



Department of Pesticide Regulation



Gray Davis
Governor

Winston H. Hickox
Secretary, California
Environmental
Protection Agency

Paul E. Helliker
Director

MEMORANDUM

TO: Walter Vaughn, Executive Officer
State Personnel Board
801 Capitol Mall
Sacramento, California 95814

FROM: Paul E. Helliker *Paul Helliker*
Director
(916) 445-4000

DATE: July 27, 2001

SUBJECT: 2001/2002 EMPLOYMENT GOALS AND TIMETABLES

Attached for your review and approval is the Department of Pesticide Regulation's (DPR's) Employment Goals and Timetables for the 2001/2002 fiscal year, the Occupational Utilization Analysis Reports, and the Annual Goals and Timetables Checklist (AAP03). A comparative analysis of the relevant labor force and departmental occupational workforce data predicated that DPR establish goals to address the statistically significant underutilization of African Americans in its Pesticide Use Specialist (PUS) occupational group, and an overall departmental goal for persons with disabilities.

DPR is developing a comprehensive recruitment program that should assist in achieving the goal set for African Americans in the PUS occupational group. As part of this program, DPR will establish and maintain communication efforts with local and statewide organizations, professional organizations, and higher-education institutions. Plans are also in place to develop and expand effective recruitment methods, such as use of the Internet, to assist in achieving our goals and objectives within existing resources.

With the recent changes to the California Fair Employment and Housing Act (FEHA), DPR will again survey its employees to assess the FEHA directive for the departmental goal for persons with disabilities. It is anticipated that this survey will significantly impact the number of departmental employees who are to be considered individuals with disabilities.

As part of this year's goal setting process, DPR is putting together an Upward Mobility Handbook. A copy of the draft is attached for your information. This handbook outlines how DPR's upward mobility program will be implemented. Through the use of this program, DPR employees will be provided the opportunity for career growth and development.



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Through the establishment of realistic and achievable goals, DPR will ultimately be a workforce reflective of the relative labor force. DPR is committed to providing equal employment opportunities and nondiscriminatory employment practices to all qualified individuals, and shall continue its efforts to improve and enhance employment practices and programs.

If you have any questions, please feel free to contact me.

Attachments

DEPARTMENT Pesticide Regulation

FISCAL YEAR: 2001-2002

OCCUPATIONAL GROUP	DATA TYPE	Afri Amer/ Black	Hispanic	Asian	Filipino	American Indian	Pacific Islander	Women
Pesticide Use Specialist	Deficiency	5						
	Annual Goal	1						
	Yrs to Parity	5						
Disabled 11	Deficiency	11						
	Annual Goal	2						
	Yrs to Parity	6						
	Deficiency							
	Annual Goal							
	Yrs to Parity							
	Deficiency							
	Annual Goal							
	Yrs to Parity							
	Deficiency							
	Annual Goal							
	Yrs to Parity							
	Deficiency							
	Annual Goal							
	Yrs to Parity							
	Deficiency							
	Annual Goal							
	Yrs to Parity							

INSTRUCTIONS FOR COMPUTING GOALS AND TIMETABLES

Information Needed:	<ol style="list-style-type: none"> 1 Total Incumbents in Occupational Group [Source: Utilization Report] 2 Total number and percentage of Incumbents in Underutilized Group [Source: Utilization Report] 3 The numerical deficiency [Source: Utilization Report] 4 The percentage of the underutilized group in the relevant labor force [Source: Utilization Report] 5 The total number of annual hiring opportunities in the occupational group [Source: Intake Report, MIS Report 5112] 6 Estimated turnover in the target group in the occupational group [Source: MIS Report 3120] 	<p>EXAMPLE: Cook</p> <p>103</p> <p>35 (34.0%) Hispanics</p> <p>30</p> <p>62.7%</p> <p>27</p> <p>11</p>
The Computation of the Hiring Goal:	<ol style="list-style-type: none"> 1 Multiply the number of annual hiring opportunities by the percent representation of the deficient group in the relevant labor force. The result is your estimated annual hires in the deficient group. (It assumes that department is providing equal employment opportunity) 	<p>$27 \times .627 = 16.9$ (Round to 17)</p> <p>Annual Hires = 17. [The Annual Goal.]</p>
The Computation of the Timetable to Reach RLF Parity:	<ol style="list-style-type: none"> 1 From the current number in the underutilized group, subtract annual turnover in the underutilized group. 2 Add to the result in #1 above the annual hiring goal. The result equal the expected number in underutilized group by the end of the fiscal year. 3 Subtract the expected number from the current number in the underutilized group. 4 Divide the number deficient in the underutilized group by the annual net gain. The result is the number of years to parity. 	<p>$35 - 11 = 24$</p> <p>$24 + 17 = 41$</p> <p>$41 - 35 = 6$ [Annual Improvement Rate.]</p> <p>$30/6 = 5$ [Years to Parity.]</p>

IN SUMMARY:

An expected 17 annual hires of underutilized group members will reduce the deficiency by 6 each year. At this annual rate, it will take 5 years to completely eliminate the deficiency and reach relevant labor force representation.

STATE WORK FORCE DATA AS OF 03/31/01

CLASS	WHITE	BLACK	HISPANIC	ASIAN	FILIPINO	NAT AM	PAC I	OTHER	WOMEN	MEN	TOTAL
PEST USE SPEC	8	1	2	5	0	0	0	4	9	11	20
SR PEST USE SP	23	1	5	2	2	0	0	0	9	24	33
SUP PEST USE SP	5	0	1	0	0	0	0	0	2	4	6
TOTAL:	# 36	2	8	7	2	0	0	4	20	39	59
	% 61.02%	3.39%	13.56%	11.86%	3.39%	0.00%	0.00%	6.78%	33.90%	66.10%	100.00%

1990 CENSUS LABOR FORCE DATA
STATEWIDE

OCCUPATIONAL CATEGORY	OCCUPATION NAME	WHITE	BLACK	HISPANIC	ASIAN	FILIPINO	NAT AM	PAC I	OTHER	WOMEN	MEN	TOTAL
CATEGORY #028	INSPECT/COMPLI EC	12,202	2,277	3,009	1,145	412	195	72	10	6,970	12,351	19,321
TOTAL:	#	12,202	2,277	3,009	1,145	412	195	72	10	6,970	12,351	19,321
	RLF %	63.15%	11.79%	15.57%	5.93%	2.13%	1.01%	0.37%	0.05%	36.07%	63.93%	100.00%

STATE UTILIZATION STATE DEFICIENCY

	-2.14%	-8.40%	-2.01%	5.94%	1.26%	-1.01%	-0.37%	6.73%	-2.18%	2.18%
	2	5	2	0	0	1	1	0	2	0

80% THRESHOLD ** BELOW 80%

	50.52%	9.43%	12.46%	4.74%	1.71%	0.81%	0.30%	0.04%	28.86%	51.14%
	NO	YES	NO	NO	NO	YES	YES	NO	NO	NO

Z TEST (2 STD. DEV. = 1.65) SIGNIFICANT DIFF.

	0.34	2.00	0.43			*	*		0.35	
	NO	YES	NO						NO	

* FISHERS EXACT PROBABILITY = 0.05 SIGNIFICANT DIFF. (< 0.05)

YES YES

** NOT TO BE USED FOR GOAL SETTING, BUT MAY BE A PROBLEM AREA

STATE PERSONNEL BOARD - DISABILITY PARITY (11.4%) REPORT
 BY DEPARTMENTS WITH 50 OR MORE EMPLOYEES AS OF 03/31/2001
 (EXCLUDES CERTAIN SELECTED 'SAFETY CLASSES')

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DEPARTMENT TITLE	TOTAL EMPLOYEES	DISABLED		PARITY NUMBER	DEFICIENCY		BELOW 80%
		COUNT	PCT		NUMBER	% PARITY	
DEPARTMENT OF MENTAL HEALTH	4,140	388	9.4	471.96	83.96	82.2	
MILITARY DEPARTMENT	243	27	11.1	27.70	0.70	97.5	
DEPARTMENT OF MOTOR VEHICLES	9,127	751	8.2	1,040.48	289.48	72.2	*
DEPARTMENT OF BOATING AND WATERWAYS	86	11	12.8	9.80	0.00	112.2	
OFFICE OF CRIMINAL JUSTICE PLANNING	147	8	5.4	16.76	8.76	47.7	*
OFFICE OF EMERGENCY SERVICES	482	45	9.3	54.95	9.95	81.9	
OFFICE OF ENVIRONMENTAL HEALTH HAZARD ASSESSMENT	132	12	9.1	15.05	3.05	79.7	
OFFICE OF STATEWIDE HEALTH PLANNING & DEVELOP	416	27	6.5	47.42	20.42	56.9	*
PRISON INDUSTRY AUTHORITY	308	27	8.8	35.11	8.11	76.9	*
DEPARTMENT OF PARKS AND RECREATION	4,369	288	6.6	498.07	210.07	57.8	*
DEPARTMENT OF PERSONNEL ADMINISTRATION	231	24	10.4	26.33	2.33	91.1	
STATE PERSONNEL BOARD	200	29	14.5	22.80	0.00	127.2	
DEPARTMENT OF PESTICIDE REGULATION	363	30	8.3	41.38	11.38	72.5	*
PUBLIC EMPLOYEES RETIREMENT SYSTEM	1,394	95	6.8	158.92	63.92	59.8	*
PUBLIC UTILITIES COMMISSION	825	60	7.3	94.05	34.05	63.8	*
DEPARTMENT OF REAL ESTATE	321	26	8.1	36.59	10.59	71.0	*
DEPARTMENT OF REHABILITATION	2,148	306	14.2	244.87	0.00	125.0	
SECRETARY OF STATE	433	38	8.8	49.36	11.36	77.0	*
DEPARTMENT OF SOCIAL SERVICES	4,374	480	11.0	498.64	18.64	96.3	
BUREAU OF STATE AUDITS	120	4	3.3	13.68	9.68	29.2	*
STATE COASTAL CONSERVANCY	62	3	4.8	7.07	4.07	42.4	*
STATE ENERGY RESOURCES CONSERVATION & DEV COMM	462	31	6.7	52.67	21.67	58.9	*
STATE LANDS COMMISSION	209	18	8.6	23.83	5.83	75.5	*
STATE PUBLIC DEFENDER	105	4	3.8	11.97	7.97	33.4	*
CALIFORNIA INTEGRATED WASTE MANAGEMENT BOARD	434	39	9.0	49.48	10.48	78.8	*
STEPHEN P. TEALE CONSOLIDATED DATA CENTER	358	31	8.7	40.81	9.81	76.0	*
STATE TEACHERS RETIREMENT SYSTEM	458	48	10.5	52.21	4.21	91.9	
DEPARTMENT OF TOXIC SUBSTANCES CONTROL	983	84	8.5	112.06	28.06	75.0	*
TRADE AND COMMERCE AGENCY	270	24	8.9	30.78	6.78	78.0	*
DEPARTMENT OF TRANSPORTATION	23,704	1,996	8.4	2,702.26	706.26	73.9	*
STATE TREASURER	225	15	6.7	25.65	10.65	58.5	*
DEPARTMENT OF VETERANS AFFAIRS	1,780	139	7.8	202.92	63.92	68.5	*
STATE WATER RESOURCES CONTROL BOARD	1,550	112	7.2	176.70	64.70	63.4	*
DEPARTMENT OF WATER RESOURCES	2,925	254	8.7	333.45	79.45	76.2	*
DEPARTMENT OF THE YOUTH AUTHORITY	2,539	215	8.5	289.45	74.45	74.3	*

STATE PERSONNEL BOARD
ANNUAL EEO GOALS & TIMETABLES CHECKLIST
SPB Form - AAP03 (3/97)

Instructions: Government Code Section 19790 requires State agencies to annually review their work force composition and to establish employment goals and timetables for substantially underrepresented employee groups. The State Personnel Board is required to review and approve these goals and timetables. To facilitate this review, please check the appropriate boxes below; provide any needed explanatory information; and submit this form to the SPB with your goals and timetables package.

Department: Pesticide Regulation

1. Does your goals and timetables package include a transmittal memo signed by the department's director or designated deputy. If not, please explain. Yes No

2. Have you identified all departmental occupational groups with 30 or more employees on the SPB *Summary of Goals and Timetable* Form and included the form in your package? If not, please explain. Yes No

3. Were all statistically significant deficiencies for racial/ethnic groups and/or women identified on the *Summary of Goals and Timetables* Form? If not, please explain. Yes No

4. Were annual numerical goals establish and included on the *Summary of Goals and Timetables* Form to eliminate the statistically significant deficiencies? If not, please explain. Yes No

5. Were timetables for each goal indicating the number of years to eliminate the deficiency included on the *Summary of Goals and Timetables* Form? If not, please explain. Yes No

ANNUAL EEO GOALS & TIMETABLES CHECKLIST

SPB Form - AAP03 (3/97)

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6. Were SPB class groupings used for multi-departmental/servicewide classes? If not, please explain. Yes No
7. Were departmental specific classes combined into occupational groups consistent with SPB instructions? If not, please explain. Yes No
8. Were SPB geographic labor market areas used for multi-departmental/ Servicewide classes? If not, please explain. Yes No
9. Were SPB geographic labor market areas used for department specific classes? If not, please explain. Yes No
10. Was 1990 Census data used as the basis for goal-setting? If not, please explain. Yes No
11. Did State work force data include both full-time and other than full-time employees? If not, please explain. Yes No
12. Are all goals established based on statistically significant underutilization as determined by the Hazelwood Z Test? If not, please explain. Yes No
13. Is a copy of the utilization analysis report included in your goals and timetables package to support all goals that you set? If not, please explain. Yes No

ANNUAL EEO GOALS & TIMETABLES CHECKLIST

SPB Form - AAP03 (3/97)

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14. Did you establish all departmental goals consistent with SPB Guidelines? Yes No
If not, please identify all areas where you deviated and explain why.

Reviewer's Comments:
(For SPB use only)

Reviewer: _____

Date Reviewed: _____ **Date Approved:** _____

UPWARD MOBILITY GUIDE

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DEVELOPING YOUR CAREER

SELF-ANALYSIS

The first step in developing career goals is to analyze your personality, skills, interests you wish to pursue in a work setting, strengths, and weaknesses. You should then match your "profile" to a specific job or career goal. Some sample self-assessment questions are given below to assist you in determining your career goals.

1. Examine your present and past jobs. What traits or skills do they require? What aspects of the jobs did you like? What did you dislike?
2. In what areas have your performance appraisals been best?
3. What skills have you developed through jobs, hobbies, volunteer work, clubs, employee organizations, etc.? (e.g., writing skills, verbal communication skills, leadership skills, etc.)
4. What training have you had that can be applied to future jobs?
5. Are you willing to relocate or to work other than normal shifts?
6. How much personal time and effort are you willing to commit to preparing for career advancement?

An interest inventory is a typical tool used to help you understand your work interests in general and to show you some kinds of work in which you may be interested in.

Once you have determined what your skills, interests, and abilities are, your next step is to investigate and identify career opportunities that fit your needs. Various resources may be used to determine what available careers interest you.

DEVELOPING YOUR CAREER

CAREER INVESTIGATION

CLASSIFICATION SPECIFICATIONS

Classification specifications can be a useful tool in your career development activities. They provide specific information on the scope of duties, typical tasks, and minimum qualifications, for State civil service classifications. Classification specifications are available on the State Personnel Board's web site at www.spb.ca.gov or through the Personnel Services Branch.

Although format may vary from one specification to another, the following information appears in all specifications:

Classification Title

- ◆ This is the official civil service classification title that should be used when referring to a particular classification.
- ◆ In a series specification a general title is used to identify the classifications described in the specification, and the individual civil service classification titles are listed in the body of the specification.

Duties and Responsibilities

- ◆ A general statement of duties and responsibilities and illustrative examples of work performed will be included.
- ◆ Comparing this information to your own skills, interests and strengths will help you determine if the classification is right for you.

Minimum Qualifications (MQs)

- ◆ This itemizes the minimum education and experience requirements of the classification. If possession of a license, credential, etc., is necessary, that requirement will also be included.
- ◆ In some cases a particular requirement or portion of a requirement is deferred for entrance into the exam but must be met before one can be considered eligible for appointment to the classification. When this occurs, it is clearly spelled out in the MQs.
- ◆ MQs for some classifications list acceptable substitutions for years of experience or education. This can have a positive impact on your upward mobility activities. The Staff Services Analyst sample certification provides a good example (e.g., State experience can be substituted for college education on a year-for-year basis).

- ◆ Qualifying experience may be combined on a proportionate basis if the MQs for the classification include more than one pattern and are distinguished as "either" I, "or" II, "or" III, etc. For example, a person possessing qualifying experience amounting to 50 percent of the required time of Pattern I, and additional (you cannot count the same experience twice) experience amounting to 50 percent of the required time of Pattern II, will be considered as meeting 100 percent of the overall experience requirement.
- ◆ If you have questions or problems interpreting the MQs for a classification you can contact the Department of Pesticide Regulation's Human Resources Branch Examination Unit.

Knowledge and Abilities

- ◆ This information itemizes the skills and subject matter knowledge needed for successful job performance.
- ◆ Since the areas tested in a written or oral exam are derived from the "knowledges and abilities" of a classification, this is an excellent resource in preparing for an examination.

Salary Range

- ◆ Salary ranges for the classification are provided on all specifications but may be out of date. You can obtain accurate salary information from the Department's Pay Scale.

Most specifications will contain the information listed above. Many will contain additional information such as personal traits or attributes which may be required, specifically desirable qualifications, etc. In all cases, classification specifications are a good information source readily available to persons wishing to pursue career development.

PEOPLE WORKING IN THE CAREER FIELD THAT INTERESTS YOU

An excellent way to research a career field that interests you is to talk with individuals who are working in that field. Most people are willing to share information about the kind of work they do; people who are performing the job can often provide you a more realistic description of what the job is really like. Explain that you are investigating your career options and are considering their field as a possible career. Ask them for an honest assessment of their job. Most people will be willing to assist you in your research.

YOUR CAREER DEVELOPMENT PLAN

You must develop your own career development plan since only you can decide what career or job environment interests you. Your plan should describe your career goal and a plan of action for achieving the goal. While developing this plan is your responsibility you are encouraged to enlist the guidance and help of the Human Rights Office.

SETTING YOUR CAREER GOAL

Your goal should represent what you ultimately hope to accomplish. This goal may be obtaining a specific position or work in a specific career field or it may be a job for which you are now qualified, as well as a job you may qualify for in the future. Your career goal should be realistic and attainable, one that is reachable through your ongoing development efforts.

DEVELOPING A PLAN OF ACTION

You should draw up a plan of those activities that you must complete to reach your goal. These activities or objectives may focus on increasing your education, skills, knowledge, or experience, but they should be measurable and tailored to achieving your career goal.

This plan of action should also allow you to determine when you are working toward your goal, and when your goal has been accomplished. Activities listed should be specific. A broad or vague activity statement will not be effective in assisting you to accomplish your goal and will frustrate your efforts.

Due to the possible need for release time, funding, or other considerations, your plan may require the approval of your supervisor and the coordination and assistance of other units and supervisors. With prior authorization from your supervisor and an approved annual training plan, you may also be eligible for release time for career-related or upward mobility training and education courses. Consult your bargaining unit agreement for specific provisions.

PURSUING YOUR PLAN

The personal development aspects of a career development plan will only be successful if you are committed to the plan. You should be prepared to commit a portion of your own time and effort to accomplish this plan. Completing your planned work experience or training activities is your responsibility. Remember to seek help when necessary, be flexible, and periodically reassess your career development plan. A word of caution, although the Department has a strong commitment to Upward Mobility, there is no guarantee that your request for participation will be approved.

CAREER DEVELOPMENT RESPONSIBILITIES

Employee

Employees have the primary responsibility for planning their career. Only the employee can determine what career path is best for him/herself. To enter into a career plan an employee should:

- ◆ Make a self-assessment of interests, skills, and abilities and determine career options.
- ◆ Prepare a career development plan identifying career goals and current development needs and share the plan with your supervisor for his/her input.
- ◆ Plan, implement, and maintain a personal development plan which covers all aspects of your immediate and future desires for upward mobility.
- ◆ Initiate, investigate, and seek opportunities for career development with the use of current resources within DPR and in the community.

Supervisor

The first-line supervisor and lower-level managers will provide program support and take positive action to assure upward mobility opportunities for their employees. This will be accomplished by:

- ◆ Assuring that all employees are given equal opportunity and treatment in promotions, training, work assignments, transfers and other career development options.
- ◆ Counseling employees concerning present job performance.
- ◆ Evaluating an employee's potential for a new or higher level assignment.
- ◆ Encouraging employees to investigate opportunities for promotion or transfer utilizing their upward mobility options.
- ◆ Reviewing the employee's career development plan and making recommendations to division management on the expenditure or resources requested in the employee's development plan.
- ◆ In a timely manner, reviewing and distributing information on promotional examinations and job opportunities, workshops and training classification pertinent to employee career development.

Management

In general, it is DPR's responsibility to:

- ◆ Ensure that equal employment opportunity policies are an integral part of all DPR hiring and promotional activities.

- ◆ Administer the classification structure so that it eliminates artificial employment barriers, allows for job restructuring, and program development, which includes upward mobility.
- ◆ Utilize upward mobility options and provide interested employees the opportunity for career growth and development.

Training Officer

It is the responsibility of the Training Officer to:

- ◆ Assist supervisors and employees with training needs.
- ◆ Advise staff on options for the training component.

Equal Employment Opportunity Officer

It is the responsibility of the Equal Employment Opportunity Officer to:

- ◆ Work with management and the Personnel Services Branch in seeking out and developing upward mobility opportunities within DPR.
- ◆ Counsel employees concerning career opportunities in DPR and the State.
- ◆ Provide information needed for career planning to employees requesting this assistance.
- ◆ Inform, assist, and advise managers, supervisors, and employees on upward mobility matters (plans, status, needs).
- ◆ Monitor and evaluate the upward mobility efforts of DPR.

Personnel Services Branch

It is the responsibility of the Human Resources Branch to:

- ◆ Distribute/post examination bulletins.
- ◆ Maintain a job vacancy announcement.
- ◆ Provide job specifications used by DPR to interested employees upon request.
- ◆ Administer delegated examinations and all processes to support upward mobility goals.
- ◆ Inform employees of existing or new job opportunities.

MOBILITY OPTIONS

LATERAL TRANSFERS

A lateral transfer, as defined in State Personnel Board Rule 433, is the movement of an employee from one classification to a different classification that has substantially the same level of duties, responsibility and salary range (less than 10 percent at maximum of the salary range). Lateral transfers are discretionary on the part of management.

A lateral transfer is not permitted to a classification with a higher level of responsibility in the same or closely related series since a promotion occurs, even though the new salary maximum may be less than 10 percent at the maximum of the salary range. Also, the two classifications cannot have a supervisory/subordinate relationship under the appointing power making the lateral transfer.

Lateral transfers do not require competition in a civil service examination since the employee's present status qualifies him or her for status in the new class. The exception to is this employees who have limited-term appointments and no previous permanent civil service status. The employee must possess any certification or license required in the "to" classification. Employees may not normally transfer from a non-supervisory to a supervisory classification unless they already possess supervisory qualifications and experience.

The eligibility for a lateral transfer is based on the last position (classification) in which the employee received an appointment from an eligibility list. With limited exceptions, consecutive lateral transfers are not permitted if the combined maximum salary increases result in a salary increase to 10 percent or more. An employee's personal employment history must also be considered. What may be an appropriate lateral transfer for one employee is not necessarily appropriate for another.

Intradepartmental transfers require the approval of both the giving and receiving manager. Interdepartmental transfers only require the receiving manager's approval. In either situation, the current manager may hold the employee for up to 30 days.

The calculations required to determine if the classifications are within transfer range can be very complex. For assistance in making these determinations, contact the Equal Employment Opportunity Officer or the Personnel Services Branch - Transactions Unit.

TRANSFER OF EMPLOYMENT LIST ELIGIBILITY

Under some circumstances, employees are allowed to transfer their departmental promotional list eligibility to another department's promotional list. Employees considering a promotional opportunity available with another department can use this procedure. Transfer of their promotional eligibility enables them to pursue upward mobility opportunities in the new department without being required to complete the examination process. For information regarding specific guidelines and criteria for transferring list eligibility, contact the Personnel Services Branch.

In accordance with State Personnel Board, Selection Manual Section 6915, employees may transfer their promotional list eligibility from another department's promotional list to DPR as long as DPR uses the classification and the criteria for list transfer is met. This procedure is most useful for employees who have laterally transferred at their current level to DPR and who would like to transfer their eligibility on a promotional list to DPR.

Requirements:

- ◆ Transfer of eligibility between employment lists is appropriate if it is the same classification and the new appointing power concurs with the transfer. Transfer of eligibility can only be made between like lists, such as promotional to promotional and open to open. Eligibility transfer between dissimilar lists, such as promotional to open, is prohibited.
- ◆ The list eligibility being transferred must have resulted from the same examination as the list to which the eligibility is being transferred, as defined by the State Personnel Board.
- ◆ In order to transfer list eligibility, the employee must have a bona fide job offer and then the employee needs to consult with DPR's Personnel Services Branch regarding the procedure.
- ◆ List eligibility may be transferred to or from DPR.

DRAFT

TRAINING AND EDUCATIONAL OPPORTUNITIES

INDIVIDUAL DEVELOPMENT PLAN (IDP)

The purpose of the Individual Development Plan (Form 637) is to identify an employee's development and career objectives, and to determine what training and experience are needed to achieve these objectives. The Performance Objectives listed on the IDP should be the result of a mutual effort on the part of the employee and the supervisor. Generally speaking, Performance Objectives should relate to your present job; however, it is appropriate to set an objective relating to promotion or a job change.

TRAINING AND DEVELOPMENT ASSIGNMENTS (T&D)

Training and development (T&D) assignments authorize the temporary appointment of employees within or between departments not to exceed two years. These T&D assignments provide for the assignment of duties on a part-time or full-time basis for the purpose of training to either: (1) broaden an employee's skills and abilities in their present occupation; (2) to prepare an employee for a career in a different occupational field; or (3) to improve an employee's advancement potential.

The T&D assignment is a formal agreement between the employee, the current supervisor and the new supervisor, unless the T&D assignment is under the current supervisor. The result provides maximum benefit and minimum risk to both management and the employee involved. The T&D assignment concept allows management to examine the performance potential of employees who lack formal training or the appropriate work experience by offering the employee the opportunity to gain needed experience while demonstrating their abilities.

These assignments are recommended for employees who are interested in increasing their effectiveness and enhancing their career development. The T&D assignments are also a mechanism for movement of clerical and technical employees into professional level positions by providing an opportunity to meet minimum experience and education qualifications. T&D assignments are made through the competitive process to provide an opportunity for all employees who are interested and qualify to compete for such assignments.

The following guidelines are to be followed in determining the appropriateness of a T&D assignment:

- ◆ The assignment is not in the same classification series as the employee's current classification.
- ◆ The assignment should be consistent with the employee's career development plan and provide the desirable development experience in a different occupational field.
- ◆ The classification of the assignment should generally be one to which the employee could permissively transfer into.

- ◆ If there is a 10 percent or more salary differential between the employee's current classification and the T&D assignment classification, the following criteria must be met:
 - ◆ The T&D assignment must be to the nearest classification in the desired occupational group that will provide the appropriate training and in which the employee will meet the minimum qualifications for the T&D classification by the conclusion of the assignment.
 - ◆ The T&D assignment can be terminated at the request of either the employee or the supervisor. The employee has the right-of-return to their former classification, but not to a particular position.
 - ◆ The employee's compensation does not change to the rate of pay for the T&D classification.

TRAINING

Training is the process whereby State employees, either individually or in groups, participate in a program of instruction to acquire skills and knowledge for their current or future job performance.

The Department of Personnel Administration (DPA), the State training authority, acts as leader and a resource to departments for training services. Departments must follow training provisions in the State labor contracts, Government Code Section 19995, and DPA rules 599.815 through 599.824.

All training is defined in the following categories:

1. Job-Required Training -- Essential training required by the Department for the employee to adequately fulfill current job requirements.
2. Job-Related Training -- Training of direct value to increasing proficiency in his or her current job.
3. Career-Related Training -- Training designed to assist in the development of career potential and intended to help provide an opportunity for self-development while also assisting in the achievement of the Department's mission.

Supervisors are encouraged to prepare an Individual Development Plan (IDP), Std. Form 637, with each employee at least once a year. The purpose of the IDP is to identify an employee's development and career objectives and to determine what kind of training and experience is needed to achieve those objectives.

For information on available training courses, contact your Training Coordinator. Any training you receive is subject to your supervisor's approval, your availability, and consideration of current workload and training resources.

EXAMINATION INFORMATION

THE EXAMINATION PROCESS

Following are some basic tips to follow when competing in a State civil service examination.

1. Obtain an examination announcement for the classification that interests you. Most examination announcements are typically available from three to four weeks prior to the examination's final filing date.
2. Obtain a State application (Form STD-678) which is available via the internet at www.spb.ca.gov, in DPR's Personnel Services Branch, and at the State Personnel Board. Complete the application for the examination in which you wish to participate.
3. Your application will be reviewed to determine whether you meet the minimum requirements for the examination. If you meet these requirements, you will be notified of the next phase of the examination. If your application indicates that you do not possess the stated requirements, you will receive a letter stating the reasons for your disqualification. If your application is rejected and you can provide additional information to support your qualifications, you may submit the additional information within a required time.

There are several different types of examinations, including Written, Qualifications Appraisal Panel (QAP), Supplemental Application, and Education and Experience (E&E). Some exams consist of two or more phases.

All civil service examinations are competitive. Each candidate's qualifications are compared to those of all other candidates and scores are determined by the candidate's potential to succeed in the classification being tested.

After all phases of the examination process are complete, the score of each candidate is computed and a list is established. This list includes all those eligible to be hired for the classification in score order. A hiring supervisor may then request a "certification" of this list to use in hiring.

CERTIFICATION LISTS

Based on the classification, some certification lists are rule-of-three-ranks, rule-of-three-names, rule-of-the-list, or for certain supervisory classifications, rule-of-one-rank.

In rule-of-three-ranks, individuals with identical scores will be listed in the same rank. The top three ranks are considered "reachable", thus making all of those individuals eligible for employment.

In rule-of-three-names, only the first three interested individuals on the list are reachable and eligible for employment. When individuals receive the same score in an examination, the order in which their names appear on the list is determined randomly, with only one name per rank.

In rule-of-one-rank, only the interested individuals in the top rank are reachable and eligible for employment unless there are fewer than three interested individuals. If there are fewer than three interested individuals, additional ranks are added until there are three individuals interested in the position.

In rule-of-the-list, all individuals who receive a passing score are placed on a list. Persons on the list are determined to be ready for placement and are eligible for hire no matter where they appear on the list. The Rule-of-the-List is normally utilized for Limited Examination Appointment Program (LEAP) candidates. For more information contact the Equal Employment Opportunity Office.

TESTING ANNOUNCEMENTS/BULLETINS

When testing is to be conducted, an examination bulletin is released publicizing the exam. All departmental exam bulletins are available in the Personnel Services Branch. Information regarding departmental examinations is also published in the Comm-LINK.

Examination bulletins are usually color-coded to indicate the type of examination being given. You should not rely on the color to identify the type of examination, but should read the bulletin for all pertinent information.

Open Statewide (white)

This type of examination is open to anyone who meets the qualifications stated on the examination bulletin. Statewide indicates positions may be available throughout the state. Veterans preference points are granted in open examinations.

Open/Non Promotional (white)

This type of examination allows the public and current state employees to participate in this examination. Veterans points and career credits are granted in this type of examination.

Open Spot (green)

This type of examination is given for a specific geographic area. Like the open statewide, this examination is open to anyone who meets the qualifications stated on the bulletin.

Continuous (blue)

There are some positions in State service which are difficult to fill or require a large candidate pool. To expedite the examination and hiring for these positions, the responsibility for testing has been delegated to various State departments which may conduct examinations on a continuous basis.

Promotional (pink)

These examinations are limited to State employees who have permanent civil service appointments and who meet the requirements stated on the examination bulletin. Promotional examinations may be departmental, which are limited to employees working in a specific department, or service wide, which are open to individuals in all departments.

Examination bulletins also contain the following types of information:

Details about the examination - Description of position, final filing date, where to apply, scope of the examination, information about the list to be established, and how each section of the exam is weighted.

Requirements for admittance to the examination - Education and experience necessary to meet MQs.

Types of examination - Written test, Qualifications Appraisal Panel (QAP), Supplemental Examination, and Education and Experience.

Written Test - Some exams will require passing a written test in order to continue participation in the remaining components of the exam (rarely does the entire exam consist of written test only). Most written tests are weighted pass/fail; although the written test may be weighted (typically 40-60%) and one's numerical score on the written test will be combined with one's numerical score on subsequent exam components to achieve a final score. Where a written test is weighted pass/fail, an individual's placement in the exam will be solely based on subsequent exam parts.

Qualifications Appraisal Panel (QAP) - In this type of examination, ratings are based on the candidate's interview with the panel as compared with the interviews of the candidate group.

Supplemental Application - This type of examination requires that competitors provide their accomplishments in critical skill areas or performance dimensions for the classification through the use of three reporting techniques: (1) narrative, (2) short answer, or (3) checklist.

Education and Experience (E&E) - This type of examination consists entirely of ratings of education and experience from the standard employment application form. An E&E offers no transfer eligibility except to another examination given on an E&E basis.

Scope of the Examination - Outlines the specific knowledge and abilities covered in each part of the examination.

General Examination Information - It is a good idea to read all examination bulletins. It is also a good way to expand your general knowledge about the types of jobs available.

AFTER THE EXAM

Hiring interviews are conducted for a particular job in a particular department and location. This interview will determine who will be hired from the eligibility list. You have the option of waiting until the State department for which you tested notifies you of an opening, or you can be proactive and find out when vacancies occur and apply directly.

Once hired, you serve a probationary period for six months to one year. When you have successfully completed your probation, you will become a State employee with permanent status. The successful completion of the probationary period completes the examination process.

NOTE: If you apply for an exam and are notified that your application has not been accepted or you feel law and/or rules were violated in any part of the examination, you may file an appeal with the State Personnel Board (SPB). The appeal should specify the title of the exam, the approximate date of the exam, the location where you were tested, and the reason why you believe that the examination was not administered fairly. There are generally four grounds supporting an appeal of an examination result: Fraud; Discrimination (see government Code Sections 19702, 19703); Erroneous interpretation or application of minimum qualifications; Significant irregularity in the examination. Your appeal must allege facts sufficient to conclude that one or more of the four occurred. You may or may not be given a hearing on your appeal.

PROBATIONARY PERIOD

To obtain permanent status in a new position, individuals must satisfactorily complete a probationary period of 6 to 12 months. If the probationary period is not successfully completed and the individual has previous status in another classification, he/she has the right to return to the former classification (not necessarily your former job). If there is no prior permanent status, the individual will be terminated from State civil service employment. The successful completion of the probationary period completes the examination process.

RESUMES

A well-written, thoughtfully prepared resume that accurately reflects work experience and interests is a self-marketing tool -- an advertisement of yourself. It is an asset in presenting strong points, experience, skills and accomplishments.

Preparing a resume helps you to organize your qualifications, both on paper and in your mind, for your presentation in an oral interview.

Preparing the Resume

In developing a resume, start by creating a "master work history" list in chronological order. Include all paid and volunteer work, dates you started and ended, your job titles and positions, and the name and city of the company or organization. Then develop a chronological "master education and training" list. Include schools you attended, with dates, degrees and honors, personal study in your field (classes, workshops in professional or trade organizations). Keep both master lists intact for future reference and ease of updating.

Review "the position" portion of the examination or job bulletin, then, select any relevant work or educational experiences that would support your skills in this position. Not everything on your master work history" should appear on your resume.

There are five essential parts of a resume:

- ◆ A clear statement of the job objectives;
- ◆ Highlights of your qualifications;
- ◆ Relevant skills and experience;
- ◆ Sequential work history; and,
- ◆ Relevant education and training.

Regardless of the format that you choose for a resume, the following should be observed:

- ◆ List unpaid (volunteer) experience as well as paid experience, especially if you feel it might be relevant to the job for which you are applying.
- ◆ Omit data such as height, weight, age, and sex unless specifically required in the classification specification.
- ◆ Providing references on the resume is a matter of preference. The statement, "References Available on Request" will indicate that references can be provided if necessary.
- ◆ To be most effective, keep your resume to no more than two pages -- one is preferable.

Types of Resumes

The chronological resume is the most widely used format. Employers are most familiar with this type. It usually starts with current or most recent work experience and education, working backward, by date, to the first applicable employment and/or schooling. Under each date, list the employer's name and address, title of the job and duties performed. If you have been employed at more than one State agency/department, list each one separately. This allows you to explain what duties were performed in each position held. Although the classification may have remained constant, the duties of each specific position may have varied considerably. An explanation of all the varied duties of the jobs will give the reader knowledge of the skills that are most pertinent to the position being offered/sought. Chronological resumes of work experience are most useful for long, uninterrupted periods of employment. Use minimum words necessary to convey your message.

The functional resume groups all of your training, experience, skills and abilities into separate areas of competence. This type of resume will focus attention on the functions or jobs you can perform and the areas where you have special skills or training. These resumes can also be tailored to emphasize your skills and experience that match those required by the position for which you are applying.

The comprehensive resume combines both the simple functional and chronological formats. It briefly outlines qualifications and then provides more specifics relating to experience and education.

NOTE: If you are sending your resume to a prospective employer, you'll probably want to include a separate cover letter. This is usually one page in length. The letter indicates your interest in a particular company or position, summarizes the most important aspects of your education and/or experience, and lets the employer know where and when you can be contacted for an interview. A completed Application for Examination, Std. 678, should accompany your resume. Reference to your attached resume can be made in the education/experience portion of the form.

TEST TIPS

THE APPLICATION

The first step in the examination process is to complete an Application for Examination (STD 678). Remember that the application is an important first contact with the examining department. It has two main purposes:

1. It must clearly show you meet the minimum education and/or experience requirements.
2. It will be your introduction to others who will be interviewing or rating you later in the examination process.

Proper completion of an application tests one's ability to follow instructions carefully and accurately. Consider it a part of the examination process.

THE WRITTEN EXAMINATION

Prepare ahead of time. Have an understanding of the duties, functions and responsibilities of the classification. Information on the position is found in the examination bulletin and in the classification specification. Both are available from the Examinations Unit, the State Personnel Board, or on the Internet at www.spb.ca.gov.

When participating in a written examination:

- ◆ Read carefully, work quickly and follow instructions.
- ◆ Answer all questions. Most examinations are scored according to the number of correct answers. If you have not finished the test and you only have a few minutes left, answer the remaining questions with the same letter or number. A certain percentage are bound to be correct.
- ◆ Avoid changing your answers. Generally your first impression is the correct one.
- ◆ Be aware of absolutes such as: *all, always, never, no, every, must, completely, entirely, absolutely, under all circumstances, at all times, and under no condition*. These key words usually indicate an incorrect answer.

QUALIFICATION APPRAISAL INTERVIEW

Qualification Appraisal Interviews (QAP) are mandatory; failure to appear for an interview will disqualify you. Specific information about the interview portion of each examination will be on the exam bulletin. In some exams, a letter explaining the details will be sent to candidates early in the process. There are two types of interviews: patterned and structured.

In a patterned interview, the panel asks you predetermined questions based on the major job requirements. These questions are designed to elicit responses that demonstrate your knowledge and preparation for filling a position. Generally, the panel will begin by asking you to present your qualifications. Then the panel will probe your strengths and weaknesses and potential to perform in the classification for which you are testing.

Competitors in a structured interview report before the interview and respond to prepared questions or problems. A variation of the structured interview is the use of an "in-basket" exercise designated to simulate the work of the classification. At the beginning of the interview, you will discuss your responses with the panel. The panel then conducts a patterned interview.

In both patterned and structured interviews, your presentation before the panel and answers to their questions will play a major role in the final score assigned to you. You should devote a lot of time preparing for an oral examination. Once you have prepared, the key is to practice. The effort you put into preparing and practicing for the oral will help you feel more confident and make an effective presentation.

The scope of the interview will generally cover the knowledge, skills and abilities section from the exam bulletin. Be prepared to answer questions in these areas.

- ◆ Match your experience to the requirements for admittance to the exam and to the knowledge, skills and abilities listed in the "scope" for the oral exam.
- ◆ Provide examples of personal or special characteristics, such as willingness and ability to accept increased responsibility and ability to work under pressure.
- ◆ Discuss education, work record, self-development, job knowledge, interpersonal skills, adaptability, and/or supervisory experience (if applicable).
- ◆ Talk to several people already in that job classification and find out what they do.
- ◆ Review a copy of your application before the interview so you know what the panel is seeing about you. Be prepared to discuss all items on the application. Take a copy of your application or resume with you.
- ◆ Participate in practice interview sessions with co-workers, family members, friends, supervisors and/or managers.
- ◆ Be good to yourself the day of the interview. Get plenty of rest the night before. Review any information you do not have confidence in. Arrive early, this will give you a few extra moments to gather your thoughts.
- ◆ Be natural and confident. If you are not confident that you can do the job, don't expect the panel to be. Don't apologize for your weaknesses, but instead try to bring out your strong points. Be positive, not negative.

- ◆ Get comfortable, but don't lounge or sprawl. Sit erect. Don't lean on your hands; either keep them closed in front of you or, if you feel nervous or fidgety, place them on your lap. Don't fuss with your clothing or with a pencil or other objects. Your hands may occasionally be useful in emphasizing a point, but don't let them detract from your presentation by becoming a point of distraction.
- ◆ The QAP is a serious matter, and your attitude should reflect this fact. Further, the time of the panel is very limited.
- ◆ If you know a member of the panel, don't make a deliberate point of it, and yet don't hide it. Certainly you are not fooling the panel member nor the other members of the panel. It is better to say, "Hello, Mr. Smith. Nice seeing you again." Don't try to take advantage of the acquaintance -- it will probably backfire on you.
- ◆ You are competing. Do not be passive. When asked a question, respond directly. Avoid one word responses like "yes" or "no". Questions are meant to give you an opportunity to present information that is important and meaningful. By the same token, you will want to avoid "speeches" which are not applicable.
- ◆ Speak clearly and make eye contact. Be confident -- nobody knows more about you than you. On the other hand don't exaggerate your experience or abilities. An experienced panel member is rather adept at spotting such situations.
- ◆ Don't interrupt a panel member who is stating a problem for you to analyze. Give him time; let him state the problem and the question before attempting to respond.
- ◆ Make sure you understand the question. This is very important. Don't try to answer until you are sure of the question. If it is not clear to you, ask the panel member to clarify, or restate the question in your own words, before answering.
- ◆ Use the pronoun, "I" rather than "we" when you are telling the panel about your work experience. They want to know what you have accomplished. Avoid negative terms such as "only" or "just" because they have a minimizing effect on your skills, education or experience.
- ◆ Don't use slang terms. Your speech habits should not be careless.
- ◆ Be pleasant and smile occasionally.

Mock Oral Interviews

To assist in upcoming examinations, the Human Rights Office offers mock oral interviews. A mock oral interview is "staged" and conducted as if it were an actual interview. However, it differs from an actual interview in that it concludes with a feedback session. During this session, the panel will provide constructive feedback about your interview presentation and tips on how to improve or prepare for the examination interview. All QAP participants are invited to take advantage of this learning opportunity.

The Interview

A receptionist or member of the panel will call your name and invite you into the interview room. The chairperson will introduce the other panel members and give you a chance to get settled. Acknowledge the introductions before you sit down. Be aware that the interview is tape-recorded and the panel members take notes.

You can expect each panel member to participate in the exam. Because time is limited, you may expect some change in the direction the questioning takes. Normally, the panel members will not pursue a single line of questioning unless they discover a particular strength or weakness.

The panel members' rating of your qualifications will not be determined by your answer to any one question. Their ratings will be based on the overall picture that they gain of your training, experience and/or personal fitness for the classification for which the exam is being held. The panel assesses your interview based on the following:

- ◆ The breadth and depth of the information that you provide concerning your skills, education, and work experience.
- ◆ Your ability to analyze situations and take an effective course of action.
- ◆ How well you understand the questions being asked.
- ◆ Your ability to communicate.
- ◆ How directly you respond to the questions.
- ◆ Your knowledge of the classification.

If panel members have doubts about your qualifications or readiness for the position, they will usually tell you. If this happens, **DON'T GIVE UP!** Your response is crucial. You should actually welcome this, because it gives you an opportunity to:

- ◆ Present additional information about your experience or preparation for the position.
- ◆ Overcome the panel's reservations.
- ◆ Learn which qualifications are weak. If this doesn't help you now, it will help you focus on the areas to strengthen for future exams.

You should emphasize the specific experience, training and/or expertise you possess that will counter the reservations stated. If you have qualifications that have not been previously discussed, this is the time to emphasize them.

The Closing Statement

When the panel has completed their line of questioning, the chairperson will usually ask if any member has further questions, and then will ask you if you have anything you wish to add. This is not your signal to begin a lengthy speech. It is your last opportunity to present any important information that has not been brought out. If you have nothing to add, you may summarize by saying something like, "I believe my experience and background fully qualifies me for the classification." Or you may end the interview by stating, "No thank you. I have nothing further to add."

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RESOURCES

State Personnel Board

801 Capitol Mall
Sacramento, CA 95814

Examination Telephone Line
(916) 445 - 0538

www.spb.ca.gov

Department of Pesticide Regulation

Equal Employment Opportunity Office

1001 I Street, Room 4-54
Sacramento, CA 95812
(916) 445-3979

Personnel Services Branch

1001 I Street, Room 4-54
Sacramento, CA 95812
(916) 322-4553
Job/Exam Line
(916) 323-0547

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