

# Staff Services Analyst (General)

## California State Personnel Board Specification

- **Schematic Code:** JY20
- **Class Code:** 5157
- **Established:** 09/22/1977
- **Revised:** 07/10/2007
- **Title Changed:** --

### Definition

This specification describes a recruiting and developmental class for persons qualified to perform analytical work in one or more areas of a broad range of governmental and managerial problems. Incumbents are assigned duties and responsibilities commensurate with their background and training. Under supervision, incumbents perform work of average difficulty in a wide variety of consultative and analytical staff services assignments such as program evaluation and planning; systems development; budgeting; planning; training; management; and personnel analysis; and do other related work. Work at this level is distinguished from lower-level assignments by the analytical and evaluative nature of the work, rather than the performance of process-oriented assignments.

This class is the entry through first journey level. Positions are permanently allocated to this class when the major portion of tasks performed do not include the more responsible, varied, and difficult assignments found in the full journey person level.

This deep class has three alternate ranges. Responsibilities include application of principles, practices, and trends of public and business administration, management, and supportive staff services expertise to perform various consultative and analytical tasks. At Range A, assignments are directly supervised and primarily structured, standard, and recurring. Duties and responsibilities require research, analysis, and the use of independent judgment and discretion to interpret and apply statutes, regulations, and policies and procedures to specific situations, rather than the mere application of detailed rules and procedures. The scope and effect of work generally involves routine analytical tasks impacting the immediate work unit.

Analysis of work at Range B is expected to show broader knowledge of the work environment, and organizational and/or departmental requirements. There is less direct review than at Range A, with greater breadth in assigned tasks. As job knowledge and skill increase, so do the number of tasks, which involves multitasking and imposed deadlines. Movement through Ranges A and B progress from very specific task-oriented assignments, accompanied by clear, detailed, and specific instructions, to more generally defined objectives including priorities and deadlines.

At Range C, there are distinct increases in the scope of the work and effect on programs and services. Incumbents are expected to use a more conceptual approach to problem solving and reasoning. At this first journey level, the decisions regarding what work tasks need to be done depends upon the analysis of the subject, phase, or issues involved in each assignment, with the resulting chosen course of action potentially selected from many alternatives. Assignments are less complex in scope and duration than at the full journey level, although incumbents do have authority to plan, design, and carry out work within a clear framework established by the supervisor. Incumbents use judgment in interpreting and adapting guidelines such as policies, laws and rules, manuals, and work directions for application to specific cases or problems. Responsibilities involve increasing independence and judgment, accompanied by decreasing supervision, in the performance of a variety of analytical tasks such as program evaluation and planning; systems development; budgeting, planning, training, management, and personnel analysis; and other related work. Incumbents perform a wide range of established consultative and analytical activities of organizational concern impacting staff or customers at many locations.

### Typical Tasks

Studies the principles and techniques of the area of work to which assigned and, under supervision, applies them; participates in analytical studies of organization, procedures, budgetary requirements, and personnel management; gathers, tabulates, and analyzes data; draws organization, workload, and other charts; interviews and consults with departmental officials, employees, and others to give and secure information; prepares reports and makes recommendations on procedures, policies, and program alternatives; reviews and analyzes proposed legislation and advises management on the potential impact; makes decisions on financial, personnel, and other transactions of average complexity; works as a field representative in intergovernmental negotiations; and prepares correspondence.

## Minimum Qualifications

### EITHER I

Education: Graduation with a Bachelor's degree from a recognized four-year accredited college or university. (Registration as a senior in a recognized institution will admit applicants to the examination, but they must produce evidence of graduation or its equivalent before they can be considered eligible for appointment.)

### OR II

Work experience in the California state service may be substituted for the required education in Pattern I on a year-for-year basis by applicants who have at least six semester or nine quarter units of college level training in public or business administration, accounting, economics, political or social science, English, speech, statistics, law, or a closely related area.

## Knowledge and Abilities

Knowledge of: Principles, practices, and trends of public and business administration, management, and supportive staff services such as budgeting, personnel, and management analysis; and governmental functions and organization.

Ability to: Reason logically and creatively and utilize a variety of analytical techniques to resolve complex governmental and managerial problems; develop and evaluate alternatives; analyze data and present ideas and information effectively; consult with and advise administrators or other interested parties on a wide variety of subject-matter areas; and gain and maintain the confidence and cooperation of those contacted during the course of work.

## Special Personal Characteristics

Willingness as a learner to do routine or detailed work in order to learn the practical application of administrative principles; and demonstrated capacity for development as evidenced by work history, academic attainment, participation in school or other activities, or by well-defined occupational or vocational interests; and willingness and ability to accept increasing responsibility.

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