development have been inadequate, and standards for effectiveness have not been set.
- _ Programs have not been monitored to insure quality and effectiveness of training.
- _ Technical assistance in developing plans for training and development of trainees has not been available to agencies.
- _ Performance standards for various levels of the traineeship have not been established.
- _ Centralized "core" training programs have not been readily available.
- _ The quality and quantity of training received for the same job title has varied widely from agency to agency.

The Employee Advancement Section (EAS) plans to structure the traineeships included in the Employee Advancement Program to avoid these pitfalls. At every step in the planning and implementation of a traineeship program, guidelines and technical assistance will be available. Central administration and monitoring will insure that each trainee is developing the required knowledge, skills and abilities to perform successfully in the target position.

Each traineeship will vary depending on the requirements of the target positions and the previous experience of the individual trainee. However, traineeships will generally include the following: formal training on New York State government operations, agency procedures, and the specialty area; receipt of Agency Procedures Manual; developmental assignments and on-the-job training provided by supervisors; completion of staff assignments designed to demonstrate competency at the level required for continuing the traineeship; assigned readings; attendance at professional meetings; etc.

The major steps in carrying out a traineeship and the role of the Employee Advancement Section in each step is briefly described below:

Step 1: Development of Individual Training Plan

EAS Staff will provide "Guidelines for Developing Training Plans" and hold orientation sessions for supervisors and trainees. Technical assistance in developing the plan will be provided. EAS Staff will review training plans to determine if they are realistic and practical and to make sure that performance goals for the trainee have been spelled out.

Step 2: Implementation of Individual Training Plan

The Employee Advancement Section will assist agencies by providing handbooks on New York State Administration and/or the trainee's specialty area, and by developing and conducting core training in the specialty areas, where appropriate.

Step 3: Monitoring and Evaluation

The Employee Advancement Section will monitor the general traineeship program and the progress of individual trainees through:

- Review of individual training plan
- Evaluation reports from supervisors and trainees
- Evaluation conferences with supervisors and trainees as needed
- Meetings with the trainee group
- Meetings with supervisors of trainees
- Annual meetings with members of Agency Traineeship Review Boards

Step 4: Certification of Agencies and Trainees

Agencies will be certified for compliance with EAS guidelines in developing meaningful traineeship programs. Those agencies which are not certified will not be allowed to appoint additional trainees until defects in the program are remedied.

Based on trainee and supervisory evaluations, successful completion of competency assignments, etc. EAS will certify that trainees have the skills needed to advance to the full performance level.

Trainees who do not meet certification requirements will be evaluated by EAS in cooperation with supervisors and Agency Review Boards to determine if remedial training, reassignment to another specialty or termination is the most appropriate course of action

New York State Department of Civil Service

TRANSFERS UNDER SECTION 70.4

The New York State Civil Service Law (Section 70) provides the means for transfer between positions in the public service. Subparts of the Section address specific situations under which transfer is appropriate.

- Section 70.1 provides authorization for transfer between positions with essentially similar duties, grade level, tests and qualifications.
- Section 70.2 deals with transactions necessitated by transfer of functions between agencies and other jurisdictions.
- Section 70.4 affords transfer opportunity for qualified permanent competitive class employees via non-competitive examination to positions in different occupational areas.

Why Was Section 70.4 Adopted?

The Section was included in the Civil Service Law to allow for transfer within the Classified Service for employees who further their education and training and thereby become qualified for other lines of work. The mechanism promotes flexibility for both the appointing authority and the permanent competitive class employee. Agencies are provided the opportunity to nominate proven, committed and qualified workers for transfer. Use of the Section should result in more efficient and effective utilization of the State's work force by providing the opportunity for career mobility to other occupational areas by means of transfer rather than by open-competitive examination.

When Can Section 70.4 Be Used?

Nominations for transfer under Section 70.4 may be submitted to the Department of Civil Service by appointing authorities when:

1. The appointing authority and the employee agree to the transfer. For transfers between agencies, *both appointing authorities* and the employee must agree to the transfer.
2. The use of an open-competitive list would be in order to fill the position.
3. The prospective nominee is a permanent employee in the competitive class in a position within two salary grades of the position to which transfer is sought.
For purposes of this Section, employees in permanent competitive Non-Statutory positions will be considered to be serving at a grade level equivalent to the budgeted salary for the Non-Statutory position.
4. The nominee meets the open-competitive qualifications for the position to which transfer is sought.

When these conditions are met, the nominee should complete an application form XD-10 to be sent to the appropriate Staffing Services Section along with a letter from the appointing officer nominating the employee for transfer.