

Classification Review Resources

Classification / Reclassification Evaluation Process

When reviewing a position for classification, the Compensation Consultant carefully studies the job description and other related materials such as the organization charts submitted for review. Such documents highlight important information related to changes in the position.

The Consultant considers how a position has changed (additional duties, supervision exercised and received, and other critical components of the position) and compares the position to the published classification standards for the job family/series and to similar positions at Berkeley.

In some cases, the Consultant will consult with campus experts in the field to obtain their perspective and assessment of the position. Decisions regarding the classification of positions in the MSP program are made by the Vice Chancellors office.

Job Field
Job Family
Job Standard
Job Description

A job family or job series is a group of jobs with similar functions that require similar specialized knowledge and skills. Examples of job families include Student Advising Services or Applications Programming. Examples of job series include the clerical/administrative series.

Some job classification guidelines have been developed specifically for the Berkeley campus, while others are used across the entire UC system. For example, within the clerical/administrative series, three levels of () Assistant (I, II, and III) are identified and defined.

Compensation Consultants consider these important factors when classifying a position:

- Nature or type of work performed
- Level of responsibility
- Impact of position on the unit, department, or campus
- Reporting relationships
- Scope of duties
- Complexity of work
- Creativity/innovation
- Supervision received
- Supervision exercised
- Knowledge and skills required to perform the duties

Other factors cannot be considered in classifying a position:

- Performance of the incumbent
- Longevity of the incumbent in position
- Qualifications of the incumbent that are not required by the position
- Personality
- Financial needs

Based on the review and comparisons, the Compensation Consultant determines the appropriate title. The Consultant may contact the Central HR Partner during the course of the review to discuss the findings.

Categories and Levels

Job Standards within families fall into one of the categories below. Within each category, various job levels (with corresponding generic scope descriptions) ensure consistent application of levels across campus.

Operational & Technical

OVERVIEW: This category includes support, operational, technical, skilled or semi-skilled positions, where the skills are typically acquired through vocational education and/or apprenticeships, certifications, specialized, or on-the-job training. Problems are typically solved through knowledge of past practices and procedural guidelines, or knowledge gained through a certification or licensing program. For levels 2 and 3, these positions require specialized knowledge of processes and procedures.

LEVEL 1: Applies basic skills while developing some specialized skills in procedures, operations, techniques, tools, materials, and/or equipment appropriate to area of specialization; performs routine and/or repetitive tasks; limited decision making required; generally works under close supervision; has no or limited experience; work is performed from within specific limits of established procedures and/or defined instructions.

LEVEL 2: Applies skills and job knowledge in area of specialization; may adapt procedures, operations, techniques, tools, materials, and/or equipment to meet needs of area of specialization; may work on non-routine tasks; resolves issues/makes working decisions within area of specialization or responsibility with minimal supervision.

LEVEL 3: Regularly works on tasks that are varied and complex. Applies full range of specialized skills and job knowledge; frequently adapts procedures, techniques, tools, materials, and/or equipment to meet specialized needs; may serve as lead; performs broad and/or focused assignments under general supervision; originality and ingenuity are often required to help establish procedures in functional area; relies on experience and judgment to plan and accomplish assigned tasks.

Professional

OVERVIEW: This category includes positions which require a theoretical and conceptual knowledge of the specialization. Problems are typically solved through analysis and strategic thinking. At more senior levels, incumbents may independently manage or administer professional or independent programs, policies and resources.

ENTRY (LEVEL 1): Entry-level professional with limited or no prior experience; learns to use professional concepts to resolve problems of limited scope and complexity; works on developmental assignments that are initially routine in nature, requiring limited judgment and decision making.

INTERMEDIATE (LEVEL 2): Professional who applies acquired job skills, policies, and procedures to complete substantive assignments/projects/tasks of moderate scope and complexity; exercises judgment within defined guidelines and practices to determine appropriate action.

EXPERIENCED (LEVEL 3): Experienced professional who knows how to apply theory and put it into practice with in-depth understanding of the professional field; independently performs the full range of

responsibilities within the function; possesses broad job knowledge; analyzes problems/issues of diverse scope and determines solutions.

ADVANCED (LEVEL 4): Technical leader with a high degree of knowledge in the overall field and recognized expertise in specific areas; problem-solving frequently requires analysis of unique issues/problems without precedent and/or structure. May manage programs that include formulating strategies and administering policies, processes, and resources; functions with a high degree of autonomy.

EXPERT (LEVEL 5): Recognized campus expert. Has significant impact and influence on campus policy and program development. Regularly leads projects of critical importance to the campus; these projects carry substantial consequences of success or failure. May direct programs with campuswide impact that include formulating strategies and administering policies, processes, and resources. Significant barriers to entry exist at this level (e.g., may require Vice Chancellors' approval).

Supervisory & Managerial

OVERVIEW: This category includes positions where the incumbent primarily achieves department objectives through the coordinated achievements of subordinate staff who report to the incumbent.

Supervisory Positions

An incumbent in a Supervisory position supervises at least 2.0 FTE and performs supervisory functions where independent judgment is exercised in at least three of the following:

- Independently selects subordinates OR participates in the interviews and recommends who should be hired;
- Independently determines subordinates' performance ratings OR recommends performance ratings;
- Independently decides within budgetary limitations the amount of subordinate merit increases, who will be selected for promotional opportunities, and whether to request the reclassification of a position, OR recommends these actions;
- Has independent authority to issue written warnings and suspensions and determines what discipline should be imposed upon a subordinate OR recommends such actions;
- Has independent authority to resolve grievances or complaints OR formulates and recommends a resolution to grievances or complaints.

SUPERVISOR LEVEL 1: Provides immediate supervision to a unit or group of operational or technical employees. A portion of time may be spent performing individual tasks related to the unit; however, supervisory activities must constitute a primary part of the job. Supervises unit operations to ensure compliance with departmental or campus policies, procedures, and defined internal controls. Ensures accountability and stewardship of campus resources (operational, financial, and human) in compliance with departmental standards and procedures.

SUPERVISOR LEVEL 2: Provides direct supervision typically to professionals or skilled technical employees. Functions as advisor to unit and administration. Analyzes and resolves problems, interprets policies (e.g., fiscal management, HR, contracts and grants, resource management in defined areas) and demonstrates solid subject matter knowledge. Exercises judgment within defined procedures and

policies to determine appropriate action. Supervises staff to assure accountability and stewardship of campus resources (operational, financial, and human) in compliance with departmental goals and objectives.

Note: Incumbents who give work assignments to other employees and review their work products, but do not perform the above functions are typically LEAD positions and should be mapped to the Professional or Operational & Technical categories.

Managerial Positions

An incumbent in a Managerial position, in addition to the supervisory functions described above, spends the majority of time (50% or more) achieving organizational objectives through the coordinated achievements of subordinate staff who report to the incumbent, through the performance of the following managerial functions:

- Assumes accountability for decisions made by subordinates
- Manages employee performance (for example, guides, coaches and disciplines staff)
- Manages workflow, operations, apportioning the work
- Establishes department goals and objectives (and manages department progress toward goals)
- Determines techniques and processes
- Plans and oversees the budget
- Monitors or implements legal or policy compliance measures
- Performs strategic planning for function

Functional Manager

In most cases, managers achieve objectives primarily through the coordinated efforts of staff who directly report to them. However, there may be a small number of functional managers where the incumbents may oversee professional staff who do not report to them, yet have significant accountability, influence, and impact over professionals within subordinate organizations^[1] in the same specific functional area. A functional manager **must meet all the following criteria:**

- Has significant accountability for decisions made by others (who do not directly report to the incumbent) in the same functional area (e.g. Finance or Central Human Resources)
- Provides guidance to professional staff in the same functional area who in turn advise managers and employees
- Monitors or implements legal or policy compliance measures in subordinate organizations
- Provides guidance and expertise in developing techniques and processes in subordinate organizations

Consistent with the definition of Manager, incumbents in these positions^[2] still achieve their objectives through the efforts of others.

Example:

A Finance or a Central Human Resources advisor to a Vice Chancellor or Dean may have accountability for providing guidance and direction to other Finance or HR professionals in subordinate organizations.

These Finance or HR professionals would in turn report to and advise managers and employees within their organizational units.

Process for Functional Manager Review:

Continue to look at the job standards to find the most appropriate fit for your position. If you find that a Manager title is most applicable for a position that does not have responsibility for directly overseeing professional staff, but meets the above criteria, develop the job description using the appropriate Manager title and submit to your Control Unit Administrator for review. Your Control Unit Administrators will conduct the initial review, with subsequent review by a campus Advisory Committee (if applicable), and by HR Compensation.

MANAGER LEVEL 1: Spends the majority of time (50% or more) achieving organizational objectives through the coordinated achievements of subordinate staff. Establishes departmental goals and objectives, functions with autonomy. Manages the accountability and stewardship of human, financial, and often physical resources in compliance with departmental and campuswide goals and objectives. Ensures subordinate supervisors and professionals adhere to defined internal controls. Manages systems and procedures to protect departmental assets. May report to a Chair, Organized Research Unit Director, or equivalent administrative management.

MANAGER LEVEL 2: Oversees through subordinate Managers a large department or multiple smaller units. Has significant responsibility to achieve broadly stated goals through subordinate Managers. Determines objectives, directs programs, develops strategies and policies, manages human, financial, and physical resources, and functions with a high degree of autonomy. Proactively assesses risk to establish systems and procedures to protect organizational assets. Determines campus strategies for a program with campuswide impact. May report to an Assistant Vice Chancellor or Dean.

MANAGER LEVEL 3: Oversees through subordinate Managers a large, complex organization with multiple functional disciplines/occupations, OR manages a program, regardless of size, that has critical impact upon the campus. Has significant responsibility for formulating and administering policies and programs, manages significant human, financial, and physical resources, and functions with a very high degree of autonomy. Oversees through subordinate Managers the accountability and stewardship of campus resources and the development of systems and procedures to protect organizational assets. Reports to an Associate/Assistant Vice Chancellor, Vice Chancellor, or Dean.

MANAGER LEVEL 4: Directs through subordinate Managers multiple large and complex critical programs impacting broad constituencies across major portions of campus. Identifies objectives, manages very significant human, financial, and physical resources, and functions with an extremely high degree of autonomy. Accountable for formulating and administering policies and programs for major functions. Operational or program results can affect overall campuswide performance and reputation. Directs through subordinate Managers the development of strategic goals and objectives to achieve accountability and stewardship of university resources in a manner consistent with campus and systemwide objectives and initiatives. Usually reports to one of the following: Vice Chancellor or Vice Provost.

^[1]Subordinate organizations are separate organizational units that roll up to a higher level organization

^[2]A very limited number of these positions exist on the campus

| | | | |
|-------------------|--|---|--|
| Job Field: | <i>A group of jobs in the same general occupation.</i> | | |
| Family: | <i>A more specific area within a field.</i> | | |
| Category: | Operational & Technical | Professional | Supervisors & Managers |
| Level*: | Level 1 Level 2 Level 3 | Entry Level 1 Intermediate Level 2 Experienced Level 3 Advanced Level 4 Expert Level 5 | Supervisor 1 Supervisor 2 Manager 1 Manager 2 Manager 3 Manager 4 |

* Potential Levels – levels may vary based on family

| Operational & Technical | | | |
|------------------------------------|-------------------------------|--|--|
| Level | 1 | 2 | 3 |
| Analogy | Hammers nails into door frame | Reads building plans to measure hole for opening | Creates mechanical drawings using specialized software program |

| Professional Level | 1 | 2 | 3 | 4 | 5 |
|--|-------------------|--|---|-------------------------|--|
| Description | Entry | Intermediate | Experienced | Advanced | Expert |
| Analogy * | Learns about rope | Can tie basic knots, shown complex knots | Calculates rope strength, knows a lot about knots | Understands rope making | Knows more about rope than you ever will |
| Campus-Wide Leveling Guideline ** | 0% - 5% | 15% - 25% | 40% - 50% | 20% - 30% | 3% - 5% |

* Analogy excerpted from 2007 Radford Benchmark Survey.

** Guideline represents a typical distribution of levels across all job fields and families in an organization at completion of the mapping process. It is not intended for use for individual departments and units.

| Level | Supervisor | | Manager | | | |
|---|-------------------------------------|---|---|--|--|--|
| | 1 | 2 | 1 | 2 | 3 | 4 |
| Description | Immediate Supervisor of O&T staff | Direct Supervisor of professionals or skilled O&T staff | Primary manager of unit or department, manages other supervisors or professionals | Manages large department or several smaller units through other managers and supervisors | Senior manager of a large department or multiple departments managing through subordinate managers | Overall responsibility for a major function. Usually reports to Chancellor, Vice Chancellor, or Vice Provost |
| Analogy* | Escorts hikers on routine day trips | Guides team while rock climbing | Leads extended alpine mountain-climbing trips | Pilots expedition through unexpected snow storm | Controls search efforts to find missing hikers | Directs efforts of both air and ground search parties |
| Campus Wide Leveling Guideline** | 5% | 15% | 35% | 25% | 15% | 5% |

* Analogy excerpted from 2007 Radford Benchmark Survey.

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Frequently Asked Questions - Classification

What is the difference between a "promotion" and an "upward reclassification?"

A promotion involves movement from one position to a different position with a higher salary range midpoint through a competitive recruitment process. An upward reclassification involves a change in the functions of a position, which results in the assignment of an employee's current position to a new payroll title with a higher salary range midpoint. A reclassified employee retains the majority (50% or more) of the prior functions and assumes additional functions as well.

What is the difference between a Manager 3 and Manager 4?

Positions at the Manager 4 (M4) level serve as the senior manager overseeing a large organization with multiple departments. They identify objectives and direct critical programs with major constituencies across campus. Very few positions on campus meet the M4 criteria. In contrast, a M3 position leads a critical function on campus, typically managing multiple subordinate organizations with different levels of Managers 1 and 2, Supervisors, professionals and other staff.

What is the difference between a Manager 2 and Manager 3?

Positions at the Manager (M3) level lead a critical function on campus, typically managing multiple subordinate organizations with different levels of Managers 1 and 2, supervisors, professionals and other staff. In contrast, a M2 position has responsibility for managing a department through subordinate managers, supervisors and professionals, serves as a consultant to senior management, has significant responsibility to achieve broadly stated goals for the department, identifies objectives, directs programs, and develops overall departmental strategies and policies.

What's the difference between a supervisor and a manager?

Specific differences are described by the generic scope of each supervisory and managerial level. Another way to look at it is that a manager is responsible for making significant decisions on what the unit does: its purpose, functions and role, and for making commitments and decisions that require the expenditure of significant unit resources. Managers have a significant, external focus (to the world outside the unit), whereas a supervisor has a more internal focused responsibility for implementing the manager's decisions through the work of subordinate employees. Once a decision is made on what to do, supervisors have a significant role in deciding how to do it; how to achieve the objective established by the manager. Supervisors often perform the same kind of work that the subordinates do; managers do not do the daily work of the unit as a regular part of their work, they may do it more on an exception basis or in resolving the most difficult problems facing the unit.

What is the difference between a Manager 1 and Manager 2?

Positions at the Manager 2 (M2) level have responsibility for managing a department through subordinate managers. In contrast, a Manager (M1) level position is the primary manager of a unit or department and does not manage subordinate managers. This is a difficult concept to apply consistently given the lack of hierarchy in many departments on campus, and great care is taken to

ensure employees were not unfairly disadvantaged based on department. The M2 level definition includes those who oversee one or more managers or multiple supervisors and professionals. The review process also consistently applies other components of generic scope –positions at the M2 level need to document in the job description how the incumbent would serve as a consultant to senior management, have significant responsibility to achieve broadly stated goals for the department, identify objectives, direct programs, and develop overall departmental strategies and policies

What's the difference between a Supervisor 1 and Supervisor 2?

The key differences between Supervisor 1 (S1) and Supervisor 2 (S2) are defined by the generic scope. An S1 provides immediate supervision to a unit or group of operational or technical employees, whereas an S2 provides supervision and guidance to a group of professionals or skilled operational and technical employees.

What is the difference between a Manager/Supervisor and a Professional?

The Supervisory and Managerial category describes positions that exercise independent judgment in determining the distribution of work of at least 2 FTEs, and make decisions or recommendations about 3 or more of the following: hiring decisions, performance ratings, merit increases, promotional opportunities, reclassification requests, written warnings, suspensions, disciplinary actions, and/or resolution of grievances or complaints. Each individual job description is reviewed against this definition, and if the customized job content provided by the manager for custom scope, key responsibilities, problem solving and supervision (including organizational chart) does not support the definition of a supervisor or manager job standard, the position will subsequently be approved for a professional job title. Professionals may achieve and be responsible for many of the same functional responsibilities as a manager or supervisor, but achieve results through their own, personally-performed duties, rather than through the efforts of direct reports.

Specific differences between manager and supervisor are described by the generic scope of each supervisory and managerial level.

Another way to look at it is that a manager is responsible for making significant decisions on what the unit does: its purpose, functions and role, and for making commitments and decisions that require the expenditure of significant unit resources. Managers have a significant, external focus (to the world outside the unit), whereas a supervisor has a more internal focused responsibility for implementing the manager's decisions through the work of subordinate employees. Once a decision is made on what to do, supervisors have a significant role in deciding how to do it; how to achieve the objective established by the manager. Supervisors often perform the same kind of work that the subordinates do; managers do not do the daily work of the unit as a regular part of their work, they may do it more on an exception basis or in resolving the most difficult problems facing the unit.

What are the differences between the Professional 4 and the Professional 5 levels?

The generic scope for a professional 5 describes a position that is a recognized campus expert with significant impact and influence on campus policy and program development. Professional positions at this level regularly lead projects of critical importance to the overall campus. Very few positions on campus are at the Professional 5 level.

In contrast, professional 4 positions regularly serve as a technical leader to their department/campus community, perform duties requiring specialized expertise, and frequently analyze or resolve issues that are unique and without precedent.

If the job description submitted provides very limited customized content that supports the level 5 scope, the Compensation Unit can't assume the employee is performing a professional level 5 position.

What are the differences between the Professional 3 and the Professional 4 levels?

The generic scope for a professional 4 describes a position that regularly serves as a technical leader to their department/campus community, performs duties requiring specialized expertise, and frequently analyzes or resolves issues that are unique and without precedent.

The generic scope for an experienced professional 3 describes a position requiring full understanding of the professional field, the ability to apply theory and put it into practice resolving problems of diverse scope and complexity, and broad job knowledge. If the job description submitted provides very limited customized content (i.e., problem solving examples don't align with professional level 4 key responsibilities or scope) the Compensation Unit can't assume the position is performing at a professional level 4.

Length of service, while providing employees and the campus with a wealth of institutional knowledge, does not by itself determine the level of responsibility required for the position. Length of service, as well as experience on committees or special projects outside of the scope of the primary job responsibilities, are helpful for preparing the individual for future career opportunities but also do not define the scope or level of the current position.

What are the differences between the Professional 2 and the Professional 3 levels?

The generic scope for an experienced professional 3 describes a position requiring full understanding of the professional field, the ability to apply theory and put it into practice, resolving problems of diverse scope and complexity, and broad job knowledge.

A P2 position typically applies acquired professional knowledge and skills to complete tasks of moderate scope and complexity, and exercises judgment within defined guidelines or practices to determine appropriate action.

If the job description submitted at a P3 level provides very limited customized content in custom scope, key responsibilities or problem solving that support the level 3 scope, the Compensation Unit can't assume the employee is performing at a professional level 3 and would change the title to a P2.

How does the performance evaluation form include information from the job description?

Sometime in the future, key responsibilities from the job description will be copied into the performance evaluation form. Until that additional functionality is available, supervisors/managers will need to copy the content from the description into the performance evaluation form manually. In this manner, there is a direct link between the job description and the performance expectations of the employee performing that job

How much detail is required on the job description? Will the generic job standard suffice with very little customization?

A job description for review should provide a sentence or two for each applicable key responsibility to explain or customize that responsibility for an individual position. Also, bullet points that expand using examples on specific responsibilities for the incumbent are helpful. We also ask for 2 -3 examples for each of the problem solving sections. The problem solving examples should support the decisions expected of the category and level (i.e., Professional 4: decision making examples aligned with a technical leader demonstrating specialized expertise and resolution of unique issues; Manager 3: managerial decisions demonstrating oversight of subordinate organizations through different levels of managers, supervisors, and professionals.) See [Categories and Levels](#) for definitions of the job levels.

It is especially important to provide an accurate and true representation of an individual's job duties because what is described in the job description will be the basis for review on the performance appraisal form. In other words, since an employee's performance expectations will be based on their job description, the description needs to accurately define the job.