



**Minimum Qualifications & the Selection Process:
Finding the Right Candidate**

Background

- October 2017 presentation on setting minimum qualifications
 - Purpose, Legal Considerations, and SLO County approach
- Recent job spec presentations revealed a need for more discussion with the Commission
 - The role of minimum qualifications in the selection process
 - Our use of varied and more effective selection tools



Background (continued)

Commission Concerns

- I. Are we “lowering the bar”?
- II. How do we ensure applicants know how to qualify?
- III. How do we establish performance expectations in the class specification?



Today's Agenda

- Recruitment and Selection Process
 - Best Practices and Research Findings
 - Address Commission's Concerns
- Elements of the Selection Process
- Options and Recommendation
- Q&A



Best Practices – History and Research

The Workforce is Changing

- Millennials make up 1/3 of the work force
- Work force is seeking meaning in their work and want to make a difference
- "Silver Tsunami" - Over 250,000 employees reach 65 each month
- By 2022, Talent development will need to be a top priority



Best Practices – History and Research

Cal-ICMA Talent Initiative

What was the purpose?

What were the key findings?

- Local government is not prepared
- More difficult to recruit from other agencies
- Typical government practice can turn away the best candidates



Best Practices – History and Research

Recommendations

- Broaden approach to qualifying candidates
- Focus on KSACs instead of MQ requirements
- Hire for potential, not just experience
- Become a learning organization
- Be flexible, update outdated rules and protocols
- Be more agile and emulate private sector practices



Best Practices – Employment Standards

What Are Other Counties Doing?

- 6 of 9 of our comparator counties allow various means for demonstrating required Knowledge, Skills, and Abilities (KSAs)
- Education and Experience guidelines or examples for how a candidate would typically acquire the required KSAs



Best Practices – Employment Standards

- Sonoma:

Any combination of education, training, and experience which would likely provide the required knowledge and abilities listed. Normally, this would include:

- Monterey:

Qualifications

A combination of experience, education, and/or training which substantially demonstrates the following knowledge, skills and abilities:

Examples Of Experience/Education/Training

The knowledge, skills and abilities listed above may be acquired through various types of experience, education or training, typically:



Best Practices - Employment Standards

- Santa Barbara:

A combination of training, education, and experience that is equivalent to the employment standard listed and that provides the required knowledge and abilities.

- Santa Cruz:

Any combination of training and experience that would provide the required knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities would be:

Best Practices - Employment Standards

- Ventura:

Considerable experience performing construction project management which has led to the acquisition of the required knowledge, skills and abilities. The required knowledge, skills and abilities can also be obtained by completion of:

- Placer:

Experience and Training

Any combination of experience and training that would provide the required knowledge and abilities is qualifying. A typical way to obtain the required knowledge and abilities would be:

Best Practices - Employment Standards

Santa Barbara

“The purpose was to recognize that there are potentially **a variety of ways for applicants to demonstrate that they have the required knowledge skills and abilities (KSAs) that meeting the “typical education and experience standard” would demonstrate.** The equivalent standard language acknowledges that, although there is one standard, absent something like a requirement for a specific degree or license or occupational certification, there may be a number of ways to meet that standard...I think **it has been mutually beneficial for both applicants and hiring departments, because at times it broadens the applicant pool and gives qualified individuals opportunities to be considered for hire.”**

Ventura

“...its purpose is to **provide flexibility in using professional judgment** when screening applications. As you know, **not everyone gets to the same place in their career using the same approach.** To that regard there is flexibility in considering the education, skills, training, and overall experience against the KSAs by using the “can also be obtained...” phraseology.”



Best Practices – Employment Standards

Related Articles

Hiring for Skills, Not Pedigree:

Why hiring managers should think twice about requiring a college degree

By Jennifer Arnold

HR Magazine, March 2018

Dismissed By Degrees

How degree inflation is undermining U.S. Competitiveness and hurting America's middle class

Fuller, J., Raman, M., et al. (October 2017). *Dismissed By Degrees*.

Published by Accenture, Grads of Life, Harvard Business School.

Competencies Hold the Key to Better Hiring

The key to better hiring may be to focus on competencies than credentials.

By Lee Michael Katz

SHRM, January 29, 2015

Occupational Licensing and American Workers

Licensing plays an important role in determining workers' wages, unemployment, and mobility.

By Ryan Nunn

Brookings Report, June 21, 2016

15 More Companies That No Longer Require a Degree – Apply Now

Increasingly, companies offer well-paying jobs to those with non-traditional education or a high-school diploma.

By Glassdoor Team

Glassdoor, August 14, 2008

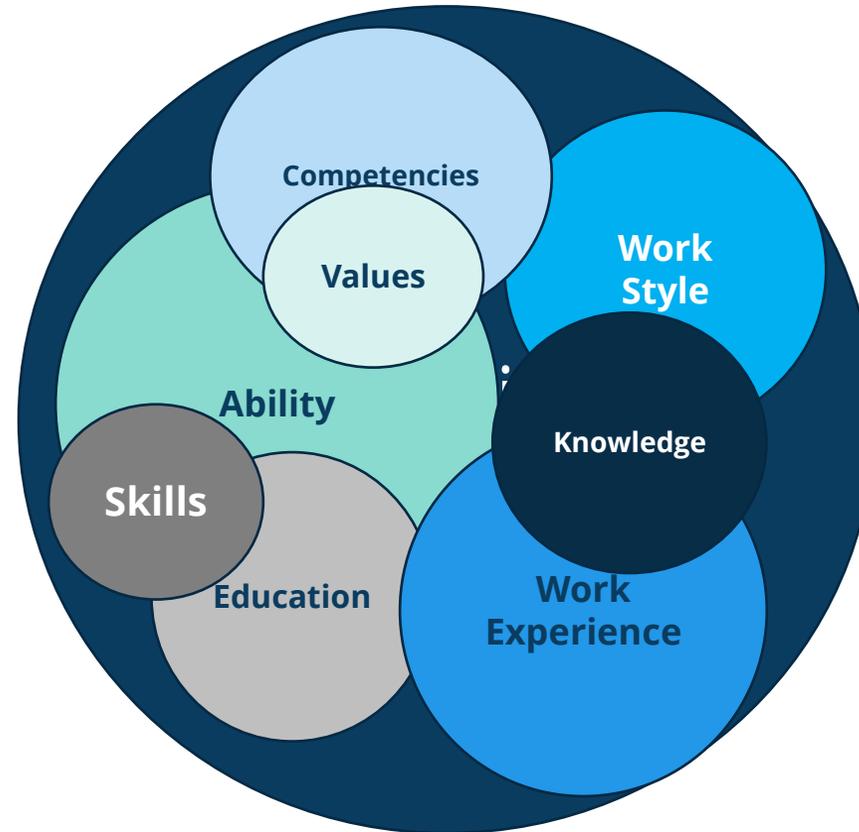


SELECTION PROCESS

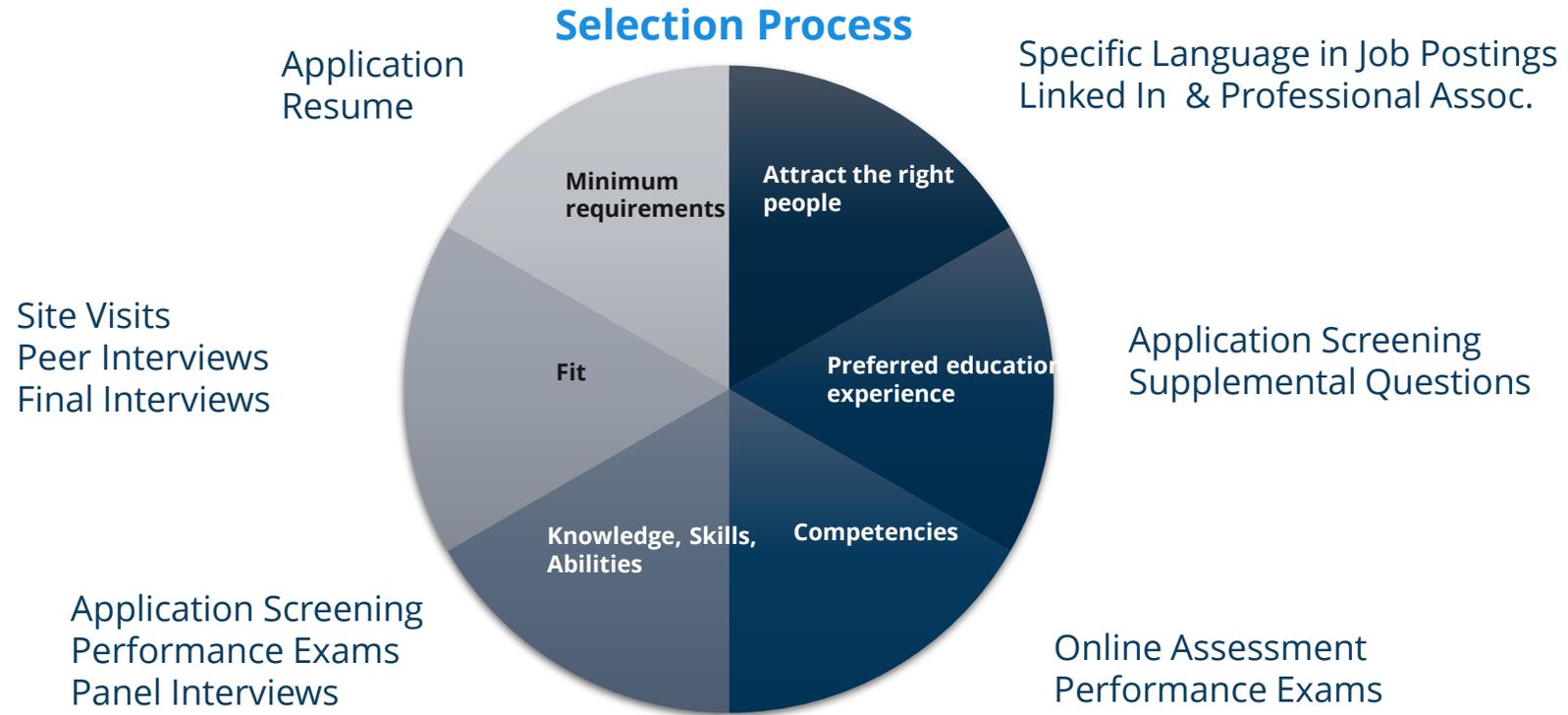


Ideal Candidate

What makes up the “ideal candidate”?



Ideal Candidate



Example: Administrative Services Manager

Minimum Qualifications:

- Graduation from an accredited four-year college or university with a bachelor's degree in business or public administration, accounting or a closely related field. (Job-related, professional-level experience may substitute for the required education, on a year-for-year basis.) In addition, three years of increasingly responsible professional-level experience involving work with a variety of administrative operations. One year of the required experience must have been in a supervisory position.
- *(Note: Accounting Unit requirement removed in 2012)*



Example: Administrative Services Manager

Public Works (Finance)

DSS (Workforce Development Board Director)

Supplemental Questions:

1. Describe your experience in cost accounting
2. Are you a CPA or CPA Candidate?
3. Describe your experience with construction and project accounting/reporting
4. Describe your experience in SAP or other financial software

Targeted Job Posting: *The ideal candidate will demonstrate thorough, in depth knowledge of the principles, methods, and procedures used in adult, youth, and displaced worker employment training; program design, planning, and management; and federal and state employment and training legislation and regulations- primarily WIOA.*



Example: Administrative Services Manager

Public Works (Finance)	DSS (Workforce Development Board Director)
<p>Screening Criteria:</p> <ul style="list-style-type: none"> ➤ Governmental/non-profit experience ➤ Cost Accounting experience ➤ Certified Public Accountant (CPA) ➤ Construction Project Experience ➤ Experience in SAP 	<p>Screening Criteria:</p> <ul style="list-style-type: none"> ➤ Based on answer to supplemental question: <i>"Please tell us about your experience in managing, developing and administering workforce development programs (particularly WIA or WIOA). Please provide examples of collaboration with community partners, facilitation of board and/or committee meetings and budget development."</i>
<p>Panel Interview:</p> <ul style="list-style-type: none"> ➤ Initiative ➤ Critical Thinking ➤ Knowledge Application ➤ Accountability ➤ Experience w/ governmental funds ➤ Presentations 	<p>Panel Interview:</p> <ul style="list-style-type: none"> ➤ Work experience ➤ Execution ➤ Decisiveness ➤ Relationship Management ➤ Leadership ➤ Strategic Risk Taking

Public Works (Finance)		DSS (Workforce Development Board Director)	
Educational Background	Work Experience	Educational Background	Work Experience
N/A	10 yrs - accountant - public sector	Masters Social Work	5 yrs - WIOA Program Manger SLO DSS
Masters - Public Administration	10 yrs - Financial Analyst - public sector	Bachelors Communication Disorders	1 yr - Social Services Program Review Specialist
BS - Criminal Justice			7 yrs - Social Worker Supervisor - AspiraNet Foster/Family Agency
BS - Business Administration	10 yrs accounting - public sector	Masters Business Administration	1yr - Private Consulting US Dept of Labor and EDD
	5 yrs accounting - non-profit		2 yrs - Educational and Public Sector Job skill development programs
BS - Business Administration	1 yr accounting public sector		4 yrs - Private sector workforce development contract US DOL
	7 yrs controller - private physical therapy	Masters Public Administration	4 yrs - Private sector workforce development contract US DOL
	5 yrs budget analyst - public sector	Bachelors Criminal Justice	4 yrs - WIOA Program Manager SB County
Masters - Business Administration	4 yrs accountant non-profit		2 yrs - Employment Specialist SB County
	2 yrs accountant public sector	Maters Public Policy	6 yrs - Career Placement - Technical School
	1 yr accountant - non-profit	Bachelorlors Political Science, Bachelors History	4 yrs - Exextended Education - Cal Poly
BS - Accounting	11 yrs - accountant - public sector	Masters Leadership & Management	15 yrs - Military experience, up to Commander
AA - Graphic Design		Bachelors Social Services	12 yrs - Program Manager & Director - CAPSLO SB County
BS - Business Administration concentration in International Bus	3 years Civil Engineering Tech - public sector	Bachelors Liberal Arts & Sciences	12 yrs - Program Manager Transitions Mental Health Association
	1 yr financial analyst - public sector	Bachelors Psychological Services	18 yrs - Career Employment Services - Santa Barabara County
	1 yr communication & development - non-profit	PhD Educational Leadership	8 yrs - Social Worker - private sector
	6 yrs Proposal Coordinator private engineering firm	Masters Sports Psychology	3 yrs - Chief of Admin - California High Speed Rail Authority
		Bachelors Interdisciplinary Health & Rehab Science	5 yrs - Human Resource & Training Administrator - CSU Fresno
		Bachelors Communications/English	15 ys - Institute of Technology Academic Dean/National Director Career Services



COMMISSION CONCERNS



Commission Concerns

- I. Are we “lowering the bar”?
- II. How do we ensure applicants know how to qualify?
- III. How do we establish quality work performance in the class specification?



Commission Concerns

I. Are we “lowering the bar?”

- Our goal is to identify qualified candidates
- Recognize there are multiple paths for gaining the KSACs for a position
- Hire for potential and ability to learn vs. technical skills & knowledge
- Better tools available to determine best candidate



Examples of Success

Family Support Officer

Minimum Qualifications:

- Graduation from an accredited four-year college or university with a Bachelor's degree. (Job-related experience in a related field may be substituted for the required education on a year-for-year basis.)



Examples of Success

Family Support Officer I Eligible List

No.	Educational Background	Work Experience
1	BS Criminal Justice	4 yrs - Economic Support Specialist - public sector 1 yr - Income Maintenance Specialist - public sector 5 yrs - Owner of hair salon - private sector
2	N/A	2 yrs - Correctional Monitor - non-profit 1 yr - Child Support Officer - public sector 3 yrs - Lead for legal documentation co. - private sector 3 yrs - manager - retail
3	BA English	2 yrs - ERS - public sector 1 yr - Sales rep - private sector 2 yrs - bank teller - private sector
4	N/A	2 yrs - teacher assistant - Church 3 yrs - ERS - public sector 1 yr - Account Clerk - public sector
5	BS Business Administration	7 yrs - human services - public sector
6	N/A	15 yrs - human services - clerical to prof - public sector
7	Masters Education/Counseling & Guidance	6 yrs - purchasing technician - community college 2 yrs - counselor - community college
8	BA - Women's Studies/Anthropology	3 yrs - Instructor - non-profit recovery center 10 yrs - owner of yoga studio
9	BS Business Administration	1 yr - administrative asst - psychiatrist private practice 2 years hospitality industry 2 years office manager - private sector
10	BA - Sociology	2 years landscaper - private sector



Examples of Success

Project Manager I/II

Minimum Qualifications:

All levels: Graduation from an accredited college with a Bachelor of Science degree in Architecture, Civil Engineering, Construction Management, Business Administration, City & Regional Planning, Organizational Leadership or a related field. (Job-related experience may be substituted for the education requirement on a year-for year basis.)

In addition:

Project Manager I: No experience required.

Project Manager II: Two (2) years of project management experience in building or infrastructure design and/or construction management, or work equivalent to Projects Manager I.



Examples of Success

Project Manager I/II Eligible List

No.	Educational Background	Work Experience
1	BA - History/Political Science	5 yrs - project manager - public sector
	BA - Art	11 yrs - project manager - private sector
	Masters - Architecture	9 yrs - project designer - private sector
2	BS - Chemistry	8 yrs - project mgr /environmental specialist - private sector
	Masters - Civil Engineering	
3	AA - Business Administration	24 yrs - project management - private sector
	BS - Industrial Technology	
	Masters - Management	
4	BS - Construction Management	6 yrs - project engineer - private sector
		2 yrs - purchasing & contracts - private sector
5	BS - Business Administration	23 yrs - real estate/development
6	BS - Architecture	6 yrs project management - private sector
		5 yrs - real estate - private sector
		11 yrs - project design
7	BS - Civil Engineering	12 yrs - project engineer - private sector
8	BS - Architecture	2 yrs - project manager - private sector
		2 yrs - architectural intern
9	BS - Architecture	4 yrs - project manager - private sector
10	BS - Civil Engineering Masters - Civil Engineering	4 yrs - project manager - public sector
		1 yr - civil engineering assistant - public sector
		4 yrs - civil engineering intern - public sector



Examples of Success

Diverse Qualifications

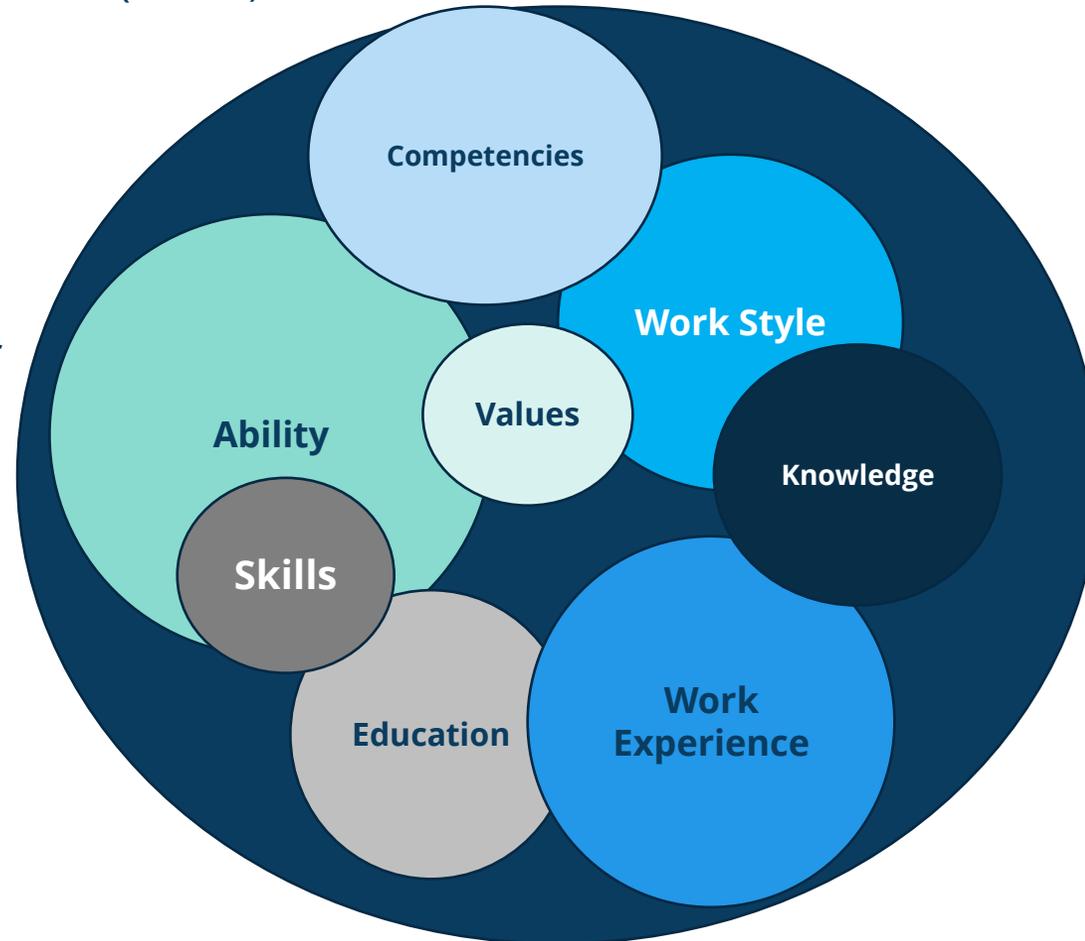
	Frank	Mark Z.	Taj
Education	BS – History	Masters – Business Administration BS – Law & Society	Some college units Bachelor’s degree in-progress
Experience	2 years – HR Generalist – community college 1 year – HR Technician – community college 3 years – Reference Librarian – City public library	14 years – Compensation & Benefits Manager – Hospitality Industry	4 years – HR generalist at college 10 years – Personnel Technician – City Government 2 years – clerical – City government
Certification	SHRM-CP	Certified Compensation Professional (CCP)	SHRM-SCP



Commission Concerns

I. Are we “lowering the bar?” (cont’d)

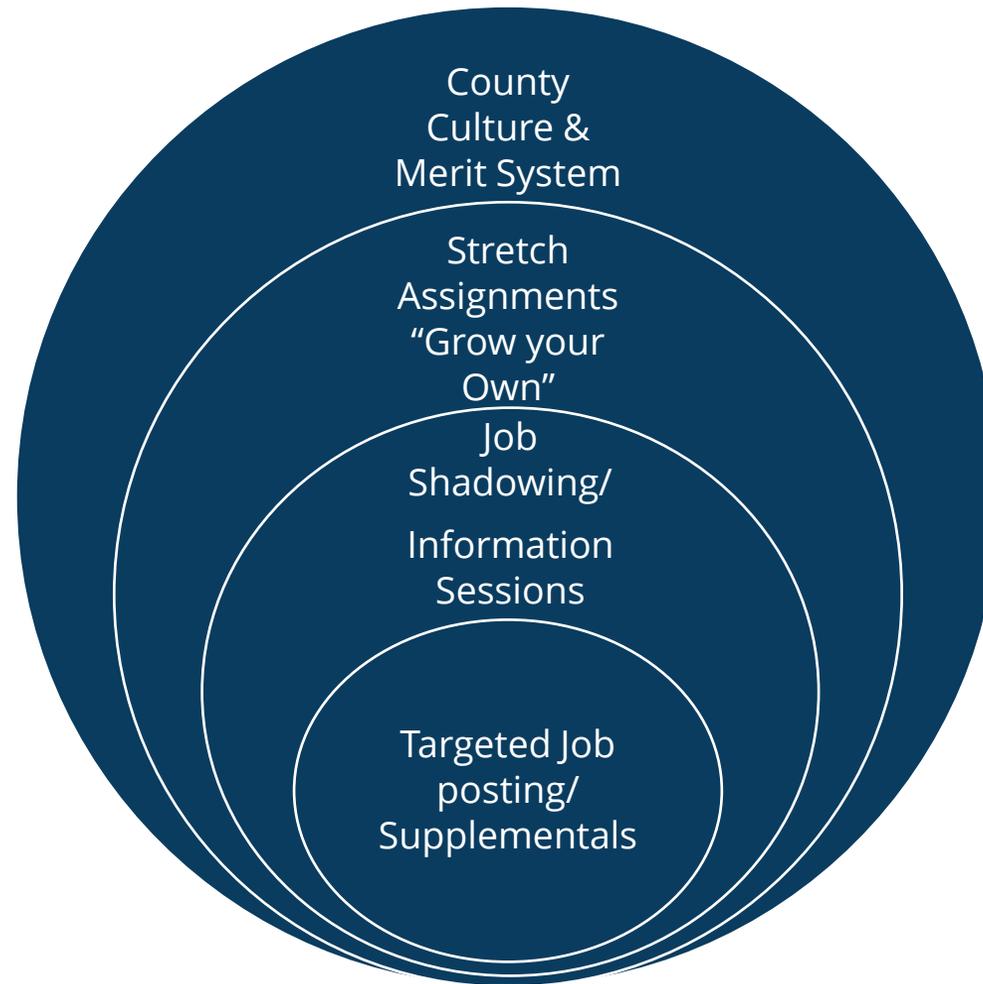
Education and experience are just a portion of the ideal candidate’s qualifications



Commission Concerns

II. How do we ensure applicants know how to qualify?

[Sample Posting](#)



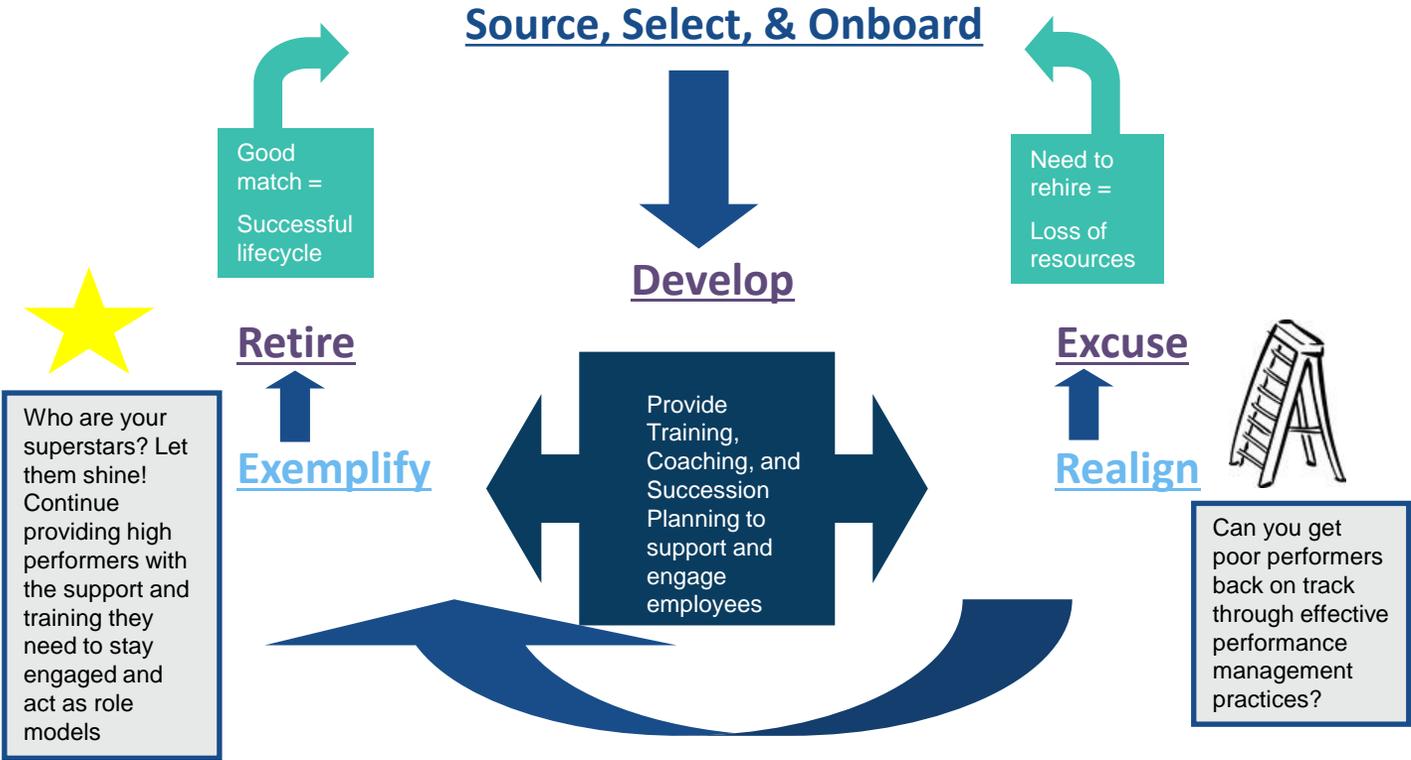
Commission Concerns

III. How do we establish performance expectations in the class specification?

- Purpose of the Job Specification – describe the job duties and qualifications
- Performance Standards – define what a good job looks like and what constitutes a successful performer
- Performance Evaluation – compares employee’s performance to the standards
 - Exceptional Work Performance
 - Successful Work Performance
 - Needs Improvement



Talent Management Model



Countywide Competencies



Setting Performance Expectations

Analyst Expectations		
Human Resources Analyst I	Human Resources Analyst II	Human Resources Analyst III
Be open minded to others' ideas, willing to collaborate and brainstorm (even if they know the answer)	Be open minded to others' ideas, willing to collaborate and brainstorm (even if they know the answer)	Be open minded to others' ideas, model collaboration and brainstorming (even if they know the answer); encourage and support others to brainstorm and come up with solutions.
Work cooperatively with others to achieve common goals	Work cooperatively with others to achieve common goals; identifies stakeholders with whom collaboration is necessary to achieve common goals	Work cooperatively with others to achieve common goals; identifies stakeholders with whom collaboration is necessary to achieve common goals; influences stakeholders in a respectful manner in recognition of ongoing relationships
Proactively adjust style and efforts to complement those of others on the team	Proactively adjust style and efforts to complement those of others on the team	Proactively adjust style and efforts to complement those of others on the team; provide feedback and help others to do the same.
Value group success as much as or more than their own success	Value group success as much as or more than their own success	Value group success <u>more</u> than their own success
Work closely with departments to gauge their needs	Work closely with departments to gauge their needs	Work closely with departments to gauge their needs; utilize data and best practices to anticipate future needs and identify ways to avoid potential problems in departments
Communicate consistently with Principal/Deputy – leave no room for surprises	Communicate consistently with Deputy – leave no room for surprises	Communicate consistently with Deputy – leave no room for surprises
Meet all deadlines. Keep Principal/Deputy informed on commitments/deadlines that cannot be met	Meet all deadlines. Keep Deputy informed on commitments/deadlines that cannot be met	Meet all deadlines. Keep Deputy informed on commitments/deadlines that cannot be met; anticipate workload and commitment challenges to identify potential fixes proactively
Use logical reasoning to solve a problem or accomplish a task	Use logical reasoning to solve a problem or accomplish a task	Use logical reasoning to solve a problem or accomplish a task; analyze and communicate potential weaknesses of a situation; clarify and differentiate levels of importance

Ten Recommendations for Local Government Cal-ICMA Talent Initiative

- ✓ Conduct a simple workforce analysis (i.e., showing retirement risk now and in five years for different employee groups).
- ❑ **Eliminate minimum qualifications for entry-level positions; hire for potential or learning agility.**
- ✓ Enhance job announcements to showcase the meaning and purpose of the work, organizational values and culture, and opportunities to grow and develop.
- ✓ Fully utilize “stretch” assignments, including participation on cross-functional project teams.
- ✓ Train all supervisors and managers on how to coach and conduct development conversations with all direct reports.
- ✓ Ensure that supervisors and managers provide ongoing performance feedback to employees, not just a once-a-year performance evaluation.
- ✓ Conduct “stay interviews” with key talent (or better yet with all employees).
- ✓ Hire one or several university interns and limited-term Management Fellows (those graduating with master’s degrees).
- ✓ Incorporate more flexibility into scheduling including, where appropriate, telecommuting.
- ✓ Ensure ongoing face-to-face interaction between employees and top management.



RECOMMENDATIONS



Summary & Options

- Our responsibility is to uphold the merit system in hiring
 - Ensure recruitments are a fair, competitive and that the best qualified candidates are made available for hire
- We must adapt to new realities in the labor market. Apply our selection processes, quicker process, more like private sector, but consistent with merit principles
- Applying multiple selection elements on the largest pool of candidates
- Options
 1. Do nothing, leave as is, status quo
 2. Broad MQ's – any four year degree or any related degree
 3. Follow ICMA recommendation – eliminate MQ's for entry-level positions
 4. Flexible MQ's “Any combination...”

Maintain license/cert commensurate with the position as required by law or county preference



Summary & Options

Option	Pros	Cons
Do nothing, leave as is, status quo	<ul style="list-style-type: none"> No additional work to change Specs 	<ul style="list-style-type: none"> Unsustainable – will create critical staffing issues Legal Compliance
Broad MQ's – ex. any four year degree or any related degree	<ul style="list-style-type: none"> Allows some additional candidates to compete 	<ul style="list-style-type: none"> Missing out on qualified candidates Legal Compliance Will become unsustainable – will create critical staffing issues
Follow ICMA recommendation – eliminate MQ's for entry-level positions	<ul style="list-style-type: none"> In-line with report recommendation Allows all candidates to compete Supports “grow your own” culture Improve candidate pool for current and future vacancies 	<ul style="list-style-type: none"> Large pools of unqualified candidates (additional time needed for examination)
Flexible MQ's “Any combination...” Maintain license/cert commensurate with the position as required by law or county preference	<ul style="list-style-type: none"> Consistent with best practices Allows for broader pool of qualified candidates to compete Supports “grow your own” culture Improve candidate pool for current and future vacancies 	<ul style="list-style-type: none"> Potentially more difficult to respond to appeal Requires higher level of analysis



Recommendation:

- Authorize the application of a flexible approach to developing minimum qualifications that reflect best practices of merit-based selection processes
- Move focus from MQs to KSACs
- Use the selection process to focus on current and potential KSACs
- When legally required, education, experience, and certifications would remain “Required”



Example

Analyst I-II-III

EDUCATION AND EXPERIENCE:

Any combination of education, training, and experience which would likely provide the required knowledge and abilities listed. Normally, this would include:

- Analyst I, II & III: Graduation from an accredited four-year college or university with a degree in Public Administration, Business Administration or a closely related field. ~~Job-related experience may substitute for the required education on a year-for-year basis.~~
- ~~Analyst I:~~ No additional experience required.
- Analyst II: In addition, one year of professional experience. ~~(A post-graduate degree in one of the fields listed above may substitute for the required experience.)~~
- Analyst III: In addition, three years of professional experience. ~~(A post-graduate degree in one of the fields listed above may substitute for one year of the required experience.)~~



Example:

Analyst I-II-III

EDUCATION AND EXPERIENCE:

Any combination of education, training, and experience which would likely provide the required knowledge and abilities listed. Typically, this would include:

- Analyst I, II & III: Graduation from an accredited four-year college or university with a degree in Public Administration, Business Administration or a closely related field.
- Analyst II: In addition, one year of professional experience.
- Analyst III: In addition, three years of professional experience.



Next Steps if Adopted:

- Apply a KSAC focused approach to existing specifications by accepting a more diverse combination of education and experience
- Identify those classifications that require, license or certification by law or statute
- Continue partnership with Employee Associations and Departments in the update process
- Report to CSC on progress



Q&A and Discussion

