

Civil Service Commission

San Luis Obispo County Civil Service Commission
Regular Session Meeting
Wednesday January 25, 2023 @ 9:00 A.M.
1055 Monterey Street, Suite D-271 San Luis Obispo, CA



AGENDA

MEMBERS OF THE COMMISSION
President - VACANT
Vice President - Jed Nicholson
Robert Bergman
Erica Flores Baltodano
Lesley Santos

1. Call to Order / Flag Salute / Roll Call

2. Election of Officers

3. Public Comment Period

Members of the public wishing to address the Civil Service Commission on matters other than those scheduled below may do so when recognized by the President. Presentations are limited to three minutes per individual.

4. Minutes

The following draft minutes are submitted for approval:

- a. December 14, 2022

5. Reports

Commission President
Commission Counsel
Commission Outside Counsel
Commission Secretary

6. Receive and File: Annual Report

- a. Annual Report Fiscal Year 21/22

7. Request to Approve Revised Language for Minimum Qualifications

- a. Presentation – *Minimum Qualifications – Recruitment, Selection, and Staff Report*

8. Public Comment on Closed Session Item

Members of the public wishing to address the Civil Service Commission on Closed Session matters agendized here may do so when recognized by the President. Presentations are limited to three minutes per individual.

Civil Service Commission

9. CLOSED SESSION: Conference with County Labor Negotiator regarding Civil Service Rule Update. (Gov Code Section 54957.6): Agency designated representative: Tami Douglas-Schatz, or designee

10. Adjournment

Civil Service Commission

Special Session Meeting Minutes

Wednesday December 14, 2022

1055 Monterey Street, Suite D-271 San Luis Obispo, CA



MEMBERS OF THE COMMISSION

President Jeannie Nix
Vice President Jed Nicholson
Robert Bergman
Erica Flores Baltodano
Lesley Santos

Present: President Nix
Vice President Nicholson
Commissioner Bergman
Commissioner Flores Baltodano
Commissioner Santos

Staff: Commission Secretary Tami Douglas-Schatz
Commission Clerk Shaley Salsbury

County Counsel: Jon Ansolabehere

Outside Counsel: Steve Simas

1. Call to Order/Flag Salute/Roll Call

President Nix called the meeting to order at 9:06 a.m. and led the flag salute. Roll was called following public comment. All Commissioners were present.

2. Public Comment Period

Members of the public wishing to address the Civil Service Commission on matters other than those scheduled below may do so when recognized by the President. Presentations are limited to three minutes per individual.

SLOCEA representative Brooke Daphne requested that the Commission postpone discussion regarding a letter forwarded to the Commission from SLOCEA in November.

3. Minutes

The following draft minutes are submitted for approval:

- a. November 16, 2022

The minutes for November 16, 2022, were considered. Commissioner Bergman motioned to

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approve the minutes as presented. Commissioner Baltodano seconded the motion. The motion to approve carried 5-0-0.

4. Reports

Commission President – President Nix stated that a letter regarding a decision by the Commission was received by President Nix and Human Resources Director Tami Douglas-Schatz, on November 15, 2022, from SLOCEA. President Nix requested that all comments regarding this letter were to omit any identifying information of the employee. President Nix noted that this letter was distributed to the Commission and Counsel without discussion at the November 16, 2022, meeting. Upon review of the Civil Service Commission rules, Commission Counsel found that the Commission did not have jurisdiction in the matter detailed. President Nix opened the floor for public comment. There were no public comments.

Commission Counsel – Jon Ansolabehere gave an update on factfinding dates.

Commission Outside Counsel – none

Commission Secretary – Commission Secretary Tami Douglas-Schatz thanked Commission President Nix for her time in service.

5. Resolution Recognizing Commission President Nix

The resolution was read by Commission Vice President Nicholson. Commissioner Nicholson motioned to approve the resolution. Commissioner Bergman seconded. The motion to approve carried 5-0-0.

6. Request to Cancel Regular Session Meeting

Commissioner Santos motioned to approve the cancellation of the regular session meeting December 21, 2022. Commissioner Baltodano seconded. The motion to approve carried 5-0-0.

7. Adjournment

President Nix adjourned the meeting at 9:34 a.m.

**** Note: These minutes reflect official action of the Civil Service Commission. A digital record exists and will remain as the official, complete record of all proceedings by the Civil Service Commission.***



SAN LUIS OBISPO COUNTY CIVIL SERVICE COMMISSION ANNUAL REPORT

FISCAL YEAR 2021-2022



INTRODUCTION

AUTHORITY AND PURPOSE

The County Civil Service Commission shall prescribe, amend, repeal and enforce rules for the classified service, which shall have the force and effect of law, shall keep minutes of its proceedings and records of its examinations and shall, as a board or through a single Commissioner, make investigations concerning the enforcement and effect thereof and of the rules and efficiency of the service. It shall make an annual report to the Board of Supervisors.

Additionally, the Human Resources Director, under general supervision of the Commission, shall administer the civil service system pursuant to the rules adopted by the Commission and advise the Commission upon civil service matters.

HUMAN RESOURCES MISSION STATEMENT

We attract, select, develop, and retain a talented and diverse workforce through strategic collaboration. We provide high quality and cost-effective programs to cultivate a healthy, safe and productive work environment to maximize individual and organizational potential.

COUNTY CODE: TITLE 2 – ADMINISTRATION AND PERSONNEL

There is established in the County a civil service system to be governed by the provisions set forth in this chapter and in the County Civil Service enabling law. Click through the chapter sections below to view the County Code.

Chapter 2.40 - CIVIL SERVICE SYSTEM

2.40.010 - Adoption.

2.40.020 - Commission—Creation—Membership.

2.40.030 - Compensation for commission members.

2.40.040 - Operating funds.

2.40.050 - Contracting for examinations.

2.40.060 - Classified and unclassified service.

2.40.070 - Duties of commission and personnel director.

2.40.080 - Commission rules.

2.40.090 - Vacancies in peculiar positions.

2.40.100 - Examination requirements.

2.40.110 - Discrimination prohibited.

2.40.120 - Reductions, suspensions and dismissals.

2.40.130 - Employee status.

2.40.140 - Prerequisites to salary payment.

2.40.150 - Veteran's preference.

GRIEVANCES, APPEALS AND LITIGATION

The Commission's rules outline the procedure for resolving employment disputes prior to requesting a hearing. One hearing from FY 20/21 was carried over into FY 21/22.

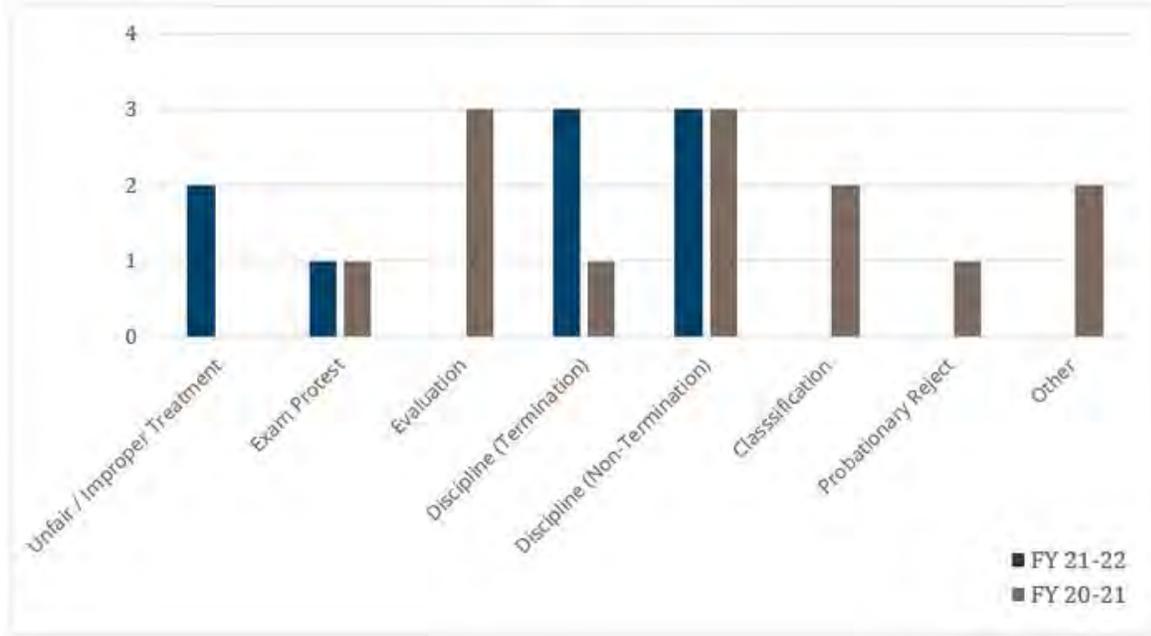
**Indicates one appeal and one grievance filed by one appellant.*

GRIEVANCES AND APPEALS FILED BY DEPARTMENT					
DEPARTMENT	21/22	20/21	19/20	18/19	17/18
ADMINISTRATIVE OFFICE					
AGRICULTURAL COMMISSIONER					
ASSESSOR					
AUDITOR-CONTROLLER/TREAS TAX		2			
AUDITOR-CONTROLLER					1
TREASURER/TAX COLLECTOR					
CENTRAL SERVICES			1		
CHILD SUPPORT SERVICES		2		2	
CLERK-RECORDER					
COUNTY COUNSEL			3		
DISTRICT ATTORNEY			2	1	3
FARM ADVISOR					
HEALTH AGENCY	1				
DRUG & ALCOHOL SERVICES	2*	1			
MENTAL/BEHAVIORAL HEALTH		1	4	4	6
PUBLIC HEALTH			1		2
HUMAN RESOURCES				6	
INFORMATION TECHNOLOGY					1
LIBRARY	1				
PARKS AND RECREATION		1			1
PLANNING AND BUILDING	1	1	1	2	6
PROBATION					2
PUBLIC WORKS	2	2	2	2	
SHERIFF-CORONER	2*	3	4	7	4
SOCIAL SERVICES			3	7	3
VETERANS SERVICES					
TOTAL	9	13	21	31	29



GRIEVANCES, APPEALS AND LITIGATION

GRIEVANCES AND APPEALS FILED BY TYPE



GRIEVANCES AND APPEALS FILED BY FISCAL YEAR

	FY 21-22	FY 20-21
Filed	9	13
Carried forward from previous fiscal year	3	4
Resolved prior to Commission hearing (Resolved, Withdrawn, Dismissed)	6	10
Heard before the Commission	1	0
Pending Appeals and Grievances	5	3

PENDING LITIGATION

There is one litigation matter pending.

COMMISSION MEETINGS

SCHEDULED MEETINGS

The Civil Service Commission held a total of nine (9) meetings during FY21/22. Eight (8) of those meetings were Regular Session and one (1) was a Special Session. Of the nine (9) meetings held, two (2) included closed sessions. The closed sessions were to discuss/deliberate or hear grievance/appeal matters.

- July 28, 2021 Regular Session*
- August 4, 2021 Regular Session
- September 22, 2021 Regular Session **Cancelled**
- October 27, 2021 Regular Session **Cancelled**
- November 17, 2021 Regular Session
- December 15, 2021 Regular Session
- January 26, 2022 Special Session
- February 23, 2022 Regular Session
- March 23, 2022 Regular Session**
- April 27, 2022 Regular Session**
- May 25, 2022 Regular Session **Cancelled**
- June 22, 2022 Regular Session

*adjourned meeting until August 4, 2021

**Indicates meetings with closed session

COMMISSION HIGHLIGHTS

- The Commission issued a finding and result in one appeal.
- The Commission presented and adopted a resolution recognizing Commissioner Erwin Ohannesian for his years of service.
- On March 15, 2022, the Board of Supervisors approved Lesley Santos as the Commissioner to represent District 2.
- The Commission approved five (5) new job specifications and nine (9) revised job specifications.
- A subcommittee comprising Commissioners, Labor Representatives, and County Staff was established to review, amend, and update the Civil Service Rules.
- State of the Workforce and Commissioner Introduction presentations were brought before the Commission.
- The Commission congratulated Nina Negranti on her retirement from County Counsel and welcomed Jon Ansolabehere as the new Assistant County Counsel.



CLASS SPECIFICATION ACTIVITY

CLASS SPECIFICATIONS

Classification specifications are the foundation of the County's job classification and compensation systems. There were sixty-three (63.00) FTE existing positions impacted by classification revisions in FY21/22.

NEW SPECIFICATIONS

- DEPUTY DIRECTOR - AUDITOR-CONTROLLER-TREASURER-TAX COLLECTOR-PUBLIC ADMINISTRATOR
- LIBRARY MAINTENANCE WORKER
- CUSTODIAL OPERATIONS MANAGER
- ENVIRONMENTAL HEALTH TECHNICIAN
- SUSTAINABILITY MANAGER

REVISED SPECIFICATIONS

- CORRECTIONAL TECHNICIAN I/II/III
- BUILDING MAINTENANCE MANAGER
- SUPERVISING CUSTODIAN
- SHERIFF'S FORENSIC SPECIALIST
- SHERIFF'S FORENSIC LABORATORY SPECIALIST
- ENVIRONMENTAL HEALTH SPEC AIDE I/II/III
- PROPERTY MANAGER
- REGIONAL LIBRARIAN
- UTILITY COORDINATOR



RECRUITMENT ACTIVITY

The Rules of the Commission that govern the County's recruitment process are consistent with the County's obligation to ensure all examinations for employment are fair, impartial, and aligned with the merit system principles.

Application Summary	FY 21/22	FY 20/21	FY 19/20	FY 18/19	FY 17/18
Applications	10,847	10,412*	11,190	13,794	14,172
Recruitments	385	273	233	286	243
Average Applicants per Recruitment	28	38	48	48	58
Recruitments by Category					
Permanent	313	249	204	255	210
Temporary	18	13	17	17	20
Continuous	54	11	12	14	13
Recruitments by Type					
County Wide Promotional	74	17	11	17	18
Departmental Promotional	86	54	39	61	56
Lateral Transfer	2	0	0	1	0
Open	223	202	183	207	169
Hiring Activity					
Total Hires	665	487	525	536	506
Permanent	348	292	313	285	292
Temporary, Students, Seasonals & Others	317	195	212	251	214

Notable Changes Over Prior Year	
Total Recruitments	+41.0%
Open Recruitments	+10.4%
Total Hires	+36.6%

Notable Changes Over Five Years	
Total Recruitments	+58.0%
Open Recruitments	+32.0%
Total Hires	+31.4%

*Prior CSC report indicated 10,631 was total applicant number. This has been amended to reflect the correct number of applicants in FY 20-21.

RECRUITMENT ACTIVITY CONTINUED

The number of opened requisitions (requests to fill vacant positions) has increased 39% from FY 20-21 to FY 21-22 and 135% from FY 17-18.



EQUAL EMPLOYMENT OPPORTUNITY

While not a legal mandate, the County collects data on race and gender to identify groups which may be underrepresented in County employment as part of the Equal Employment Opportunity plan.

RACE

		WHITE	HISPANIC	BLACK	NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	AMER INDIAN OR ALASKAN NATIVE	ASIAN	TWO OR MORE RACES	OTHER/ BLANK	TOTAL
County Workforce	FY 20-21	67.80%	21.70%	1.90%	0.10%	0.80%	3.40%	4.30%	0.00%	2,819
	FY 21-22	66.30%	22.90%	1.82%	0.13%	0.64%	3.70%	4.30%	0.00%	3,131
New Hires	FY 20-21	64.00%	25.00%	3.00%	0.00% ¹	1.00%	3.00%	2.00%	1.00%	487
	FY 21-22	62.26%	25.71%	1.95%	0.15%	0.60%	4.81%	3.61%	0.90%	665
Applications	FY 20-21	55.24%	30.44%	4.44%	0.00% ¹	0.95%	7.14%	0.00%	1.80%	10,412
	FY 21-22	53.69%	32.12%	4.46%	0.00%	1.22%	6.32%	0.00%	2.26%	10,847
US Census Bureau (County of SLO 2020)		88.80%	22.90%	2.00%	0.20%	1.40%	4.00%	3.6%	N/A	283,111

1- EEO Category combined Asian and Native Hawaiian/Pacific Islander

GENDER

		FEMALE	MALE	NON-BINARY	UNKNOWN	TOTAL
County Workforce	FY 20-21	57.8%	42.2%	0.00%	0.00%	2,819
	FY 21-22	57.7%	42.3%	0.00%	0.00%	3,131
New Hires	FY 20-21	56.67%	43.33%	0.00%	0.00%	487
	FY 21-22	58.65%	41.05%	0.30%	0.00%	665
Applications	FY 20-21	57.12%	41.64%	0.26%	0.98%	10,412
	FY 21-22	54.65%	43.74%	0.46%	1.16%	10,847
US Census Bureau (County of SLO 2020)		49.40%	50.60%	No Data	0.00%	283,111

EQUAL EMPLOYMENT OPPORTUNITY

Data continued.

AGE

		UNDER 30	30-39	40-49	50-59	60 AND OVER	UNKNOWN	TOTAL
County Workforce	FY 20-21	15.79%	29.83%	25.89%	28.52%	10.81%	0.00%	2,819
	FY 21-22	14.5%	26.3%	24.4%	24.7%	10.10%	0.00%	3,131
New Hires	FY 20-21	37.58%	25.67%	14.17%	10.68%	11.91%	0.00%	487
	FY 21-22	39.40%	23.01%	15.94%	12.78%	8.87%	0.00%	665
Applications	FY 20-21	33.11%	28.13%	19.45%	12.44%	4.92%	1.96%	10,412
	FY 21-22	32.90%	27.35%	19.32%	12.60%	5.45%	2.38%	10,847
US Census Bureau (County of SLO 2020)		39.90%	10.70%	12.70%	15.10%	21.50%	0.00%	283,111



CIVIL SERVICE COMMISSION CONTACT INFORMATION

STAFF TO THE CIVIL SERVICE COMMISSION

Tami Douglas-Schatz, Human Resources Director, Commission Secretary
Jon Ansolabehere, Assistant County Counsel, Commission Counsel
Steve Simas, Outside Counsel
Michael Milby, Commission Clerk
Shaley Gunther, Commission Clerk



John E.D. Nicholson, Vice President
District One



Lesley Santos, Commissioner
District Two



Erica Flores Baltodano, Commissioner
District Three



Jeannie Nix, President
District Four



Robert Bergman, Commissioner
District Five



COUNTY OF SAN LUIS OBISPO
DEPARTMENT OF HUMAN RESOURCES
Tami Douglas-Schatz *Director*

TO: Civil Service Commission

FROM: Tami Douglas Schatz, Human Resources Director

DATE: January 25, 2023

SUBJECT: It is recommended that the Commission:

- 1) receive and file a presentation on an overview of recruitment, selection, and learning and development and the impacts of the minimum qualification pattern; and
- 2) approve amendment of all applicable existing specifications via consent agenda by adding a flexible preamble to minimum qualifications; and
- 3) approve the same flexible minimum qualification preamble to all applicable new specifications brought before the commission for approval.

BACKGROUND

At the request of the Commission, Human Resources staff has prepared a presentation to provide information on how the current approach to minimum qualifications has impacted the County's ability to attract top talent and how the County recruits, selects and supports staff, specifically supervisors and managers.

Currently, recommended changes to class specifications are presented to the Commission individually at scheduled monthly meetings. These presentations include a brief description of the changes being proposed as well as the impetus for the changes. Generally, minimum qualifications have included a narrow pathway of education and experience for a candidate to establish their potential to be successful in the job. These traditional pathways allow for little substitution for candidates who have gained experience in non-traditional ways. The substitutions that are allowable remain formulaic. The challenge to fill positions over the past five years has increased as the pool of qualified applicants has continued to shrink. Additionally, turnover and vacancies continue to grow. Human Resources staff has tried to address these challenges with targeted recruiting plans, advertising, candidate engagement, and employee engagement. Even with these strategies, the County has continued to experience shrinking lists of qualified applicants.

On October 25, 2017, at the request of the Commission, staff gave a presentation to the commission entitled *Minimum Qualifications- Legal Considerations, Best Practices and Philosophy*. The presentation highlighted the need for minimum qualifications to be limited to the requirements necessary to compete for a job to minimize artificial barriers and avoid disqualifying potential employees who are otherwise capable of performing the job.

On September 26, 2018, staff gave a follow-up presentation to the Commission entitled *Minimum Qualifications and the Selection Process: Finding the Right Candidate*. The presentation included examples of recruitments where the County was able to improve the quality of its applicant pool by adjusting the language of the minimum qualifications to be more accommodating, thus allowing applicants with atypical experience and education to compete with the other candidates for the position. Staff also provided examples of how, by applying these industry best practices, additional candidates were able to compete in a robust selection process, and how the most qualified candidates were then identified. This approach resulted in a more diverse and larger group of candidates who were eligible to interview with the hiring authority. The presentation concluded with staff's recommendation to modify the County's minimum qualification language to provide greater flexibility in assessing whether an applicant may be qualified and should be evaluated further. The Commission directed staff to return with an agenda item for action.

On November 14, 2018, Staff returned with a recommendation to add the following statement to minimum qualifications to all specifications except those that have legally required qualifications, or those that the County determines should remain narrowly defined:

A combination of education, training, and experience which would likely provide the required knowledge and abilities listed. Normally, this would include: (traditional qualification pattern here)

The Commission asked staff to return with job specifications on a case-by-case basis to consider adding the recommended language. Since October 2018, Human Resources staff have brought 59 specifications before the commission, 20 of which were approved with the recommended minimum qualification language. As a result, 3.1% of the County's total specifications contain flexible language. It is staff's recommendation that the Commission

reassess its previous direction and allow this language to be included on all job specifications for the reasons discussed further below.

DISCUSSION

The County is struggling to source and hire quality candidates and must adapt to the current workforce climate to be competitive. Since 2018, the workforce has undergone dramatic changes, including: more people leaving than entering the workforce, increased candidate and employee expectations, and a dramatic decrease in public sector work interest. The County is experiencing a prolonged and record turnover rate of over 15%. That turnover rate, combined with a 10% vacancy rate, resulted in a 58% increase of recruitments in 2022 compared to 2017. Perhaps most notably, the County has experienced a 23.4% decrease in applications since 2017.

Human Resources and County leadership have determined that the County's traditional approach to establishing minimum qualifications is a material barrier (among others) to establishing large, diverse and qualified applicant pools. The narrow and formulaic approach of describing and evaluating specific minimum qualifications not only impacts potential new County employees, but also negatively impacts current staff seeking to promote. As indicated in the attached PowerPoint presentation, there are minimum qualification trends and best practices of the market to adopt, and corresponding negative impacts associated with the traditional minimum qualification language. Below are some examples:

- Baby boomer retirements and rising turnover are leaving skill gaps in the existing workforce and millennial and Gen Z workers will represent 75% of the US workforce by 2025. Traditional qualifications may result in even the most talented of new generation unable to compete and learn on the job.
- County is experiencing smaller applicant pools, fewer highly experienced candidates and a growing number of the populace obtaining skills through alternative routes. Traditional qualifications do not reflect this reality.
- County management and leadership are focusing on and emphasizing aptitude as much as technical skills. County management and leadership are likewise focusing on the need for candidates with emotional intelligence and soft skills which form good leadership and functioning teams. These traits aren't necessarily reflected in the typical minimum experience and education qualifications and are often overlooked because of them;

- Current minimum qualification patterns tend to disproportionately exclude women and minorities;
- Hiring best practices continue to shift away from narrow and formulaic methods of assessing an applicant's qualifications.

Adopting the recommended language will allow Human Resources staff to apply their professional expertise and judgement to identify and select candidates who possess the required knowledge, skills and abilities. Further, this will allow County departments to interview candidates who may have the necessary knowledge, skills, and abilities to create the most high-performing workforce available. When surveying the market of our comparator counties, seven out of nine counties include language in their minimum qualifications consistent with the current recommendation.

RECOMMENDATION

Human Resources staff recommends that the Commission 1) approve amendment of all applicable existing specifications via consent agenda by adding the preamble below to the minimum qualifications:

A combination of education, training, and experience resulting in the required knowledge, skills, and abilities. An example of qualifying education and experience includes:

and 2) approve the preamble to all new specifications brought before the commission for approval.

As recommended, this language would be added to all County specifications, except those that have legally required qualifications and those which the County determines should remain narrowly defined. The introductory phrase would be added directly below the Education and Experience heading of the specification, ensuring applicants understand the requirements.

This approach is supported by established best practices as well as the CAO, Department Heads, and SLOCEA, the County's largest employee organization.

RESULTS

Implementing this recommendation will:

- Align the County's approach to setting and evaluating minimum qualifications with best practices for recruitment and selection
- Encourage more qualified applicants to apply and describe their knowledge, skills, and abilities for evaluation
 - Create more robust and diverse lists of eligible candidates
 - Reduce vacancy rates, time-to-fill, and costs associated with turnover and recruitment
 - Establish a workforce of skilled, knowledgeable, and diverse employees committed to public service

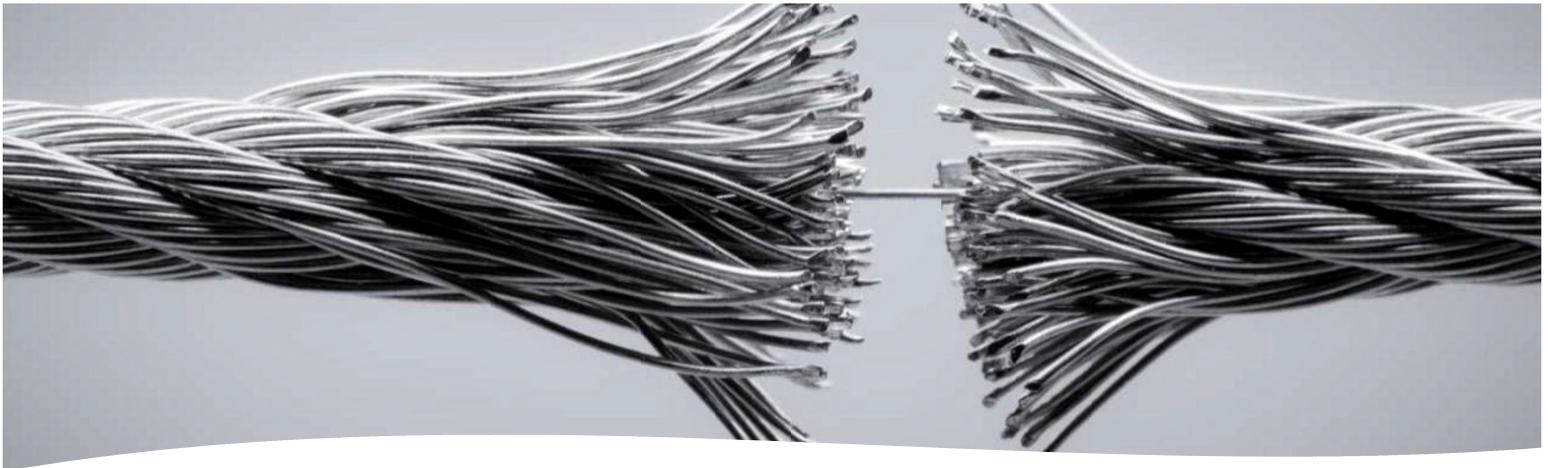
ATTACHMENTS

1. 2023 Presentation – *Minimum Qualifications – Recruitment, Selection, and Staff Support*
2. October 2017 Staff Report and Presentation - *Minimum Qualifications- Legal Considerations, Best Practices and Philosophy*
3. September 2018 Staff Report and Presentation - *Minimum Qualifications and the Selection Process: Finding the Right Candidate*
4. November 2018 Staff report requesting flexible minimum qualifications



Minimum Qualifications – Recruitment, Selection, and Staff Support

www.slocounty.ca.gov



Purpose

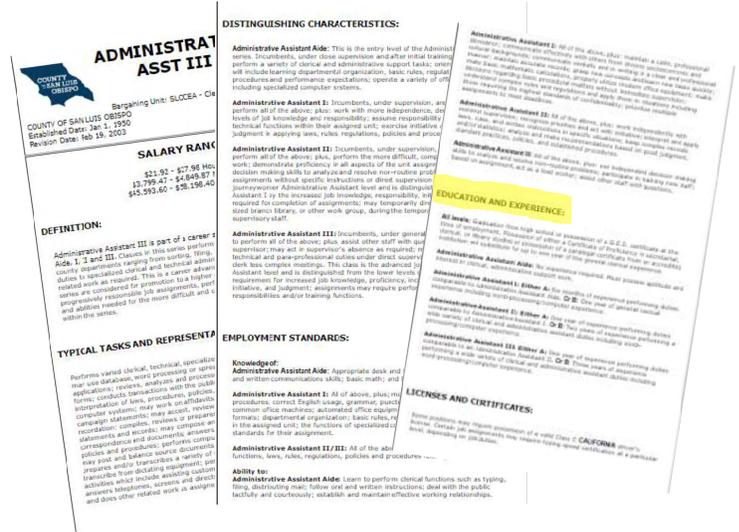
- Overview of HR recruiting and selection process
- Overview of County Learning and Development Program
- Reduce number of quality candidates being excluded from competition due to overly restrictive or formulaic minimum qualifications
- Request to modernize approach to minimum qualifications



www.slocounty.ca.gov

Minimum Qualifications

- Minimum Qualifications are the first barrier to compete for a job
- Describe the most basic qualifications needed to perform a job
- Reduce a large pool of applicants to a manageable number
- Not designed to identify the best candidate



Labor Market Conditions

Pandemic Accelerates Workforce Trends Already in Motion – Will Not “Return to Normal”

LABOR & SKILLS SHORTAGE

- Baby Boomer retirements **and rising turnover are leaving** skill gaps in the existing workforce
- Millennials and Gen Z workers will represent 75% of the US workforce **by 2025**. Preferences for mobility, gig-work, **flexibility, work-life balance** will increase.
- 2.3 Million fewer women are in the workforce

GREAT RESHUFFLING – JOB MARKET ON FIRE

- Low unemployment, and intense competition for talent
- 2.5% local unemployment rate (October 2022)
- SLO County's workforce shrank by 7K people since February 2020
- +15.27% Turnover in last 12 months
- Current 9.91% vacancy rate
- Organizations are trying everything: money, culture, and flexibility, to avoid business and service disruption

RISING INFLATION

- The Consumer Price Index for All Urban Consumers (CPI-U) is **7.7%** over the last 12 months.
- Along with labor shortages, rising inflation is **driving higher compensation pressure** impacting Labor Relations, Compensation and Benefits programs

OBSTACLES TO ATTRACTING CANDIDATES

- Cost of living is prohibitive
- Pension is expensive and less valued
- Perceived lack of flexibility
- Bureaucratic processes
- Policies and practices perceived as outdated
- Reduction in diverse applicants and hires

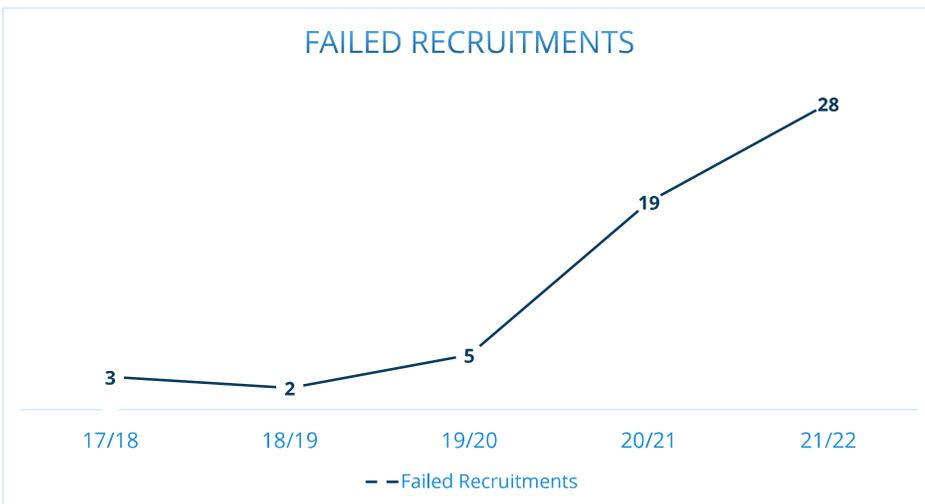


Shifting Workforce

- Smaller applicant pools
- Fewer highly experienced candidates
- Growing skills gap with more people retiring than entering the workforce
- Emphasis on aptitude not just high technical skills



FAILED RECRUITMENTS



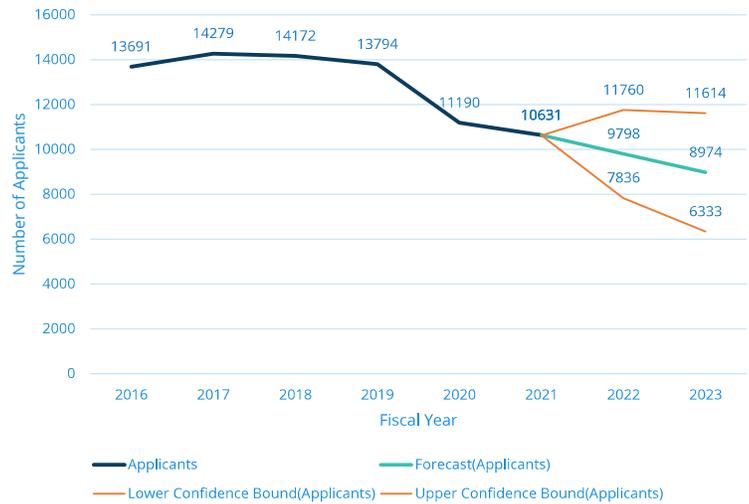
- Failed recruitments are at a steady climb
- Previously in hard to fill positions
- Now are in all types of classifications (ITD, Planners, Health Care, Administrative Assistants)
- This number is likely higher

A failed recruitment is any recruitment that a qualified candidate is not hired, or a recruitment that must be extended, changed to “open until filled”, or re-run to find a candidate.



National Trend Public Sector Applicants

- According to NeoGov, the number of applications per job has dropped 21% since 2015
- County application data supports this with a 23.4% reduction in applicants since 2017
- Our 2022 applications are aligned with prediction



Ideal Candidates

- Emotional Intelligence accounts for 90% of what sets peers apart
- Includes “soft skills” such as managing conflict, empathy, influence, decision making, clear communication, agility and innovation
- Grows and retains high functioning teams



Best Practices – Recruitment & Retention

“A college education can often be more indicative of access than aptitude.” - Hunter Johnson - Forbes

Requiring a bachelor’s degree automatically screens out:

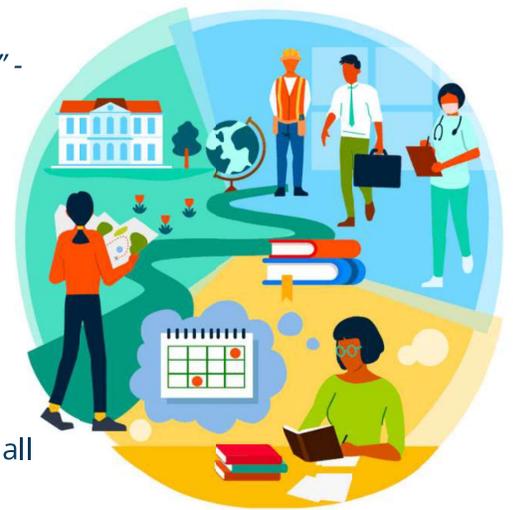
40% of Asian-Americans

60% of Caucasians

75% of African-Americans

80% of Latino/Latinas

(United States Census Bureau, March 2020)



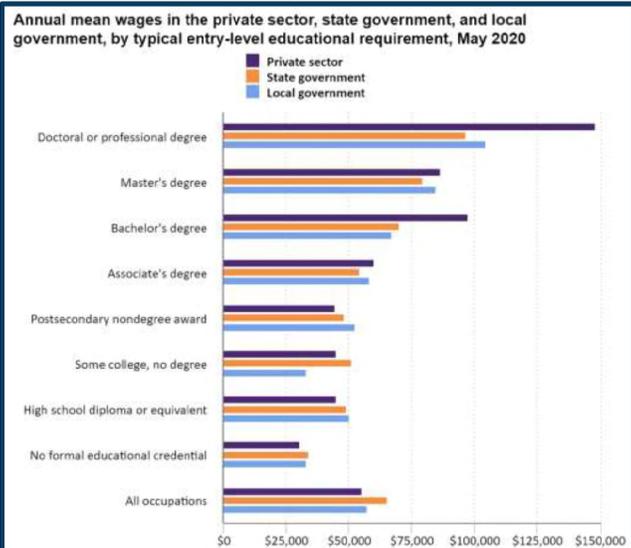
Women tend to only apply for jobs when they are confident they meet all the criteria for a position, while men apply if they meet 60% of the requirements.

(Hewlett Packard)



www.slocounty.ca.gov

Best Practices – Recruitment & Retention



(US Bureau of Labor Statistics)

The average annual cost of college in the U.S. increased by **36.9%** in the last decade

(National Center for Education Statistics' Integrated Postsecondary Education Data System)

In 2022, the average student loan debt for federal loans was **\$37,358**

(Federal Student Loan Portfolio: Summary, Federal Student Aid, an Office of the U.S. Department of Education)

Occupations typically requiring a bachelor’s degree for entry paid an average of \$27,340 less in state government and **\$30,570 less** in local government than in the private sector

(US Bureau of Labor Statistics)



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Best Practices – Recruitment & Retention

36% of Americans age 25 and older have a bachelor's degree, but **65%** of job listings still require postsecondary education

(United States Census Bureau, March 2020)

Of the **68 million** workers without BA degrees in the US, **30 million are** STARS (Skilled Through Alternative Routes) and possess skills compatible with working in jobs with average earnings that are **higher by \$11/hour.**

(National Bureau of Economic Research)

Non-graduates have lower voluntary turnover rate (**21%**) than graduates (**39%**) and are less likely to leave for a competitor (**12%**) than graduates (**49%**).

(Dismissed by Degrees – Harvard Business School)



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Best Practices - Related Articles

The Benefits of Skills-Based Hiring for State and Local Government Workforce

By: Marina Zhavoronkova

Published by The Center for American Progress, Report, November 21, 2022

- Skills-based hiring can help in recovery, expansion and growth of workforce
- STAR applicants – Skilled Through Alternative Routes
- Requiring a degree has made millions of workers who are skilled through alternative routes ineligible for good jobs
- 7.5 million jobs that were filled by STARS are no longer accessible paths for workers without degrees

Reengineering the Recruitment Process

Harvard Business Review, The Magazine, March-April 2021

- Skills in many roles have short shelf lives due to frequent and disruptive technological breakthrough
- Routinely tapped talent pools are becoming outmoded, and skilled candidates can now be found outside traditional talent clusters
- Less emphasis on degrees and formal experience looks beyond traditional talent pools



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Best Practices - Related Articles

How Alternative Credentials Can Help You Find Employees

By: Jennifer Arnold

SHRM HR Magazine Article, June 7, 2022

- Focus on skills, not degrees to increase talent pool
- “Alternative credentials” appeal to workers who have taken more circuitous routes to their fields
- Nearly 9 in 10 members of Gen Z say they’re learning through alternative means
- Hiring candidates with alternative credentials increases talent pools, candidate diversity, and number of candidates with job-specific skills



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Pathways to Success

- Practice
- Certification Programs
- Academies
- Military
- Online learning courses
- Stretch assignments
- Mentorship
- Peer Learning Groups
- Natural strengths



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Selection Process



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Checks and Balances

- HR Analysts
- Screeners
- Panel Members
- Candidates
- Unions
- Department Management



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Learning & Development Center

The County Learning and Development Center (LDC) is designed for employees to enhance their skills with a variety of targeted training classes and leadership programs



1,453 OnDemand courses available

70 Instructor lead courses in FY 22-23

60+ Books in the LDC Learning Library

Real time analyst support



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Development Tools

- Supervisor Toolkit
- Supervisory Practices Guide
- Supervisor Essentials Training
- Mentor Toolkit
- Onboarding Toolkit
- Telework Toolkit
- The Centre for Organization Effectiveness Support
- Strengths, DISC, Emotional Intelligence
- Analyst coaching/support available at any time
- Leadership teams within departments
- Continuing education



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New Employee Orientation Toolkit

Provides new employees with helpful information as they start their career with the County of SLO



Online Supervisor Toolkit

- Supervisory Practices Guide
 - *Guidelines for good supervision*
 - *Responsibilities of a supervisor*
 - *Guidelines for effectively evaluating employees*
 - *Guidelines for writing fair and impartial evaluation*
- Transition to Supervisor Roadmap & Guide
- CSC Rules

Microlearnings

Conflict	Leader as a Coach
Feedback	Performance Management
Intentional Leadership	Trust
Decision Making	Emotional Intelligence
Leading High Performing Teams	Meeting Facilitation



Supervisor Essential Training:

A Competency-Based Approach to Effective SLO County Supervision

Supervisory Competencies:

- Active Listening, Giving Feedback, Leading by Example

Civil Service Rules, Employment Law & Resources

- Merit System, Probation, Management Rights

Performance Management

- Performance Standards & Evaluations, Progressive Discipline



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HR Roundtables

Recruitment Best Practices

Onboarding With Intention

Performance Management

Performance Evaluations

Progressive Discipline

Navigating the Leave Process

Managing the Marginal Performer



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Mentor Toolkit

The Mentorship Program is a key part of the County's effort to develop the next generation of leaders. The program's objective is to foster a culture of learning, increase retention and establishes relationships across Departments and Divisions.

"This program has really helped me feel more confident and supported in my position. So grateful to be a part of this experience. Thank you!"

"I enjoy helping staff so this was right up my alley. This program helped me to feel like I was able to give back more."

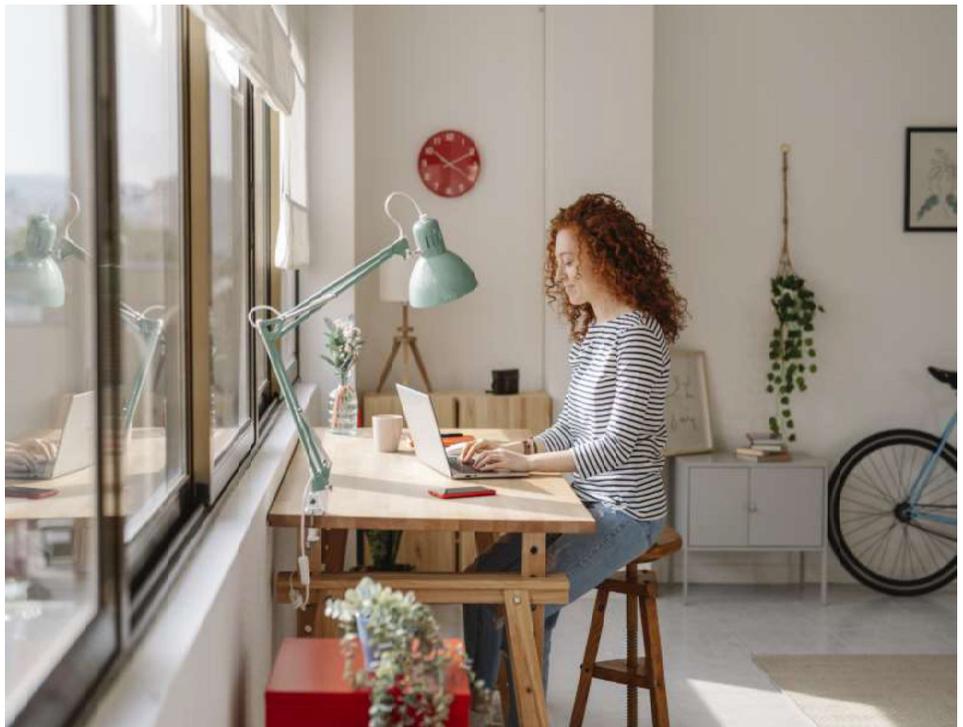
"I participated in a mock interview, learned why we have certain policies, and got alternative suggestions for dealing with challenging work situations. She is a great resource for information if I need it."



Telework/Hybrid: Best Practices and Policies

2022 – Employee's number 1 concern is flexibility

- Guidelines for Employees
- Guidelines for Supervisors and Managers
- Ongoing HR support



Academies

Foundations In Excellence

Designed to meet the needs of staff who do not have supervisory responsibility, but are interested in learning the tools, concepts, and best practices. Participants will enhance their self-awareness through the Strengthsfinder Assessment.

S.T.A.R.T. Academy

Supervisor Transition and Readiness Training. Designed for those who are interested in learning more about transitioning to a supervisory role and/or leadership role.

Supervisor Academy

This academy provides best practices of leadership, communication skills and components of high-performing teams, as well as facilitation and meeting effectiveness skills. Including advanced coaching and emotional intelligence skills.

Manager Academy

Designed for Managers to develop their skills for strategic thinking, constructive conflict, creative thinking & problem solving. Leading by making decisions ethically and decisively.



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Facilitated Executive Peer Learning Groups

Designed for Department Heads and their Executive Leadership Teams

90-minute monthly meetings

Cross-functional cohorts

- Build community, connection, and support by expanding your network and relationships
- Break down horizontal boundaries between departments by sharing best practices and collaborating
- Learn and/or apply leadership development on topics that are covered in Academies and Supervisor/Manager-level PLGs
- Gain opportunity to dialogue about tangible organizational and workplace issues



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Leadership Forums

- Targeted Trainings for Supervisors & Managers
 - 90-min sessions, facilitated each quarter
 - Action guides provided to apply tools
 - Cross functional cohorts
 - Building Connections Through Coaching
 - Healthy Conflict
 - Leading Remotely
 - Psychological Safety & Trust



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Trainings Offered by Analysts

Strengths Finders

Assessment that ranks employees 34 strengths to help employees discover their natural talents for high performance. Assists employees and managers to understand how they approach work, what motivates them, and when they are at their best.

DISC Behavioral Assessment

DISC is an assessment that measures an employee's behavior and communication style as well as preferred method of exerting energy towards interactions, projects, and work. This assessment explains to employees their working style and preferred communication method, as well as how to work with others' DISC styles.

Emotional Intelligence (EQ)

Employees will learn their personal areas for opportunity, the business case for EQ, and tactics to increase their EQ. EQ contributes to 90% of high performers success.

Department Specific Trainings

Analysts attend all staff meetings, manager meetings, or supervisor meetings to train staff on HR topics that have been identified by the department or HR as areas for opportunity and learning.



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HR Analyst Expertise

Strengths Finder, DISC and EQ Certified

SHRM Certifications and continuing education

Bootcamp: Focused on eight Academy Tools

COE academy graduates

Public Sector Personnel Investigations

Skelly Officer Training

Analysts regularly attend conferences & Trainings(CALPELRA, SHRM, ATD, legal updates)



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Performance Management

An ongoing, continuous process of communicating and clarifying job responsibilities, priorities, performance expectations, and development planning that optimizes an individual's performance and aligns with organizational strategic goals.



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Performance Management

Evaluations

- Establish performance expectations upon hire
 - Clearly outlines performance expectations during probationary period
- All employees receive an initial probationary evaluation
- Ongoing every 2080 hours
- 3-Point Rating Scale
- Managers and Supervisors are rated on *

Knowledge application

Collaboration

Reliability

Critical Thinking

Communication

Accountability

Initiative

Safety

Coaching and Development *

Decisive Leadership *

Execution *



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Performance Management

Improvement Needed

- 'Improvement Needed' evaluations must be accompanied by a Performance Improvement Plan (PIP)
- If improvement is not made, further discipline could be initiated

Performance Improvement Plan

- Clearly outlines deficiencies, goals, outcomes, and timeline
- Supervisor meets with employee frequently during PIP to evaluate progress
- At the end of the time period, a memo is issued to inform employee of successful completion or what further action will be taken



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When do Minimum Qualifications Prevent the County from Hiring the Best Candidate?



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Department Administrator

What they do

Manages the operations and personnel of assigned functions. Typically fiscal, human resources, administrative support, and/or information technology for a department.

Who is successful

Ideal candidates are strategic, able to manage large teams, proven leader

Why is the MQ problematic?

Principal Administrative Analyst, 17 years of County experience, Master's of Public Policy, supervisory experience

Human Resources Analyst, former Public Works Division Manager, 10 years of County experience, budget manager, supervisory and management experience, Bachelor's in Business Management. Went on to be Deputy Director

Public Works Department Head, Rural Development Manager and Cal Poly lecturer, Master's in Business Administration, returned to Cuesta College to complete Accounting program to obtain required units in order to be considered for promotional opportunity, went on to become Public Works Director

Minimum Qualifications

- Bachelor's degree in business administration, public administration, accounting or a closely related
- 8 semester units or 12 quarter units of accounting. (Job-related, professional-level experience may substitute for the required education, **except for the required accounting units, on a year-for-year basis.**)
- Five years of increasingly responsible, professional-level experience involving work with business management and a variety of administrative operations; two years of the required experience must have been in a supervisory position.



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Coordinating Librarian (updated Oct 2022)

What they do

Provides programming support for specialty areas in the library system. May supervise small numbers of staff.

Who is successful

Knowledge of Library resource trends, well organized, good communication, purchasing experience

Why is the MQ problematic?

- Candidates without formal education would need 9 years of experience to take this position
- Position pays \$66,560 (comparable jobs in the market require less experience for this pay)

Minimum Qualifications

- Bachelor's degree
- Masters in Library Science degree or two years of additional experience
- Three years of progressively responsible library, public relations, or community services experience
- A combination of education, training, and experience necessary to meet the standards and requirements listed above may be substituted on a year for year basis.



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Administrative Assistant

What they do

Provide general administrative assistance to departments

Who is successful

Organized, quick learners, able to use technology

Why is the MQ problematic?

- Bachelor's degree excludes you with no experience
- One of the highest turnover positions
- Increased failed recruitments
- Is a pipeline of candidates to all County positions
- \$45,593 annual salary

Minimum Qualifications

- One year of experience performing duties comparable to an Administrative Assistant II.
- **Or** Three years of experience performing a wide variety of clerical and administrative assistant duties including word-processing/computer experience.



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Building Maintenance Manager (Updated Dec 2021)

What they do

Oversees the facilities and current projects happening around the County. Assign staff and set priorities for projects.

Who is successful

Organized, adaptive leadership style, ability to communicate clearly with a diverse group, high focus on customer service

Why is the MQ problematic?

- Supervisory experience is an artificial barrier to promote internal applicants
- Disenfranchises current employees to identify the career path
- There is no opportunity for qualifying supervision in the career pathway
- Could require up to 9 years of experience when formulaic approach is applied
- Quality candidates must derail their career path to get required experience

Minimum Qualifications

A minimum of three years of supervisory experience and:

- Graduation from high school or GED and six years of skilled maintenance experience in a variety of building trades, or
- A combination of education, training, and experience that provides the required knowledge and abilities and is equivalent to the employment standard listed above



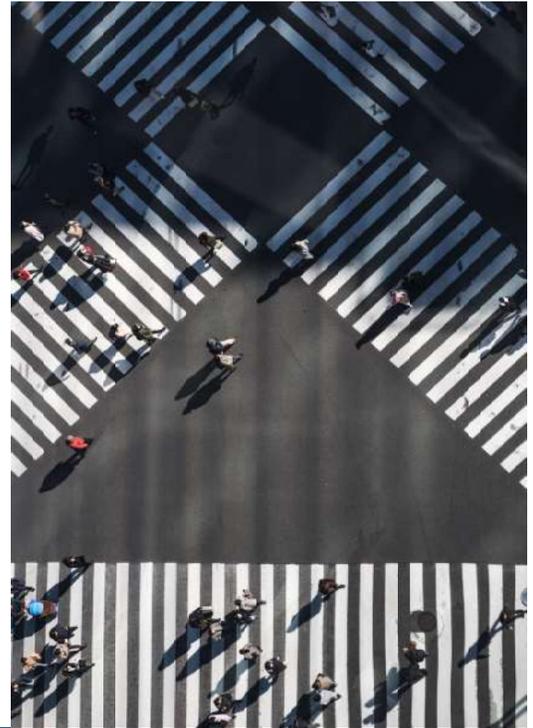
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Other Real-Life Examples



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Best Practice – Employment Standards



What Is The Private Sector Doing?

- Between 2017 and 2019, employers reduced degree requirements for **46%** of middle-skill positions and **31%** of high-skill positions.

What Are Other Counties Doing?

- **7 of 9** of our comparator counties allow various means for demonstrating required Knowledge, Skills, and Abilities (KSAs)



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Best Practices – Employment Standards Large Private Sector Corporations

"IBM understands that hiring good talent does not just mean hiring someone with a diploma. It is about having the right skills, practical experience, and the determination to succeed."



Additional Description

If you don't meet 100% of the requirements below - that's ok!



We believe in hiring by potential, on the job training and development, so, if you find the position exciting and think you can contribute and evolve,

Please continue the application! We promise to consider your application even if you are missing a skill or two :-)

Essential Requirements

- Excellent project management skills (responsiveness, follow up and planning skills)
- Very strong communication and organizational skills
- Ability to build effective teams & relationships
- Strong Customer Focus
- A consultative approach to develop, present and explain the value of proposed infrastructure solutions to customers.
- Passion to create an accurate solution that can be sold.



Desirable Requirements

- Bachelor's degree or higher
- Dell Proven Professional Certification

"We are dedicated to recruiting from a diverse talent pool to provide an equal opportunity for all to find careers in financial services, including those that don't require a degree."



"We need all the talent we can identify to bring into the organization and we recognize that people come from a variety of avenues."



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Best Practices – Employment Standards Other County Minimum Qualification Statements



Sonoma:

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

Monterey:

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

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



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Best Practices – Employment Standards Other County Minimum Qualification Statements

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:

El Dorado:

A combination of the required experience, education, and training that would provide the essential knowledge, skills, and abilities is qualifying; however, education may not solely substitute for the required experience.



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Best Practices – Employment Standards

Other County Minimum Qualification Statements

Ventura:

Any combination of education and experience which has led to the acquisition of the required knowledge, skills and abilities. An example of qualification education and experience includes:

Placer:

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:



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Best Practices - Employment Standards

Statements from Other County HR Professionals

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."



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Best Practices - Employment Standards Statements from Other County HR Professionals

Placer:

"We want to diversify our workforce and make the application process less burdensome for applicants. We don't want to tie ourselves down to a specific qualifying path with our minimum qualifications. We are also looking at whether the classifications that do require licensure can be obtained after hire. We will accept certifications/online programs as a substitute for a traditional degree as well."

Sonoma:

"If an applicant can make the argument that they have required knowledge, skills, and abilities through their combination of education and experience, they can be screened in. **We want to at least interview them. We don't want to create artificial barriers.**"



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Preparation for New/Revised Specifications

Confer with department management on needs

Survey internal comparators

Survey market of comparable employers

Collaboration with Administrative Office

Meet with impacted staff when applicable

Meet and Confer with Unions where applicable

Commission Meeting preparation

- Staff report and document creation
- Department representative preparation
- Internal presentation review



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Moving Forward

- Our current minimum qualifications are outside of best practices
- Commission oversight is not compromised
 - If HR is unable to resolve an inquiry, it would be appealed before the Commission (Rule 4. Grievance and Appeals Procedure)



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Recommendation

1) Approve amendment of all applicable existing specifications via consent agenda by adding the preamble below to the minimum qualifications:

A combination of education, training, and experience resulting in the required knowledge, skills, and abilities. An example of qualifying education and experience includes:

2) Approve the preamble to all new specifications brought before the commission for approval.



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MEMORANDUM

To: Civil Service Commission
From: Mark Zeltmann, Classification and Compensation Analyst
Date: October 25, 2017
Subject: Minimum Qualifications Presentation

RECOMMENDATION

It is recommended that your Commission receive and file this presentation outlining the purpose of minimum qualifications, legal considerations, best practices, and the County's approach.

DISCUSSION

Minimum qualifications are the most basic qualifications needed to perform a job. They ensure candidates have the knowledge, skills and abilities to perform the essential functions of the position. Establishing appropriate minimum qualifications is an important aspect of creating accurate and useful class specifications, and is frequently a topic of discussion and debate when specifications are reviewed by the Commission. At Commission direction, the Human Resources Department is presenting an overview of current trends in minimum qualifications.

The goal of the attached presentation is to provide an overview of current best practices as well as the legal considerations that influence the County's approach to establishing minimum qualifications. As laws and best practices evolve, our approach will be modified as needed and presented to the Commission for discussion.

Attachment: Minimum Qualifications: Legal Considerations, Best Practices and Philosophy presentation outline



Minimum Qualifications

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Agenda

Minimum Qualifications

- I. Purpose
- II. Legal Considerations
- III. Best Practices
- IV. SLO County's Approach



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The Purpose of Minimum Qualifications

Our mission: employ a talented and diverse workforce

Minimum Qualifications:

1. Describe the most basic qualifications needed to perform a job
To ensure candidates have the knowledge, skills and abilities to perform the essential functions of the position
2. Reduce a large pool of applicants to a manageable number



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Legal Considerations

Title VII of the Civil Rights Act of 1964

Protection from disparate treatment and impact

- MQs must be sufficiently related to actual job duties (Reynolds v McInnes)
- They may only screen for what is needed to perform the essential functions of the job (EEOC Compliance Manual)
- The burden of proof lays with the Employer (Spurlock v. United Airlines)
- Courts tend to reject educational requirements when less educated workers may successfully perform in the position. (Carpenter v. Stephen F. Austin State University)



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Legal Considerations

Uniform Guidelines on Employee Selection Procedures (1978)

- Jointly adopted by the Federal CSC, DOL, DOJ, and EOC
- Outline the requirements for employers to legally defend employment decisions
- Policies or practices which have an adverse impact are illegal unless justified by a business necessity
 - They must be validated by establishing a relationship between the procedure and successful job performance



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Legal Considerations

Bottom line:

Our selection process must impartially evaluate an applicant's ability to perform the *essential functions* of our positions.



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Best Practices

Identifying accurate minimum qualifications

- Focus on Essential Job Functions
- Remove artificial barriers
 - Take care not to unintentionally and unnecessarily exclude groups of job seekers
- Avoid overly narrow qualifications
- Do not focus on former incumbents



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Best Practices

Identifying accurate minimum qualifications (continued)

- Consider the training and experience the employee will receive on the job
- Establish alternative ways to qualify
- Differentiate between Preferred and Required qualifications



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SLO County's Approach

Minimum Qualifications:

- We typically seek a combination of education and experience that satisfy required qualifications and demonstrate that the candidate can successfully perform the essential functions of the job.
- Minimum qualifications are the first of a several-step screening process designed to select the most qualified candidates.
- Mandate only legally required licenses, certifications, and degrees
 - Allow for alternative means of demonstrating qualifications for all others



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SLO County's Approach



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SLO County's Approach

- Example: Public Works Division Manager
- First two recruitment attempts failed
 - Qualified applicants, but none who met our fit test
- For third, we eliminated our engineering degree requirement
 - Multiple candidates met the qualifications by alternative means



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SLO County's Approach

Merit System

- Ensure merit-based promotion
- Preference given to internal candidates
- Allow employees to progress within the County by demonstrating qualifications through experience



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SLO County's Approach

(RECAP)

- Cultivate a talented and diverse workforce
- Support internal growth
- Ensure legal compliance
- Adopt best practices
- Monitor and adjust our policies and procedures



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Questions and Answers



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COUNTY OF SAN LUIS OBISPO
HUMAN RESOURCES DEPARTMENT

MEMORANDUM

To: Civil Service Commission
From: Tami Douglas-Schatz, Human Resources Director
Date: September 26, 2018
Subject: Minimum Qualifications & Selection Process

RECOMMENDATION

It is recommended that the Commission receive this presentation and authorize the application of a flexible approach to developing minimum qualifications that reflect best practices of merit-based selection processes.

DISCUSSION

In October 2017, HR staff presented the Commission with an overview on establishing minimum qualifications for job classes. The presentation, which can be found by [clicking here](#) and is included in the Commission's agenda packet, included legal requirements, the County's approach to developing minimum qualifications and their role in the selection process. HR Staff also committed to bring additional information to the Commission as best practices and policies evolve. Since minimum qualifications have been a frequent topic of discussion and debate, staff invested considerable time and effort to identify best practices in minimum qualifications and the selection process applied to recruitments, including:

- 1) Identifying concerns raised by the Commission in recent class specification presentations
- 2) Reviewing comparable specifications in similar public agencies
- 3) Reviewing information from HR professionals in similar agencies on the impact of broad MQ patterns
- 4) Reviewing the International City/County Management Association (ICMA) Talent 2.0 research report (research included input from County Administrators and Human Resources Directors state-wide)
- 5) Conducting an analysis of recruitments to identify the most effective approach to MQ's and selection

The retirement of baby boomers and demographic changes in the workforce require a more flexible and contemporary approach to our recruitment, selection, and onboarding of staff. An approach that borrows the best from the private sector while adhering to merit principles will improve the County's ability to fill vacant positions with qualified employees. Having a qualified

workforce is critical to the County's ability to meet its obligation in servicing the citizens of our County.

RESULTS

The goal of the presentation is to inform the Commission on best practices and current trends, and to recommend that the Commission adopt a revision to the traditional MQ structure and apply the best practices identified from industry research and similar agencies. Adoption of the recommendation will enable the County to attract candidates with a diverse background of education and experience and apply our selection processes to identify the most qualified candidates.

Attachments:

- CSC presentation for September 26, 2018 meeting: *Minimum Qualifications & the Selection Process "Finding the Right Candidate"*
- CSC agenda packet from October 25, 2017 MQ presentation
- Cal-ICMA Talent 2.0 Report: A Modern Approach to Attracting and Retaining Top Talent in Local Government
- MQ Patterns – Project Manager & HR Analyst
- Class specifications – Project Manager & HR Analyst
- Best practices – related articles
- Sample Job Posting – attracting the right candidates
- County of San Luis Obispo performance evaluation core competencies
- Performance expectations and promotional guidelines for HR Analysts



Minimum Qualifications & the Selection Process: Finding the Right Candidate

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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



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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



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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



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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



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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



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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:



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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:



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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:



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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."



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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



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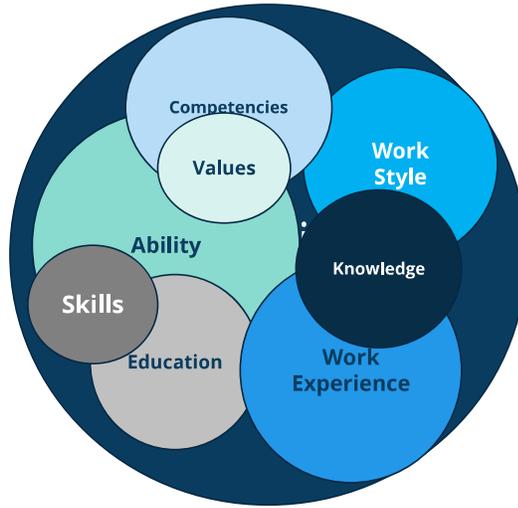
SELECTION PROCESS



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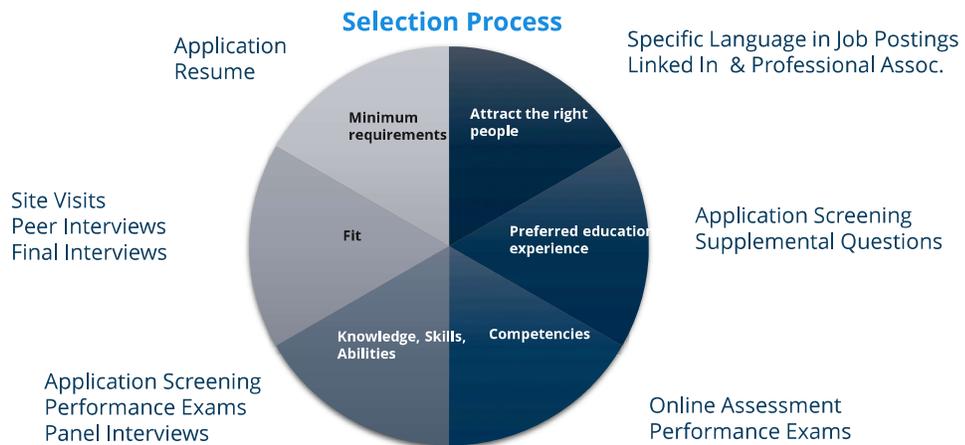
Ideal Candidate

What makes up the "ideal candidate"?



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Ideal Candidate



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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)
<p>Supplemental Questions:</p> <ol style="list-style-type: none"> 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 	<p>Targeted Job Posting: <i>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.</i></p>



Example: Administrative Services Manager

Public Works (Finance)	DSS (Workforce Development Board Director)
Screening Criteria: <ul style="list-style-type: none"> ➤ Governmental/non-profit experience ➤ Cost Accounting experience ➤ Certified Public Accountant (CPA) ➤ Construction Project Experience ➤ Experience in SAP 	Screening Criteria: <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>
Panel Interview: <ul style="list-style-type: none"> ➤ Initiative ➤ Critical Thinking ➤ Knowledge Application ➤ Accountability ➤ Experience w/ governmental funds ➤ Presentations 	Panel Interview: <ul style="list-style-type: none"> ➤ Work experience ➤ Execution ➤ Decisiveness ➤ Relationship Management ➤ Leadership ➤ Strategic Risk Taking



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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		Masters Business Administration	7 yrs - Social Worker Supervisor - AspiraNet Foster/Family Agency
BS - Business Administration	10 yrs accounting - public sector		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	Bachelor Political Science, Bachelors History	4 yrs - Exentended 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



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COMMISSION CONCERNS



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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?



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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



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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.)



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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 BA - Art Masters - Architecture	5 yrs - project manager - public sector 11 yrs - project manager - private sector 9 yrs - project designer - private sector
2	BS - Chemistry Masters - Civil Engineering	8 yrs - project mgr /environmental specialist - private sector
3	AA - Business Administration BS - Industrial Technology Masters - Management	24 yrs - project management - private sector
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



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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

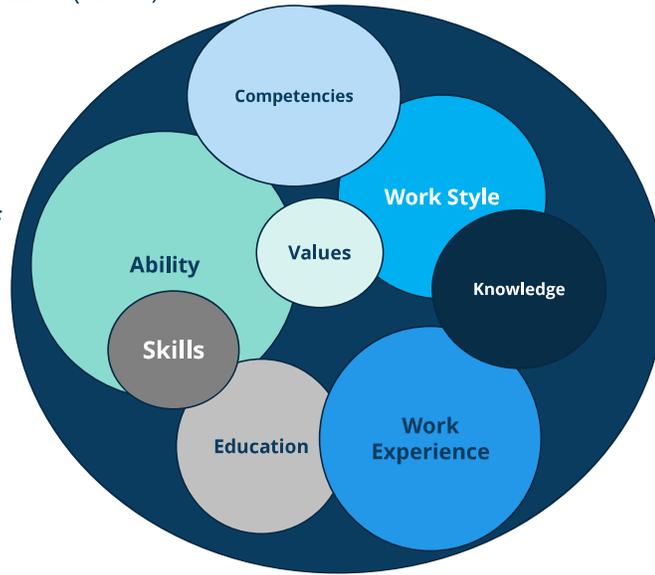


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Commission Concerns

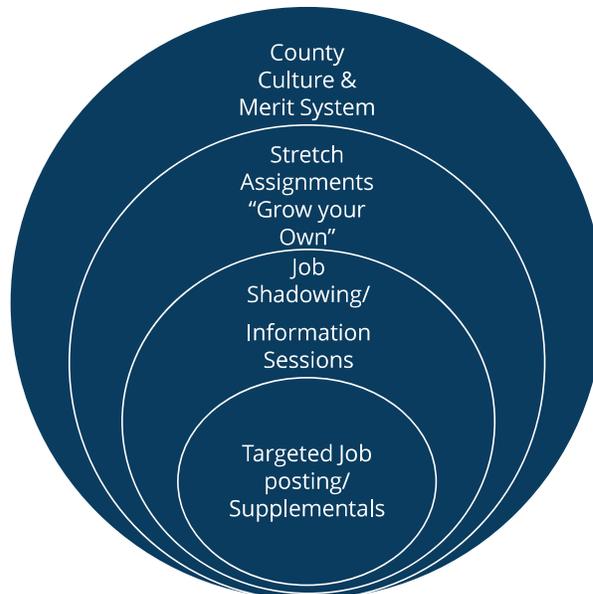
I. Are we "lowering the bar?" (cont'd)

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](#)



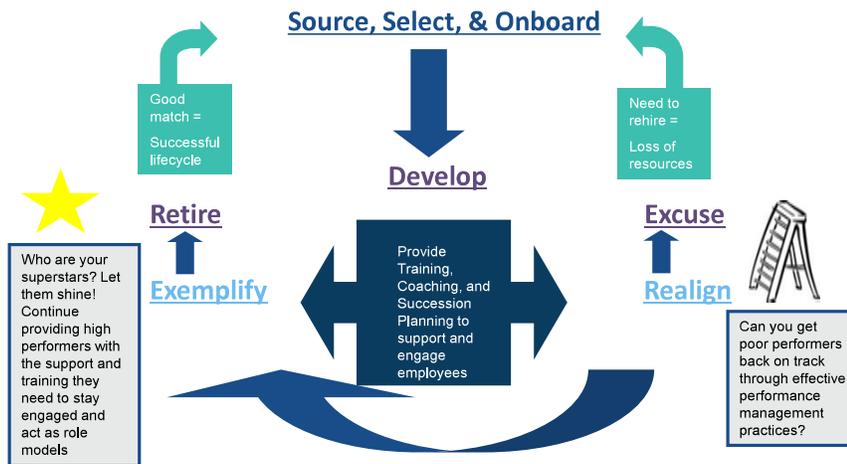
Commission Concerns

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

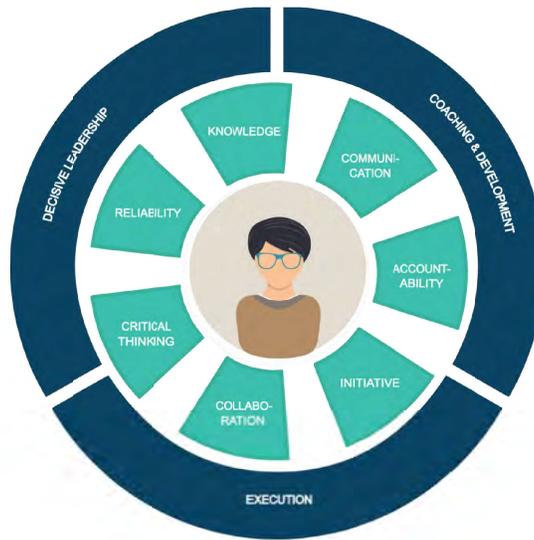
- Purpose of the Job Specification – describe the job duties and qualifications
- Performance Standards – define what a good job looks like and what constitutes a successful performer
- Performance Evaluation – compares employee’s performance to the standards
 - Exceptional Work Performance
 - Successful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



Talent Management Model



Countywide Competencies



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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



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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.



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RECOMMENDATIONS



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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.



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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



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Q&A and Discussion



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TO: Civil Service Commission
FROM: Mark McKibben
DATE: November 14, 2018
SUBJECT: Recommendation to approve staff's recommendation for establishing minimum qualifications in job classification specifications

BACKGROUND

On September 26, 2018, staff gave a presentation to the Commission entitled *Minimum Qualifications and the Selection Process: Finding the Right Candidate*. The presentation addressed three main concerns previously identified by the Commission related to minimum qualifications:

1. Are we "lowering the bar?"
2. How do applicants know how they qualify?
3. How do we establish performance expectations in the class specification?

The presentation included examples of recruitments where broadening the language in the minimum qualifications statement had been applied, allowing applicants with atypical experience and education to compete. Staff provided examples of how these candidates moved through a robust selection process, supported by industry best practices, to identify those who were most qualified for the job. The results showed a more diverse and larger group of candidates who were eligible to interview with the hiring authority. The presentation concluded with staff's recommendation to modify the County's approach to applying minimum qualifications. The Commission directed staff to return with an agenda item for action.

Staff's recommendation is to authorize the application of a more flexible approach to determining whether an applicant satisfies the County's established Employment Standards. Specifically, to add a statement to the County's job specifications that will allow Human Resources to include applicants who don't meet the typical education and experience requirements. This approach recognizes there are multiple ways that an applicant could

achieve the required combination of education and experience, as well as those specifically outlined in the job class specification.

RECOMMENDATION

The recommended statement is as follows:

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

This language would be added to all County specifications, except: those that have legally required qualifications, and those which the County determines should remain narrowly defined. The introductory phrase would be added directly below the Education and Experience heading of the specification, ensuring applicants understand the requirements.

RESULTS

If this recommendation is approved, Human Resources will present to the Commission, at a subsequent meeting, a list of all active Civil Service classifications, indicating which classes should include the new introductory statement. This approach is supported by established best practices as well as the CAO, Department Heads, and SLOCEA, the County's largest employee organization. Implementing this recommendation will modernize and create efficiencies in the recruitment and selection process in many ways including:

- Aligning the County's approach to setting minimum qualification with best practices of competing public entities, private entities and the Cal-ICMA Talent Initiative Study
- Encouraging more applicants to apply as a result of seeing multiple pathways to qualify
- Creating more complete and diverse lists of eligible candidates that can simultaneously meet the needs of multiple departments