

MODELS

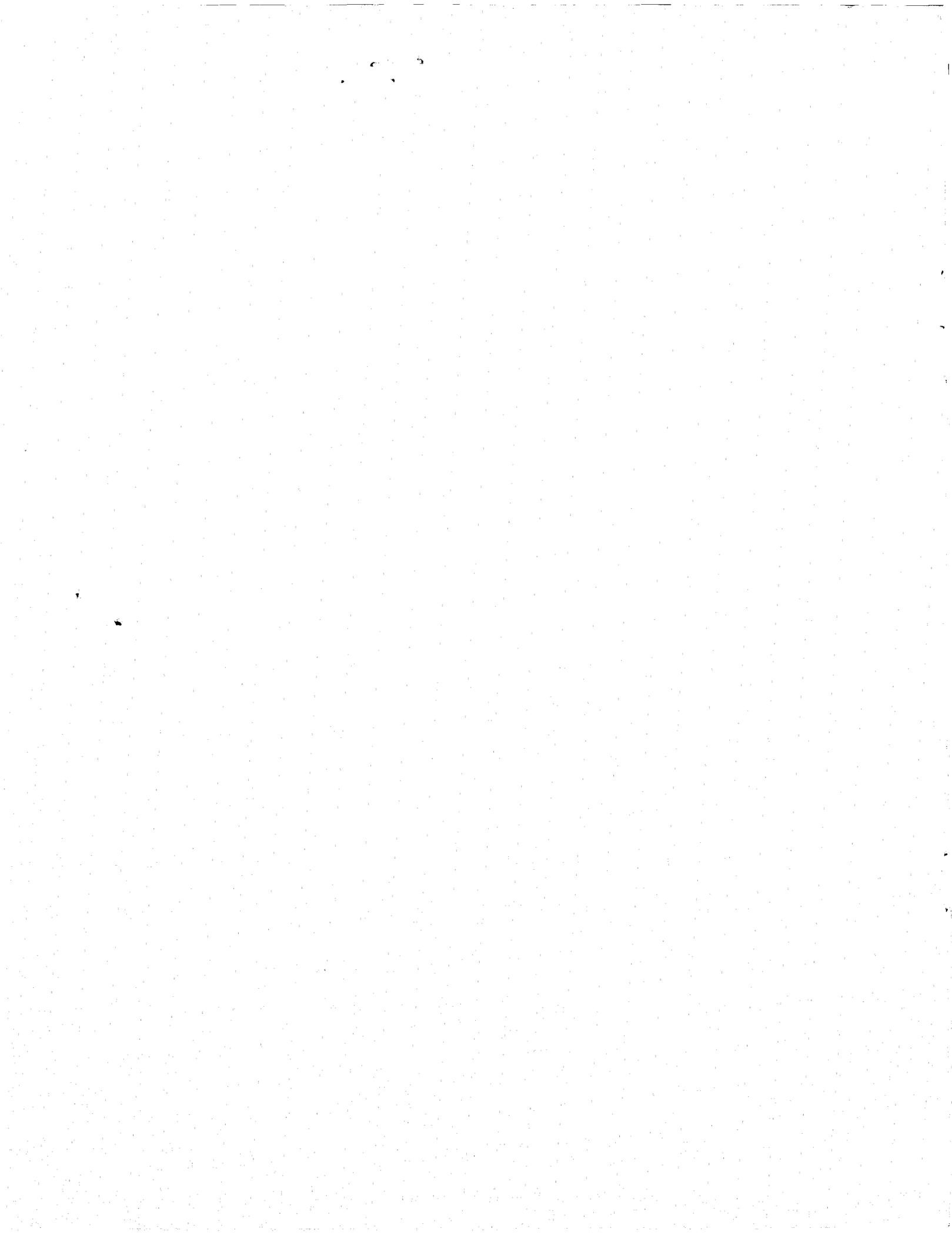
JOBS

DESCRIPTIONS



57319<sup>ci</sup>

NATIONAL  
SHERIFFS'  
ASSOCIATION



~~MODEL~~  
~~JOB~~

DESCRIPTIONS

The National Sheriffs' Association  
1250 Connecticut Avenue, N.W.  
Washington, D.C. 20036

March 1979

JAIL OPERATIONS PROJECT STAFF

Francis R. Ford  
Project Director

Frank E. Saunders  
Research Associate

ADVISORY BOARD

Sheriff Thomas H. Morrissey  
Asheville, North Carolina

Sheriff Andrew Winston  
Richmond, Virginia

Sheriff Don Omodt  
Minneapolis, Minnesota

Jeff Eubank  
Lansing, Michigan

Susan M. Stanton  
Kansas City, Missouri

The National Sheriffs' Association would especially like to thank the following for their efforts in development of the Model Job Descriptions:

Ronald H. Parker, Ph.D.  
Correctional Consultant

Richard N. Gookins  
Consultant

Peggy E. Jenkins  
Staff Secretary

Prepared under Grant #AE-4 awarded to the National Sheriffs' Association by the National Institute of Corrections, U.S. Department of Justice. Points of view or opinions stated in this document are those of the authors and do not necessarily represent the official position or policies of either the U.S. Department of Justice or the National Sheriffs' Association.

## T A B L E O F C O N T E N T S

Foreword

Introduction.....	1
Job Analysis: A Definition.....	2
Benefits of Job Analysis.....	2
Job Task Analysis.....	4
Preliminary Classification of Correctional Personnel.....	5
Allocation of Assignments to Job Classes.....	8
Design of Class Specifications.....	8
Illustrative Product.....	12
Standards for the Development of Minimum Qualifications.....	13

## F O R E W O R D

Throughout the nation the number of correctional officers has grown considerably. Concurrently, each agency's mandated responsibilities have increased in number, complexity, and specialization.

We at the National Sheriffs' Association perceive this growth as a potential opportunity, as opposed to an irreversible problem, with respect to a career management system. Also, we believe whatever frustration and stress confront an agency today may be the direct results of that agency's not anticipating a shift in its career lines.

It is clear to us that a major requirement of this project is to help jail administrators develop anticipatory responses to ongoing changes in their agencies' career lines, rather than just attend to recent shifts which may be causing present problems.

The "Model Job Descriptions" handbook deals with the concepts of career management. These concepts are presented and discussed as integral parts of an overall process that can be used by jail administrators to improve their job classification plans. The book is intended to be a useful guide and reference source, rather than a report to be filed and forgotten. Therefore, it is organized in a concise manner so as to present a somewhat complex process in a straightforward fashion.

Additional purposes of the handbook are to provide information on what job tasks should be collected, when and why the information should be gathered, where the job information might be found, and how the information should be organized and maintained.

Finally, with a focus on the major purpose of this document--to make job descriptions easier--a number of "rules of thumb" and actual job descriptions have been included.

We trust this material will be of benefit to you in the development of your career management system.

Ferris E. Lucas  
Executive Director  
National Sheriffs' Association

## INTRODUCTION

The National Sheriffs' Association (NSA) is aware that changes may be needed in personnel systems used in some sheriffs' departments. The National Sheriffs' Association Jail Operations Project was assigned to investigate ways to improve the situation. The project staff identified these major problem areas in certain sheriffs' personnel systems:

- There were no formal job descriptions of the work actually performed in each position.
- Job classifications often gave an artificial and misleading description of the work actually performed within the departments and failed to recognize the many specialized functions which had evolved in recent years.
- Entry-level and promotional selection procedures were not necessarily related to the work performed.
- Top management did not have complete and accurate information regarding the various talents available within their organizations.
- Advancement typically required movement away from professional and technical jobs and into supervisory and administrative jobs.
- Training programs were general in scope and failed to meet the needs of specialized functions.

After considerable review of existing jail job descriptions and consultation with members of the Jail Operations Project Advisory Board, the project team has prepared this report to assist jail administrators in understanding what job analysis is and how the organization can benefit from its use.

## Job Analysis: A Definition

Job analysis has often been called the "cornerstone of personnel management" because it supplies the basic information needed for all personnel functions including:

- Entry-level requirements
- Promotional selection
- Performance evaluation
- Compensation
- Training and development
- Equal employment opportunity and affirmative action
- Manpower planning
- Career counseling
- Organization development.

Job analysis in its most general sense involves three phases:

1. Developing an understanding of and collecting data regarding an organization's structure as well as its goals and objectives'
2. Identifying work being performed and sorting it into individual tasks;
3. Highlighting specific aspects of each task by rating that task along separate dimensions, such as level of involvement with data, people, and things; level of education and/or training required; and level of knowledge, skills, and abilities required.

## Benefits of Job Analysis

Job analysis can be of continuing value to jail administrators in a variety of ways. They include:

Job Restructuring. Job analysis has illuminated situations in which employees with given levels of expertise are performing work significantly above, below, or unrelated to the primary content of their jobs. These situations, which often develop gradually and in response to conditions that may no longer exist, can result in the highly inefficient use of jail personnel. Task statements identify discrete worker activities which can readily be transferred from one job to another. In addition, since the statements are rated for worker functions and educational and training development, jail managers have valuable information concerning the complexity of each task and its appropriateness for reallocation to another job.

Reorganization of Staff Use. Logical new functional relationships among individual personnel as well as among personnel units are often suggested by the analysis and restructuring of jobs. New manning tables and organization schemes can be developed on the basis of the job analysis. These innovations may make more efficient use of jail resources and provide a basis for allocating personnel to achieve specific objectives. That is, persons working in well-defined jobs, who have appropriate training for their work, and whose functions are rationally related, promote effective management. Capabilities of such a work force can be more readily focused on planned management objectives than can the efforts of a more casually organized staff.

Training Program Development. Too often, the content of jail training programs is based on intital perceptions, or misperceptions, of the skills and knowledge required for adequate performance. With the changing nature of jobs throughout the correctional system, it is no longer possible to assume that jail personnel have the same training needs as in years past. Job analysis, with its precise delineation of "what the worker does" and "what gets done," can identify specific skill and knowledge requirements for each job and thereby aid trainers in developing behavioral objectives for trainees.

Qualifications Standards Development. Since they often lack an adequate understanding of the nature of the work performed in their agencies, many administrators rely on artificial and largely irrelevant criteria when preparing entry and promotional requirements. This approach often results in the screening out of applicants who would be capable of doing the job, while inappropriate candidates slip by.

Test Development. Written tests have come under increasingly heavy criticism as being discriminatory and failing to predict employee performance accurately. Recent court decisions have ruled that a written test which cannot be proven to be job-related and which has a discriminatory impact is in violation of the law. In any case, it is in the best interest of a correctional agency to use selection procedures that identify those applicants most capable of doing the job, not simply those who are most adept at taking tests. Since job analysis is an accurate reflection of the work currently being performed in an agency, or the work that may be performed after restructuring has taken place, tests or other selection procedures based on these data can readily be shown to be job-related.

Performance Evaluation. Evaluation of employee performance can and should be used for many personnel management purposes. Regular evaluations can identify exemplary work, can reward the performer, and can thereby, encourage others to increase performance. These reviews can also identify substandard performance which may necessitate special training or counseling. Evaluation is thus a primary tool for ensuring that management decisions and policies are properly implemented throughout the organizational chain of command. Employee performance evaluation also plays a central role in the selection process. Without an accurate way of identifying superior workers, as well as adequate and inadequate workers, it is impossible to tell whether an organization's entry examinations are, in fact, selecting the best candidates. If the examinations are valid, they should correlate positively with subsequent performance evaluation--that is, unless those individuals with high initial test scores receive high performance ratings, the tests cannot be said to be valid predictors of success on the job.

Management by Objective. Identification of policies, goals, and objectives is made easier through the analysis of data about "what work is performed" and "by whom" in the organization. Administrative targets can be approached efficiently and with appropriate staff resources when administrators can perceive the discrete functions and relationships among their personnel. Analysis of job task data and an organizational structure based on that analysis provide the administrator with a basis for work schedules to achieve short- and long-range objectives, for logical assignment of personnel, and for orderly evaluation of unit performance.

It should be emphasized that job data will not remain accurate nor will recommendations remain useful for an indefinite period. As agency goals, objectives, and priorities are altered, as internal reorganizations are accomplished, or as new technologies requiring new skills and work procedures are introduced, the basic task structure of the organization will change. Thus, the task data should be reviewed and revised on a periodic basis of obsolete information.

### Job Task Analysis

The preliminary step necessary for accomplishment of all other objectives of a career management program is job analysis of all correctional positions in the agency. As indicated before, this is a basic information-gathering and analysis exercise which will provide the information about jobs in the agency that is necessary for effective classification and evaluation of positions, for proper selection and promotion of employees, and for development of a career management system to meet agency goals and objectives.

Before decisions can be made on classification, selection, and promotion of employees, complete job information on each position in the agency must be surveyed, including all significant tasks performed in each position. A task is an action or set of actions, grouped through time, and designed to contribute a specified output to the accomplishment of an objective. The task action may be primarily physical, such as operating a motor vehicle; primarily mental, such as analyzing data; or primarily interpersonal, such as consulting with another person. Any job or position is made up of a number of tasks, some significant and some insignificant some separable and some not separable from other tasks that make up the job.

With this awareness in mind, agency researches should regard the main objectives of job analysis as:

- To identify and define the various individual assignments currently performed by correctional personnel;
- To identify the various tasks that make up each individual assignment and to document the significant tasks;
- To identify separable tasks--that is, those that can be separated from the individual assignment without basically altering the functional and organizational statuses of the assignment.

#### Job Analysis, Preparation of Position Descriptions, Preliminary Classification of Correctional Personnel

In view of the critical importance of job analysis to the success of an organization, we recommend that jail administrators secure information on the duties and responsibilities of all members--rather than just a sample--of the work force. To accomplish this, the jail administrator should divide the work to be performed in this task into a series of subtasks, as follows:

Subtask A. The first subtask would encompass the design, review, and pretesting of a job content survey instrument. On the basis of past experience, we anticipate that this instrument would be a three-to six-page questionnaire especially tailored to the agency's requirements. This questionnaire should be designed to secure information regarding a broad range of characteristics of each correctional position, including as a minimum:

- The general responsibilities of the position;
- Specific duties performed, their priority in importance, and the proportion of time devoted to each;
- Machinery and equipment used in the performance of duties.
- Certification, licenses, and specialized education and training required;
- The range and scope of working contacts required within and outside the organization;
- The range of discretionary judgment and authority exercised;
- The degree of supervision received or provided, and the number and rank of sworn and civilian personnel supervised;
- Present patterns of career mobility (previous assignments held, subsequent assignments anticipated).

The survey instrument should provide space for open-ended comment or suggestions by correctional personnel, and both the questionnaire and directions for its completion should be prepared and reviewed with personnel department staff. Subsequently, the questionnaire should be pretested for comprehensibility and ease of administration.

Subtask B. The second subtask should encompass administration of the tested questionnaire to all sworn members of the organization's work force. Initially, command level personnel should be briefed on the questionnaire completion process. Subsequently, questionnaires should be distributed to and completed by all personnel, then reviewed by immediate supervisors in each case. Supervisors should be directed not to change the content of completed questionnaires, but to review and comment on the information presented and to add interpretive remarks regarding each position, providing such information as:

- Minimal general education or specialized training required for successful performance in the position;
- Preferred patterns of experience prior to assignment to the position;

- Benefits, if any, gained through experience and seasoning in the position.

During the period of administration, members of a chosen study team should be available to assist personnel in the completion of the questionnaires.

Subtask C. Subtask C should encompass initial review, correlation, and validation of the completed questionnaires. The validation process should be accomplished by making a series of onsite job audits in situations where difficulties in completing the questionnaire have been encountered, or ambiguities regarding actual job content emerge.

Subtask D. In subtask D the jail administrator should analyze the returned questionnaires and perform supplemental validation of interview results. He or she should then use the results of this analysis to develop a preliminary classification of existing positions and preliminary definitions of the major elements of each position classification (in terms of actual work being performed and education, skills, abilities, or work experience required to perform the duties). These definitions -- developed from the position questionnaires distributed to all employees -- would then be refined into position descriptions reflecting specifications (1) common to individual classifications (for example, division commander) and (2) unique to specific positions (for example, supervisor of the classification division).

Subtask E. Subtask E should encompass review of the preliminary position descriptions with other agency administrators to determine whether pending changes in jail mission interpretation or internal organization will have a substantive impact on job content. When such impact is probable, the preliminary job descriptions should be revised accordingly.

Subtask F. The final subtask would involve a preliminary grading of the revised position descriptions, using a point-factor system. This system involves a process of ranking and comparing positions of a number of common characteristics of "position factors." Evaluation should be selected carefully to ensure that:

- Each factor selected measures a significant and distinct characteristic or element of a position, with a minimum of overlap;

- Each factor applies to all positions in the group in varying degrees;
- Each factor is nondiscriminatory as to sex, race, and so forth;
- The number of factors is held to a minimum for simplicity and ease of evaluation and administration;
- The factors together embody all important significant characteristics of the positions being evaluated.

#### ALLOCATION OF ASSIGNMENTS TO JOB CLASSES

This task involves assimilating groups of jobs that are related in terms of responsibilities into a class specification characteristic of each such group. This task is the next step in position classification after identification, description, and evaluation of assignments. All assignments should be similar in tasks and duties performed, level of difficulty and responsibility, degree of supervision given and received, and major worker characteristics needed for minimum acceptable job performance to justify the same class title, general selection procedures, and compensation to be applied to each assignment and, therefore, to each position in the group. The content of each job class should be based on combined information from three primary sources: (1) position descriptions; (2) reports, documents, or other such materials; and (3) evaluation of assignments using a quantitative evaluation system.

#### Design of Class Specifications

The content and format of class specifications should be matched with the agency's current system. If the jail administrator desires a separate and distinct format for the correctional class specifications, we suggest that the design consist of:

- Class Title. NSA believes that job classes should be descriptive of the work performed, rather than general "catch-all" classes, and should reflect true levels of difficulty from one level to the next, rather than creating extra levels simply to provide a broader salary range. When these general principles are violated, there will likely not be equal pay for equal work, and the selection procedures will not be job-related for all the positions within the job class. Class titles should also omit any references to age or sex to ensure that age and sex do not become unintended job requirements in the eyes of job applicants.

- Class Code. If an organization has computer capabilities, a code system should be developed to facilitate computerization of the classification plan. This system could also indicate various characteristics about the job class to assist in the general administration of the classification plan and to simplify the preparation of analytical reports. The exact coding system should be developed to fit the needs of the particular jail; however, the following exemplifies a coding system for another jurisdiction which is useful as a sample:

1000	ADMINISTRATION	<u>DIVISION</u>	
1200	INMATE SERVICES		<u>GROUP</u>
1210	CASEWORK		<u>SERIES</u>
1211	CLASSIFICATION OFFICER		<u>CLASS</u>
1212	COUNSELOR		<u>CLASS</u>

In other words, the first digit identifies the division; the second, the group; the third, the series; and the fourth, the class.

- Function. A brief summary statement of the job class, incorporating the type of supervision received and the type of supervision exercised, should be provided on each class specification to facilitate both vertical and horizontal comparisons across job classes.
- Job Duties. The heart of the class specification is, of course, the job duty section, which should provide a description of the most important activities that comprise each job duty of the class. To assist in the development of valid minimum job requirements, the ranking importance, percentage of time spent, and major characteristics should be determined for each job duty, all of these items should be clearly related to the job duty to make explicit the relationship between behavior on the job and the major worker characteristics that will ultimately determine the minimum job requirements, as well as other aspects of the selection process.
  - a) Critical Tasks. A task statement describes a specific activity of a job in terms of what, how, and why the activity is performed.

A series of task statements depicts the total activity of the job.

- Major Worker Characteristics. The major knowledge, skills, abilities, and other characteristics needed for minimum acceptable job performance should be listed. NSA proposes to distinguish between those characteristics developed before employment and those developed after employment to ensure that no worker characteristics developed after employment are unfairly incorporated into the selection process.
  - a) Knowledge. This indicates a body of facts and information which must be acquired through some sort of learning experience such as formal education, training, paid work experience, and the like.
  - b) Skill. This indicates a manual capability (e.g., skill in use of firearms) which is usually acquired through some form of instruction, training, or practice.
  - c) Ability. This indicates a mixture of cognitive and emotive capabilities (e.g., physical fitness, inter-personal ability, etc.) which are developed through a combination of heredity and learning.
  
- Unusual Working Conditions. Shift work, overnight travel, hazards, and other unusual and generally difficult working conditions should be listed to document possible compensable factors which could enter into equal pay comparisons.
  
- Minimum Job Qualifications. NSA recommends compliance with the nondiscrimination laws and merit system standards by developing minimum job qualifications which are all job-related and which emphasize alternative guidelines.

The validation strategy NSA proposes is "content validation" in which the content of the selection procedure must be demonstrated to be representative of the content of the job. The job analysis method outlined in this paper is especially well suited for the validation because the relationship between job duties and worker characteristics is both explicit and well documented. Based on review and analysis of EEOC Guidelines, EEO court decisions, and the technical literature on personnel selection, NSA has developed a set of standards which we recommend jail administrators follow in the final development of minimum qualifications. These standards are presented on page 13.

Care should be taken to avoid measures that are "over inclusive" by tapping not only the desired characteristic but also other characteristics that are not job-related and which might produce an adverse impact. For example, a given knowledge may be demonstrated by receiving a passing grade in one or more training courses on the subject of interest, but if a degree requirement were used as the minimum job requirement, other factors not related to the job might be introduced, such as knowledge gained from irrelevant courses, the physical skills needed to satisfy a gym requirement, and most importantly, the ability to pay for the entire educational program. Any requirement that cannot be shown to be job-related serves only as an artificial barrier to employment which would violate merit system standards and, if it produced an adverse impact, the laws against discrimination. NSA recommends that jail administrators use only those minimum job requirements which can be demonstrated to be job-related, which minimize the introduction of irrelevant factors into the selection process, and which are clearly significant to the achievement of agency goals and objectives.

In addition to minimum job requirements for individual job classes, the state may also have certain minimum requirements which apply to all job classes. Some of the major requirements may include: (1) age, and (2) U.S. citizenship or declaration of intent to assume citizenship.

- Work Experience. Agency work experience requirements are generally designed to guide the promotional selection as employees develop competence at greater levels of responsibility. The intent of work experience should be not to restrict jobs but rather to provide benchmarks for the level of responsibility that must be attained before one is eligible to advance further.
- Documentation. Each class specification should contain the date of its development and the initials of the correctional analyst primarily responsible for its content, to provide a means of verifying its accuracy at a later date.

## ILLUSTRATIVE PRODUCT

The final product of this task should be the development of class specification statements. While these class specifications should be tailored specifically to the requirements of the agency, it is helpful to present an example of jail personnel position descriptions. Figure A contains an explanation of the information that should be included when developing job descriptions. The information contained in this illustration is offered only as a guideline because the needs of jail administrators vary according to jurisdiction, jail size, and overall department goals. Figures B,C,D,E, and F contain class specifications developed recently by NSA on the basis of position descriptions submitted by sheriffs throughout the nation. It should be noted that the comprehensive list of worker characteristics was compiled without benefit of (1) supervisor recommendations, (2) analysis of training materials supplied by correction academies, and (3) observations of personnel performing the various function. General standards for developing minimum qualifications (presented here) were used in drafting the model job descriptions.

Standards for the Development of  
Minimum Qualifications

1. Job-Relatedness (Validity). Minimum qualifications should not be arbitrary barriers to employment but should be designed to assess only those qualities necessary for successful job performance.
2. No Contamination. Minimum qualifications should be designed to measure only those qualities necessary for successful job performance without introducing irrelevant factors.
3. No Abstract Traits. Minimum qualifications should limit their assessment to directly observable knowledge, skills, and abilities; abstract traits such as intelligence, motivation, and personality cannot be accurately measured by minimum qualifications.
4. True Minimums. Minimum qualifications should be designed to screen out only those applicants who cannot perform the work at a true minimum acceptable level, rather than to differentiate between "best qualified" and "least qualified" applicants, or simply to reduce the number of applicants who must be processed.
5. Least Adverse Impact. All other things equal, the minimum qualifications selected for use should be those with the least difference in rejection rates among various groups on the basis of race, sex, religion, national origin, and other protected classifications.
6. Alternatives. Minimum qualifications should emphasize the use of alternative ways by which applicants may demonstrate that they possess the knowledge, skills, and abilities needed for successful job performance.
7. Objectivity. Minimum qualifications should be expressed in terms that require a minimum of interpretation to determine whether an applicant qualifies for a given job class.
8. Consistency. Job classes that require the same type and level of knowledge, skills, and abilities should have the same minimum qualifications.
9. Verifiability. All information used to determine whether applicants satisfy minimum qualifications should be verifiable to provide at least the potential for an independent check on the accuracy of the information, if needed.
10. Conformance with EEOC Guidelines. Minimum qualifications should conform to the U.S. Equal Employment Opportunity Commission's Guidelines On Employee Selection Procedures (1970), which have been upheld as the primary legal standard for employee selection devices. NOTE: New proposed rules, which have been published, have not yet taken effect.

GUIDE FOR COMPLETION OF  
POSITION DESCRIPTIONS

MODEL POSITION DESCRIPTION	TITLE: Class titles should be descriptive of the work performed, rather than general "catch-all" classes, and should reflect true levels of difficulty from one level to the next rather than creating extra levels simply to provide a broader salary range. Class titles should omit any reference to age or sex to ensure that age and sex do not become unintended job requirements in the eyes of job applicants.	CODE: A coding system should be devised to assist in the general administration of the plan. See discussion of CODE for illustration.
FUNCTION: A brief summary statement of the job class, incorporating the type of supervision received and the type of supervision exercised, should be provided to assist jail personnel in comparing jobs throughout their organization. <u>Example:</u> Under administrative direction, directs the operation of the jail bureau in accordance with the regulations and policies of the sheriff's department.		
CRITICAL TASKS (Examples are illustrative only.)		MAJOR WORKER CHARACTERISTICS (Examples are illustrative only.)
<p>A task statement describes a specific activity of a job in terms of what, how, and why the activity is performed. <u>Example:</u> Interviews individuals in depth to obtain statements as to their progress in the vocational program.</p> <p>The information for job tasks should be gathered through a combination of the following standard techniques:</p> <ol style="list-style-type: none"> <li>a) <u>Individual Interviews:</u> with incumbents in each job.</li> <li>b) <u>Group Interviews:</u> in various combinations, such as officer-officer, officer-sergeant, sergeant-lieutenant, etc.</li> <li>c) <u>Direct Observation:</u> of the officer carrying out his/her tasks (observation and interview should be combined).</li> <li>d) <u>Questionnaire:</u> as discussed earlier, a set of questions should be distributed to personnel about the work they perform.</li> <li>e) <u>Worker Logs:</u> officers are asked to identify time and frequency for each activity.</li> </ol>		<p>Each task statement should be further analyzed in terms of the knowledge, skills, and abilities required to perform that activity. Knowledge, skills, and abilities are defined as follows:</p> <p><u>Knowledge:</u> Knowledge is the result of formal education, training, and/or experience; how knowledge is specifically acquired matters only if it clarifies the depth or range of the knowledge requirements. <u>Example:</u> Knowledge of the Maryland State Penal Code.</p> <p><u>Skills:</u> Skills are required if knowledge is to be applied. Skills are the result of a combination of basic abilities augmented by formal training and practical experience. Skills can be acquired through training and practice and usually suggest competence in a particular job context. They can be cognitive, manipulative, or procedural. <u>Example:</u> Skill in interpreting penal code statutes.</p> <p><u>Abilities:</u> Also known as aptitudes, they denote a person's capacity to acquire skills. <u>Example:</u> Ability to reason and make judgments.</p>
WORKING CONDITIONS: Shift work, overnight travel, hazards, and other unusual and generally difficult working conditions should be listed to document possible compensable factors which could enter into equal pay comparisons.	MINIMUM QUALIFICATIONS: Minimum qualifications are usually pass-fail hiring criteria which can be evaluated for all applicants on the basis of information obtained from the application blank. Minimum qualifications are normally the first step in the selection process, not counting recruitment, and are usually intended to provide a fast and inexpensive way to screen out applicants who have little chance of being hired. Applicants who satisfy the minimum qualifications should then be subjected to more time-consuming and costly assessment devices to determine which applicant is best qualified for the job in question. When developing minimum qualifications, jail administrators should follow the "Standards for the Development of Minimum Qualifications" documented elsewhere in this paper.	

Figure A

MODEL POSITION DESCRIPTION	TITLE: CORRECTIONAL OFFICER I & II	CODE:
<p>FUNCTION: This is work at the entrance level in the maintenance of security in correctional facilities. Under direct supervision and on an assigned shift, work involves the responsibility for enforcing rules and regulations, preventing escapes, maintaining order and discipline among inmates, and for escorting inmates to and from their cells. Work also includes operating and inspecting security devices, reporting violation of jail rules, and supervising inmates visitations. Assignments and instructions are received from a superior officer with work being reviewed in the form of reports, personal inspection, and conferences.</p>		
<p>CRITICAL TASKS (Examples are illustrative only.)</p>	<p>MAJOR WORKER CHARACTERISTICS (Examples are illustrative only.)</p>	
<ol style="list-style-type: none"> <li>1. Controls inmates from stations or by patrolling in yards, grounds cell-houses, corridors, dormitories, and work areas.</li> <li>2. Escorts individuals or groups of inmates to work assignments or other activities.</li> <li>3. Keeps continued count of inmates assigned.</li> <li>4. Inspects cells, dormitories, grounds, work locations, and other facilities for unauthorized objects or materials.</li> <li>5. Checks on sanitary conditions, fire and safety hazards such as unsafe tools.</li> <li>6. Enforces rules of conduct, security, and labor standards by making verbal or written reports of significant violations or irregularities to superiors.</li> <li>7. Assists in averting riots and escapes and further assists in physically suppressing promptly any riots or escapes undertaken by prisoners.</li> <li>8. May assist in the supervision of inmates on transfer to other correctional facilities or on appearances in court.</li> <li>9. Accompanies prisoners being transferred for psychiatric diagnosis or to treatment clinics; attends sanity hearings in a courtroom or hospital.</li> <li>10. Distributes cleaning and sanitation supplies; delivers commissary orders, medicines, and mail; picks up and delivers personal laundry and bedding for inmates.</li> <li>11. Operates electric jail gates; advises public on matters such as visiting hours or nature of articles that can be brought in for inmates; issues passes to attorneys, bondsmen, and relatives of inmates upon display of proper credentials; controls admission of employees entering and exits of employees leaving the jail.</li> <li>12. Performs other necessary duties</li> </ol>	<ol style="list-style-type: none"> <li>A. Knowledge of (1) federal, state, and county laws as they relate to inmates, (2) correctional department structure and function, (3) department-written directives (general orders, etc.), (4) Correctional Officer Report Manual, (5) techniques of prisoner control and precautionary measures used in escorting and supervising prisoner work details, (6) typical behavior patterns of incarcerated individuals.</li> <li>B. Ability to (1) supervise the activities of inmates, (2) write intelligible, complete, and concise reports, (3) deal with situations requiring tact, diplomacy, understanding, fairness, firmness, and good judgment, (4) remain alert at all times and react quickly and calmly in emergency situations, (5) establish and maintain effective working relationships with inmates and associates.</li> <li>C. Skill in operation of (1) two-way radio, (2) standard weapons, (3) camera.</li> <li>D. Other: (1) emotional stability, (2) personal integrity, (3) attention to detail, (4) physical fitness.</li> </ol>	
<p>WORKING CONDITIONS: Works rotating shifts, weekends and holidays; exposed to dangerous persons; sometimes works outside exposed to weather.</p>	<p>MINIMUM QUALIFICATIONS: (1) Graduation from a standard high school or possession of a state high school equivalence certificate, (2) three years of full-time work experience (Note: possession of an Associate of Arts degree or evidence of the successful completion of 60 credit hours at an accredited college, university or junior college may be substituted for the required experience), (3) successful completion of 120 hours of correctional officers' training within one year of appointment with a portion being completed prior to start of job.</p>	

Figure B

MODEL POSITION DESCRIPTION	TITLE: CORRECTIONAL OFFICER III & IV	CODE:
<p><b>FUNCTION:</b> This is responsible supervisory work at the highest level of the correctional officer series. The position exercises responsibility for the entire security force at an installation. The officer oversees the continuing implementation of measures designed for the security, control and both moral and physical well-being of inmates. This employee participates in establishing security measures for the correctional facility. He or she sets examples for subordinate correctional officers in coordinating to the fullest extent practical with those employees who are assigned to the rehabilitation sections of the institution's total program.</p>		
<p align="center"><b>CRITICAL TASKS</b> (Examples are illustrative only.)</p>	<p align="center"><b>MAJOR WORKER CHARACTERISTICS</b> (Examples are illustrative only.)</p>	
<ol style="list-style-type: none"> <li>1. Plans, schedules, and assigns work of one shift of correctional officers; evaluates work performance and counsels subordinates on ways to improve performance; initiates disciplinary action as appropriate; complies periodic statistical reports of shift operations; approves timesheets, overtime and leave requests.</li> <li>2. Periodically inspects cell blocks, corridors, and related areas to endure standards of sanitation and security are being maintained.</li> <li>3. Directs the receiving and inspecting of prisoners, the collecting and inspecting of personal articles of the prisoners, and the issuing of jail clothes.</li> <li>4. Trains subordinates in methods and techniques used in the administration of corrections; gives technical assistance to other correctional facilities when requested.</li> <li>5. Ensures that all required supplies are available as needed and that all equipment, machinery, and buildings are in proper working order.</li> <li>6. Coordinates and supervises all support services of the operation division including facility maintenance, laundry operation, medical care, food preparation, and contraband control.</li> <li>7. Supervises the business management section, including personal property control, training and personnel administration unit, commissary, and supply services.</li> <li>8. Performs related work as required.</li> </ol>	<ol style="list-style-type: none"> <li>A. Knowledge of (1) principles and practices of penology, (2) modern correctional concepts and standards, (3) legal rights of prisoners, (4) correctional classification methods and procedures, (5) administrative organization of a correctional facility, (6) modern employee supervisory techniques, (7) personnel rules as they apply to the employees supervised, (8) first aid, (9) care and use of firearms, (10) gas and restraining equipment.</li> <li>B. Ability to (1) supervise employees, (2) cooperate with supervisors in other units, (3) write intelligible, complete, and concise reports, (4) train subordinates in all phases of security and correctional work, (5) deal tactfully, effectively, and equitably with people, (6) prepare and maintain records of activities, (7) deliver lectures, talks, etc., to variety of audiences.</li> <li>C. Skill in operation of (1) two-way radio, (2) standard weapons, (3) camera.</li> <li>D. Other: (1) personal integrity, (2) emotional stability, (3) attention to detail, (4) physical fitness.</li> </ol>	
<p><b>WORKING CONDITIONS:</b> Works rotating shifts, weekends and holidays; exposed to dangerous persons; sometimes exposed to outside conditions.</p>	<p><b>MINIMUM QUALIFICATIONS:</b> (1) Graduation from a standard high school or possession of a state high school equivalence certificate, (2) three years of full-time work experience (Note: possession of an Associate of Arts degree or evidence of the successful completion of 60 credit hours at an accredited college, university, or junior college may be substituted for the required experience), (3) successful completion of 120 hours of correctional officers, training within one year of appointment with a portion being completed prior to start of job.</p>	

Figure C

MODEL POSITION DESCRIPTION	TITLE: CORRECTIONAL VOCATIONAL SUPERVISOR	CODE:
FUNCTION: This is administrative work in planning, directing, and coordinating a program of vocational training in a county-city jail complex. The employee is responsible for formulating and recommending policies and procedures for the vocational training program. The work requires coordination with other professional staff personnel concerning the evaluation of inmate students' potential for entrance into the program.		
CRITICAL TASKS (Examples are illustrative only.)	MAJOR WORKER CHARACTERISTICS (Examples are illustrative only.)	
<ol style="list-style-type: none"> <li>1. Organizes, directs, and coordinates the training activities in a vocational training program to provide graduated skill training and work experience geared to the needs of the inmate student.</li> <li>2. Determines the need of the inmate student through testing and counseling.</li> <li>3. Coordinates with county jail counselors and community agencies for effective job placement.</li> <li>4. Maintains close working relationships with other institution personnel in order to integrate sound vocational rehabilitation practices in the total living program of the jail inmate.</li> <li>5. Serves as a primary member of a professional staff team for the evaluation of jail inmate student potential for entrance into, progress in, and community placement from the program.</li> <li>6. Continually evaluates the effectiveness of the vocational training program, which would include keeping up with the latest developments of industry and periodically checking each instructor's curriculum and method of teaching.</li> <li>7. Sets up procedures for reporting progress of jail inmates.</li> <li>8. Handles maintenance of inventory for vocational program.</li> <li>9. Assists in planning the budgetary needs for the program.</li> <li>10. Performs other necessary duties as required.</li> </ol>	<ol style="list-style-type: none"> <li>A. Knowledge of (1) theory and objectives and techniques used in vocational training, (2) operation of vocational shops, (3) theory and techniques of counseling, (4) theory and techniques for vocational interest and aptitude.</li> <li>B. Ability to (1) plan, organize, and direct vocational training activities, (2) recognize changes in the inmate student and recommend re-evaluation of the student or revision of the program when indicated, (3) coordinate work with community service functions, (4) supervise vocational instructors and subprofessional assistants, (5) prepare records and reports.</li> <li>C. Skill in operation of (1) office equipment, (2) audio/visual equipment.</li> </ol>	
WORKING CONDITIONS:  Normal office conditions.	MINIMUM QUALIFICATIONS:  EDUCATION: Graduation from an accredited four-year college or university. EXPERIENCE: Four years of full-time paid employment in vocational teaching, guidance counseling, interviewing, testing, and analyzing the abilities, aptitudes, and skills of the individual.	

17

Figure D

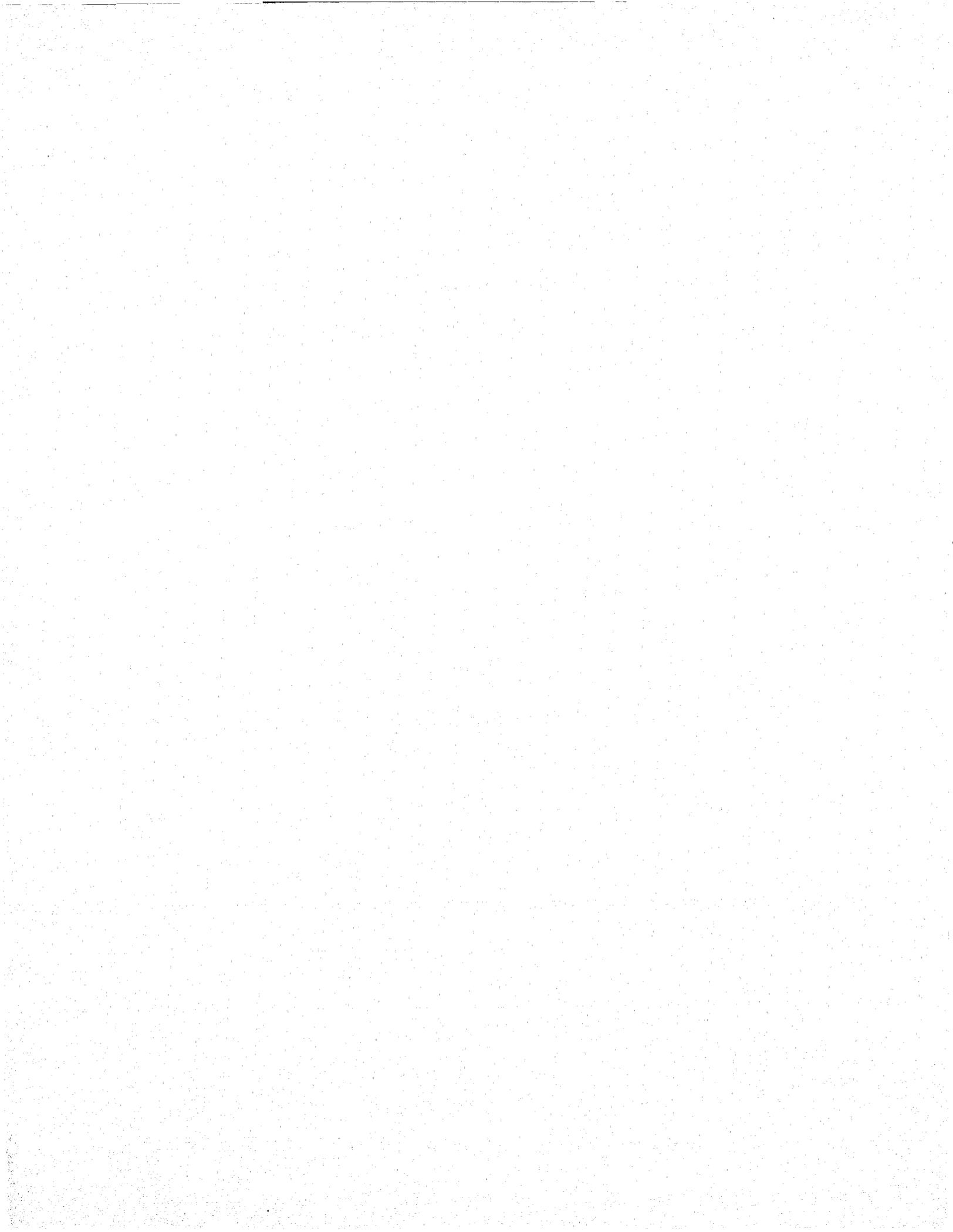
MODEL POSITION DESCRIPTION		TITLE: CORRECTIONAL CLASSIFICATION SENIOR OFFICER	CODE:
FUNCTION: This is correctional classification work involving specialized counseling or assisting in the supervision of a classification program. The responsibilities require considerable imagination and ingenuity for coping with unexpected and unusual behavior problem. Counselors must have the ability to establish rapport with offenders in attempting to reconstruct antisocial attitudes. The work requires considerable contact with public and private agencies and with families and former employers of inmates.			
CRITICAL TASKS (Examples are illustrative only.)		MAJOR WORKER CHARACTERISTICS (Examples are illustrative only.)	
<ol style="list-style-type: none"> <li>1. Provides counseling to inmates with respect to the inmates' adjustment within the county-city jail complex.</li> <li>2. Corresponds with public and private agencies and with families and former employers of inmates in order to secure background information.</li> <li>3. May be required to make court appearances, to testify from the record.</li> <li>4. Assists in the supervision of lower level classification counselor and assigned clerical personnel.</li> <li>5. Conducts group therapy counseling services for inmates who have had a history of alcohol or narcotics abuse.</li> <li>6. May handle specialized duties such as reviewing, investigating, and responding to inmate complaints.</li> <li>7. Participates, through written reports, or in person as assigned, in committees concerning inmate treatment.</li> <li>8. May participate in inmate grievance commission hearings.</li> <li>9. May participate in adjustment hearing proceedings.</li> <li>10. Performs other necessary duties as required.</li> </ol>		<ol style="list-style-type: none"> <li>A. Knowledge of (1) theories, principles, practice, and objectives of casework, penology, and sociology; (2) modern concepts, trends, and practices in the correctional field; (3) the attitudes of persons serving sentences in county-city jails; (4) the methods and objectives in a jail rehabilitative program; (5) interviewing and counseling techniques; (6) principles of modern employee supervisory techniques.</li> <li>B. Ability to (1) investigate the social and economic conditions of the home and community of an inmate; (2) prepare intelligible, complete, and concise reports; (3) evaluate information received; (4) establish and maintain satisfactory working relationships with staff members, representatives of other agencies, inmate families, and representatives in the private labor section.</li> <li>C. Skill in operation of office machines.</li> <li>D. Possession of valid motor vehicle operator's license.</li> </ol>	
WORKING CONDITIONS:  Normal working conditions.		MINIMUM QUALIFICATIONS: Experience: One year of satisfactory full-time employment in the classification of correctional classification officer II. OR - Education: Possession of a Bachelor's degree from an accredited four-year college or university, preferably with a major in the social sciences. Experience: Three years of satisfactory full-time experience in areas of work dealing with an individual's personal problems.	

Figure E

MODEL POSITION DESCRIPTION	TITLE: INTAKE OFFICER	CODE:
FUNCTION: This is correctional intake work involving specialization in book-in/release processes. The responsibilities require strict adherence in interpreting and following institutional rules and regulations as they relate to intake proceedings. Under general supervision, performs work of moderate difficulty in areas relating to booking procedures, recording of inmate information, receiving of transferred inmates, release of inmate property, release of inmates and assisting in emergencies elsewhere in the jail.		
CRITICAL TASKS (Examples are illustrative only.)		MAJOR WORKER CHARACTERISTICS (Examples are illustrative only.)
<ol style="list-style-type: none"> <li>1. Verifies credentials of committing officers prior to acceptance of inmates.</li> <li>2. Informs inmates of jail rules and regulations.</li> <li>3. Checks commitment papers in order to determine sentencing authority, legal authority of arrest, and legal status of inmates.</li> <li>4. Searches inmates for weapons or articles that might be used to cause injuries, deface jail property, or make an escape.</li> <li>5. When booking inmates: inventories all property, checks active warrant file for outstanding warrants, supervises the printing and photographing process.</li> <li>6. Determines inmate's age, sex, physical and mental status; assigns inmate to appropriate housing.</li> <li>7. Records and maintains all data on inmate, including the time and reason for inmate's removal from original cell. Records date and time of discharge of inmate from custody or transfer to another correctional institution.</li> <li>8. Verifies credentials of attorneys, clergy, law enforcement officers, and other official visitors.</li> <li>9. As needed, assists correctional officers in emergencies elsewhere in the jail.</li> <li>10. When releasing inmates: checks with courts for other charges pending; checks active warrant file for outstanding warrants; documents how inmate released, i.e., court order, cash; returns inmate's property; places inmate's file in inactive classification.</li> </ol>	<ol style="list-style-type: none"> <li>A. Knowledge of (1) principles and practices of penology, (2) modern correctional concepts and standards, (3) federal, state, and county laws as they relate to intake tasks of inmates, (4) department-written directives pertaining to book-in/release of inmates, (5) interviewing techniques, (6) legal rights of inmates, (7) institutional maintenance and hygiene, (8) techniques of prisoner control and precautionary measures used in escorting and supervising prisoner work details.</li> <li>B. Ability to (1) write intelligible, complete, and concise reports, (2) deal with situations requiring tact, diplomacy, understanding, fairness, firmness, and good judgment, (3) prepare and maintain records of activities, (4) evaluate information received, (5) interpret accurately and properly enforce institutional rules and regulations.</li> <li>C. Skill in (1) establishing and maintaining effective relationships with personnel, inmates, and the public, (2) gathering, analyzing, and evaluating data using logical reasoning and drawing valid conclusions, (3) written and oral communication, (4) explaining and interpreting jail policies and procedures.</li> </ol>	
WORKING CONDITIONS: Works rotating shifts, weekends and holidays; exposed to dangerous persons; sometimes works outside exposed to weather.	MINIMUM QUALIFICATIONS: (1) Graduation from a standard high school or possession of a state high school equivalence certificate, (2) three years of full-time work experience (Note: possession of an Associate of Arts degree or evidence of the successful completion of 60 credit hours at an accredited college, university, or junior college may be substituted for the required experience), (3) successful completion of 120 hours of correctional officers' training within one year of appointment with a portion being completed prior to start of job.	

19

Figure F



**END**