

4

Position Alignment

Lesson Objectives

After completing this lesson, you will be able to:

- Describe the alignment process for Defense Intelligence positions in the pay banded or graded structures.
- Discuss the importance of accurate position descriptions of work.
- List factors that determine a position's alignment.
- Define the assigned work level and provide examples of positions in that work level.
- Given 12 position descriptions, identify the mission category, work category, work level, and Pay Band or Grade for each position.
- Describe the coverage of the Fair Labor Standards Act (FLSA) and explain what makes a position exempt from coverage.

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LESSON 4 INTRODUCTION



Duration: Allow 2 hours, 30 minutes for this lesson.



Instructor Notes:

- Show slide 4-1, “Lesson 4: Position Alignment.”
- Participant Guide page 4-2



Lesson 4: Position Alignment

Duration: 2 hours, 30 minutes

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Position Alignment

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Your Notes:



Instructor Notes:

- Show slide 4-2, “Lesson 4 Topics.”
- Participant Guide page 4-3



Lesson 4 Topics

Lesson 4 Topics

- Topic 1 – Aligning Positions to the DCIPS Occupational Structure
- Topic 2 – Fair Labor Standards Act (FLSA)



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Your Notes:



Speaking Points:

- This lesson prepares you to answer questions concerning the alignment of positions to the DCIPS Occupational Structure. The position alignment process **fosters consistency** across the Defense Intelligence Enterprise and other groups in the IC. This consistency has **everyone speaking the same language** when discussing positions, staffing, and recruitment. In this lesson we will also review the main points of the Fair Labor Standards Act (FLSA). We'll start by looking at the basics of position alignment.

TOPIC 1: ALIGNING POSITIONS TO THE DCIPS OCCUPATIONAL STRUCTURE



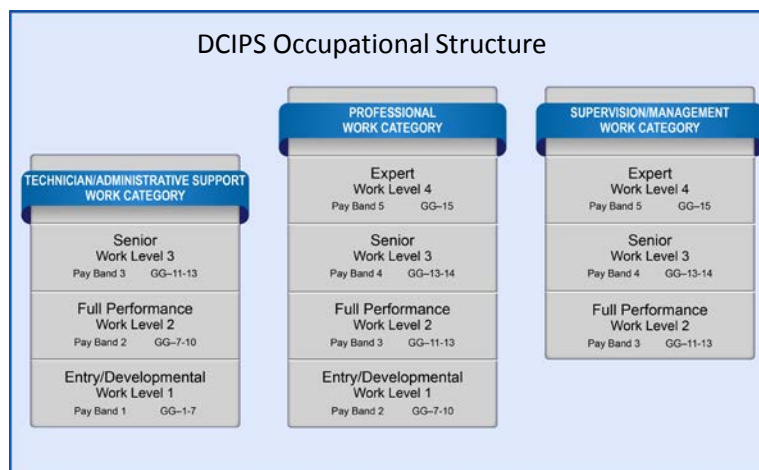
Instructor Notes:

- Show slide 4-3, “DCIPS Occupational Structure.”
- Participant Guide page 4-4



DCIPS Occupational Structure

DCIPS Occupational Structure



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Your Notes:



Speaking Points:

- **Lesson 3 introduced the DCIPS Occupational Structure**, including:
 - Grades for those Components operating under the graded structure
 - Pay Bands for those Components operating under the pay banded structure
- A common occupational structure promotes consistency across the Defense Intelligence Enterprise and the IC. **The consistency makes it easier to transfer** within the Intelligence Community or the Defense Intelligence Enterprise **and to recruit for Defense Intelligence positions**. Every Component uses the same criteria to align positions. The rationale is logical and transparent to employees and managers/supervisors.



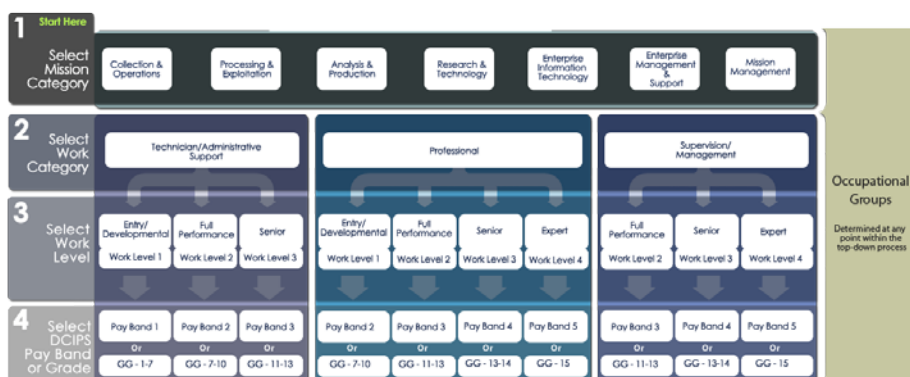
Instructor Notes:

- Show slide 4-4, “Top-Down Alignment Approach.”
- Participant Guide page 4-5



Top-Down Alignment Approach

Top-Down Alignment Approach



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Your Notes:



Speaking Points:

- **This lesson shows the application of the DCIPS Occupational Structure for position alignment.** Recall the top-down approach we just discussed in Lesson 3. **Alignment follows this top-down approach**, starting with identifying the appropriate mission category, followed by the work category, work level, and appropriate pay band or grade. At some point in the top-down process, a Component HR specialist will consider the appropriate occupational group for the position. The occupational group, series, and title are based on both DCIPS policy and Component guidance.

**Instructor Notes:**

- Show slide 4-5, “Position Alignment Overview.”
- Participant Guide page 4-6

**Position Alignment Overview**

Position Alignment Overview

Position alignment considers the position’s level of difficulty, mission of the organization, and comparison of work to specific DCIPS standards using a written description of the work.

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Position Alignment

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Your Notes:

- Refer participants to ***Position Alignment Overview*** in the *What You Should Know* box on page 4-6 of the Participant Guide and ask them to

follow along as you discuss the speaking points.



Speaking Points:

- As a reminder, **position alignment requires determining the mission category, work category, and work level of a position before determining the pay band or grade.**
- Position alignment considers the position's level of difficulty, mission of the organization, and comparison of work to specific DCIPS standards.
- Components may continue to assign occupational series and titles to Defense Intelligence positions in accordance with policies in effect under Volume 2007 (Tab 9 in the Supplemental Reference Guide) until DoD guidance is published on individual occupational titling practices aligned to the requirements of Volume 2007.
- **Position alignment determines the best alignment, focusing on regular and recurring work and responsibilities.**
- Once DCIPS-specific guidance is published, Components will be required to realign positions to the DCIPS occupational series and titles using the procedures set forth in Volume 2007.

What You Should Know:

Position Alignment Overview

- A common occupational structure promotes consistency across the Defense Intelligence Enterprise and the IC. The consistency makes it easier to transfer within the Intelligence Community or the Defense Intelligence Enterprise and to recruit for Defense Intelligence positions. Every Defense Component uses the same criteria to align positions to the appropriate mission category, work category and work level, and to the appropriate pay band or grade.
- The rationale is logical and transparent to employees and managers/supervisors.
- Alignment follows a top-down approach, starting with identifying the appropriate mission category, followed by the work category, work level, and appropriate pay band or grade. At some point in the top-down process, a Component alignment specialist will consider the appropriate occupational group for the position. The occupational group, series, and title are based on Component guidance.
- Position alignment considers the position's level of difficulty, mission of the

organization, and comparison of work to specific DCIPS standards.

- Until DoD guidance on individual occupational titling practices being aligned to the requirements of Volume 2007 is published (currently in process), Components may continue to assign occupational series and titles to Defense Intelligence positions in accordance with policies in effect on the date of publication of Volume 2007. This requires determining the mission category, work category and work level of a position before determining the pay band or grade.
- Once DCIPS-specific guidance is published, Components will be required to realign positions to the DCIPS occupational series and titles using the procedures set forth in Volume 2007. This process is expected to standardize use of job series and titles across the Defense Intelligence Enterprise, an important step in being able to know and analyze the work being performed.



Instructor Notes:

- Show slide 4-9, “Position Description Defined.”
- Participant Guide page 4-8



Position Description Defined

Position Description Defined

- What is a position description?
- What document is used to align a position?



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Position Alignment

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Your Notes:

- Refer participants to ***Position Descriptions*** in the *What You Should Know* box on page 4-8 of the Participant Guide and ask them to follow

along as you discuss the speaking points.



Speaking Points:

- Now that we've covered the basics of alignment, let's talk about how the process works. We'll start with position descriptions.
- **Can anyone tell me what a position description is?**
 - Some Components use the term "Position Description" or "PD" while others use Component-specific titles, for example "work role" for this document.
 - DCIPS policy provides Component flexibility for the form and format of the document that describes the work, so long as DCIPS policy for position alignment is followed.
 - A position description is a description of the duties and responsibilities assigned to a specific position (or group of positions performing the same duties). The position description is the document used to assign the appropriate occupational series, title, mission category, work level, grade or pay band.
- **What does a position description do?**
 - It is a narrative description of the work that provides information on the mission category and enough information about the position to determine work category, work level, pay band or grade, and occupational series and title.
- This lesson uses the term *position description*. However, as an HR Practitioner it's good for you to know that the alignment process actually starts with a narrative description of work to be performed, and then once the narrative description has been aligned and approved, it becomes a position description, or work role or other name specific to the component.

What You Should Know:

Position Descriptions

- **Written descriptions of work can be called many things, including work role or position description (PD). For training purposes, position description or PD is used throughout this course.**

- Inaccurate position descriptions can:
 - a. Cripple efforts to find qualified candidates.
 - b. Cause alignment of positions to incorrect work categories, work levels or bands/grades.
 - c. Lead to the placement of unqualified candidates.
 - d. Impede mission accomplishment.
- Accurate position descriptions document:
 - a. The proper alignment of each position to the DCIPS Occupational Structure.
 - b. Status under the Fair Labor Standards Act (FLSA).
 - c. Career program coverage (e.g. developmental progression, DAWIA)
 - d. Qualifications for placement into the position.
 - e. Conditions of employment such as drug testing requirements and security clearance requirements.
 - f. Additional factors such as a license or language requirement.
- Information from position descriptions can be used:
 - a. To establish well-founded recruitment and staffing plans and ensure qualified candidates are selected for assignment to the position.
 - b. To develop meaningful performance plans aligned to the requirements of the position and the mission of the organization.
 - c. To identify job-related training requirements.

**Instructor Notes:**

- Show slide 4-7, “Accurate Position Descriptions.”
- Participant Guide page 4-10

**Accurate Position Descriptions****Accurate Position Descriptions**

- What are possible results of inaccurate alignment to the DCIPS Occupational Structure?
- What items are documented in an accurately aligned position description?
- How can information from accurate position descriptions be used?



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Position Alignment

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Your Notes:

- Lead a general discussion about the importance of accurate position descriptions. Suggested questions and recommended responses are shown below.



Speaking Points:

- Let's discuss why it's important to have accurate position descriptions.
- **What do you think might be the result of inaccurate position descriptions?**
 - Inaccurate position descriptions can:
 - Cripple efforts to find qualified candidates
 - Cause alignment of positions to incorrect work categories, work levels, or bands/grades
 - Lead to the placement of unqualified candidates
 - Impede mission accomplishment
- **What items are documented in an accurately aligned position description?**
 - Accurate position descriptions document:
 - Alignment of each position to the DCIPS Occupational Structure
 - Status under the Fair Labor Standards Act (FLSA)
 - Coverage of the career program (e.g. developmental progression or DAWIA)
 - Qualifications for placement into the position
 - Conditions of employment such as drug testing requirements and security clearance requirements
 - Factors such as a license or language requirement
 - Competitive level, which in turn determines incumbents' standing during Adjustments in Force (AIF)
- **How can information from accurate position descriptions be used?**
 - Information from position descriptions can be used to:
 - Establish well-founded recruitment and staffing plans and ensure qualified candidates are selected for assignment to the position
 - Develop meaningful performance plans aligned to the requirements of the position and the mission of the organization
 - Identify job-related training requirements
- Next, we'll look at how you would **use** the information provided by an **accurate position description for position alignment**.

**Instructor Notes:**

- Instruct participants to review, *How to Use the Information in a Position Description for Position Alignment* in the *What You Should Know* box on page 4-11 of the Participant Guide. Information is shown below for your reference.
- Ask participants to write down five things they consider important about using the information in a position description for position alignment.
- Go around the room and ask each participant to name one of his/her five important items.
- Write responses on the flipchart.

What You Should Know:***How to Use the Information in a Position Description for Position Alignment***

- A position's alignment stems from work that:
 - Is performed on a regular and recurring basis
 - Is crucial to the position's primary purpose
 - Governs the position's primary qualifications
- A position's alignment cannot be based on work assigned temporarily or strictly for training or career-development purposes unless the position is a developmental position.
- Authorized management and human capital officials align DCIPS positions to the occupational structure. Components may have specific procedures supporting involvement by both managers and human capital officials in alignment efforts. All Defense Intelligence positions use the mission categories, work categories, and work levels, as well as grades or pay bands. For now, Components may continue to use Component-specific titles; however, DCIPS-specific occupational groups and titles are the standard going forward to support uniformity across the Defense Intelligence Enterprise.
- Currently the grade is assigned to a job description, but eventually it will be assigned to a position description.
- Components should use parenthetical titles judiciously as they can lead to unnecessarily fine distinctions. More general or generic classifications simplify

What You Should Know:

- staffing and make Joint Duty Assignments and other placements easier to manage.
- Currently no more than two optional parenthetical titles are allowed for a position:
 - If more than two are appropriate, the basic title has no parenthetical.
 - User-defined parenthetical titles can serve for occupations that have no specified parenthetical titles.
 - DCIPS policy follows Departmental regulation and requires positions in the 2210 series to comply with Office of Personnel Management (OPM) titling guidance. (DoD 8570.1.M)
 - All supervisory positions have the appropriate occupational title preceded by the word “supervisory.”



Speaking Points:

Defense Intelligence occupations, work categories, and work levels represent broad ranges of work in terms of both the kind of work and the level of difficulty. Thus, **position alignment under DCIPS policy considers the overall nature and purpose of the position’s duties and responsibilities, along with the requisite qualifications in determining appropriate alignment** to the DCIPS Occupational Structure. Let’s learn more about work levels.

Work Level Identification Exercise



Duration:

- Allow 25-30 minutes for this activity:
 - Allow 10 minutes for preparation.
 - Allow three to five minutes for each group to report about its assigned work level.



Instructor Notes:

- Show slide 4-8, “Work Level Exercise.”
- Participant Guide page 4-13



Work Level Exercise

- Each group will be assigned to a work level (1 to 4).
- 10 minutes to research and prepare presentations explaining the work level.
- 3 to 5 minutes each to present findings.

Your Notes:



Instructor Notes:

- Divide the class into four teams.
- Assign each group to a work level (1 to 4).
- Give teams up to 10 minutes to research and prepare their presentations. Encourage creativity.
- Allow teams between three to five minutes each to present their findings.
- After each presentation debrief the exercise and address any misunderstandings or questions.



Speaking Points:

- Authorized management officials, working with their human resources organizations, use Volume 2007 to align positions to the appropriate work level. As such, it's important that you, as an HR Practitioner, have a thorough understanding of each of the four work levels.
- **As a team, read about your assigned work level in Lesson 3 in your Participant Guide and devise a strategy to teach other classmates about that work level, including how it fits within the different work categories.**



Instructor Notes:

- Show slide 4-9, “DCIPS Volume 2007.”
- Participant Guide page 4-15



DCIPS Volume 2007

DCIPS Volume 2007

DCIPS Nonsupervisory Grade Conversion Chart, Volume 2007, Appendix 4, Table 1

DCIPS Work Category and Work Level Descriptor	GG Grade Level	Total Points
Entry/ Developmental Work Level for the Technician/Administrative Support Work Category defined in Appendix 2	1	< 45
	2	
	3	
	4	45-79
	5	80-104
	6	105-129
	7	130-159
Entry/ Developmental Work Level for the Professional Work Category; Full Performance Work Level for the Technician/Administrative Support Category	7	130-159
	8	160-179
	9	180-204
	10	205-224
Senior Work Level for the Technician/Administrative Support Work Category; Full Performance Work Level for the Professional Work Category	11	225-244
	12	245-294
	13	295-339
Senior Work Level for the Professional Work Category	13	295-339
	14	340-379
Expert Work Level for the Professional Work Category	15	380 and above

When applying this grade conversion chart, all work is aligned first to the Work Category and Work Level using the guidance contained in this Volume, and then to the appropriate GG grade based on this chart.

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Your Notes:

- Refer participants to *Position Alignment and DCIPS Volume 2007* in the *What You Should Know* box on page 4-15_4-16 of the Participant Guide and ask them to follow along as you discuss the speaking points.

**Speaking Points:**

- Emphasize the highlighted text in the WYSK box below.

What You Should Know:*Position Alignment and DCIPS Volume 2007*

- To ensure proper alignment of positions, **all Defense Intelligence Components are to follow DCIPS Volume 2007**, DCIPS Occupational Structure.
- Authorized management officials, working with their human resources organizations, **use Volume 2007 to align positions to the appropriate mission category, work category, and work level.** Management officials make their judgments **based primarily on application of DCIPS guidance and standards**, and may consider jobs performing similar responsibilities in the same occupational group or series. Components may develop supplemental explanatory alignment guidance and continue to use Component and/or OPM guidance, until the new DCIPS specific guidance is issued.
- For Components operating under the graded structure, **once the work level is assigned**, the Grade is assigned using the criteria in Volume 2007, Appendix 4. This is the grading standard for aligning all Defense Intelligence positions in the GG grade structure, grades GG-1 through GG-15. The standard consists of two parts. Part I provides grading criteria for nonsupervisory positions; Part II provides standards for assigning grades to supervisory and managerial positions.
- **Grading criteria** for nonsupervisory and supervisory and managerial positions **assesses five job-content factors. For each factor, a degree of difficulty and its associated point total is assigned to a position. The points for each of the five factors are then totaled and compared to the grade conversion tables in Volume 2007**, Appendix 4, which identifies the GG Grade that corresponds to the point total. There are two grade conversion tables, one for nonsupervisory positions, and one for supervisory and managerial positions. **Because the work level has already been determined, the grade alignment must be to a grade that is included in the appropriate work level.**

**Speaking Points:**

- Now that you have a good background in the DCIPS Occupational Structure and position alignment, let's see how you put it into practice through an exercise. After all, **the best way to learn about aligning positions to the DCIPS Occupational Structure is to try it.**

Position Alignment Exercise



Duration:

- Allow 1 hour 30 minutes for this activity:
 - Allow 60 minutes for determining the mission category, work category, work level, pay band, and grade for each example.
 - Allow 30 minutes to debrief the exercise.



Instructor Notes:

- Show slide 4-10, “Position Alignment Exercise.”
- Participant Guide page 4-17



Position Alignment Exercise

- Go to the Reference Guide, Tab 2, for the DCIPS Occupational Structure diagram for use in this exercise.
- The goal of this exercise is to identify the appropriate mission category, work category, work level, and band or grade for each of the positions listed on pages 4_18 through 4_38.
- You will have one hour.
- Record the rationale for each determination.
- Refer to Volume 2007 in your Supplemental Reference Guide (Tab 9) to assist you with the process.
 - Particularly, you will need to reference Volume 2007, Appendix 4 when assigning the GG Grade.

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Position Alignment

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Your Notes:



Instructor Notes:

- Refer participants to the 12 position descriptions on pages 4-18 _4-38 in the Participant Guide.
- The answer key is provided on page 4-45 of the Instructor Guide and in Tab 19 of the Supplemental Reference Guide, pages 1-8.
- **The goal of this exercise is to identify the appropriate mission category, work category, work level, and band or grade** for each of the positions. This is a VERY important skill to develop!
- **Work through position description #1 with the class,** demonstrating where to find the key information that will help them determine the mission category, work category, work level, and pay band or grade. **Take your time! Ensure they understand how to do this.**
- Teams should compare their position alignment decisions with other teams, so each team should assign a scribe to record the rationale for each determination.
- Circulate during the exercise to assist anyone who is having difficulty.
- Allow one hour for the teams to work through the position descriptions. Each team should come to an alignment decision for all 12 descriptions.
- Debrief as a class, using the answer key that follows the exercise.
- **There is the potential that participants may arrive at different answers** when aligning these positions to the DCIPS Occupational Structure. Information could be read into or left out of the position descriptions. In actual cases, those responsible for aligning positions to the DCIPS Occupational Structure would have more information available and would consult other resources. For the purposes of this exercise, ensure that the participants used valid logic for their decisions for answers that vary from those listed in the Answer Key table (below the position descriptions). Correct any problems appropriately.
- Alignment to the mission categories may be informed by the participants' experience and how their Component applies the mission categories, which may vary.
- Alignment to the work category and the work level should be straight forward in these examples.

- **If the class is made up completely of participants from DCIPS Pay Bands**, the option exists to align all of the positions to the work level and band, but only a few to the grade – so they have the experience and understand the process.
- **Defense Intelligence Components have a tendency to grade positions high**; please do not teach this approach. Instead, focus on the language of policy and descriptions of the work categories, work levels, and grading standards, and additional considerations – just because one part of the description seems to imply independence or authority, or operating without precedence, what does the majority of the position describe? Since nothing should be expected to be a word-for-word match, guide participants to the best fit.
- The labels for the work levels for the Technician/Administrative Support Work Category have been discussed as possibly misleading and might be reconsidered in the future. They were aligned directly with the work level labels for professional positions, but because this work category is position-specific, and because of the nature of the work, there is no expectation that every single position in this work category will get to FPL (work level 2) and be GG-7 and above – or pay band 2.



Speaking Points:

- For this exercise, suppose you are an authorized management official who can align positions to the DCIPS Occupational Structure. Working with a couple other people as a team, you'll identify the appropriate mission category, work category, work level, and pay band or grade for position descriptions 2 through 12 in your Guide.
- Before you start working with your team, we'll work through position description 1 together, so everyone understands how to perform position alignment and how to use the guides and materials.
- As you do the exercise, think back to the flow chart we reviewed in Lesson 3 and **follow the top-down approach**. Additionally, **refer to Volume 2007** to assist you with the process. Particularly, you will **need to reference Appendix 4** when assigning the GG Grade.
- At the conclusion of the exercise, we will discuss your results. Focus on the best fit for the whole position. You may find that looking at the factor level descriptions above and below the one you are leaning towards will help inform your decision.

Position Alignment Exercise

Alignment Exercise: Example #1

Position: Security Assistant

Mission Category _____

Work Category _____ Work Level _____

Band _____ Grade _____

Assists security specialists with the training of personnel and administering policies for the utilization and protection of collateral security information and materials from unauthorized disclosure or sabotage. Possess an in-depth practical knowledge of a specific body of rules and procedures pertinent to the specialized function supported to perform assignments.

Applies and references security regulations and directives to provide technical advice and guidance to employees on issues such as classification, declassification, and handling of classified documents and materials.

Assists security specialists in research and preparation of reports tracking trends and potential areas for improvement. Helps develop new and revised standard operating procedures or processes. Makes decisions based on the application of regulations and practices and initiates actions that affect various organization units; errors could prove costly in terms of delay and waste of time and resources.

Conducts projects that are limited in scope relating to managing sensitive compartmented information accesses. Provides findings and recommendations to security specialists. Uses judgment in interpreting and applying available and established guidelines and procedures such as the agency program policies, regulations, SOPs, and work direction for application to specific cases or problems.

Responsible for analyzing results and recommending changes to improve processes or identify problems. Completed work is reviewed for accuracy, quality, and adherence to instructions and established procedures. Accomplishes routine tasks independently with responsibilities remaining clearly defined.

Supports internal committees and working groups to develop and resolve security practices and issues. Indoctrinates employees who meet certain criteria for the appropriate special security accesses. Plans and carries out successive steps and handles problems and deviation in the assignment in accordance with instructions, previous training, and accepted practices.

Alignment Exercise: Example #2

Position: Secretary

Mission Category _____

Work Category _____ Work Level _____

Band _____ Grade _____

Receives calls, greets visitors, and directs requests or inquiries to the supervisor or staff for only those contacts needing their attention or action. Handles all routine administrative matters and responds to routine and non-technical requests for information that is available from files. Has knowledge of standardized rules and operating procedures that require a considerable amount of training and experience to perform the full range of standard clerical and non-clerical assignments and to resolve recurring problems.

Schedules appointments and makes commitments for the supervisor to attend meetings and other events without prior approval. Reminds supervisor of appointments and briefs supervisor on subject matter and purpose of meetings. Conducts research and analysis to validate information or data, compiles data into reports based upon internal and external sources to provide a basis for developing recommendations with minimal supervision, and researches information specific to the functional or administrative field by using standard processes, databases, and systems.

Reads all incoming correspondence, determines proper action, and at times prepares answers before referring to the supervisor. Reviews outgoing correspondence and reports for correct format, mathematical content, and grammar, and ascertains that all necessary coordination of facts has been completed and is in accordance with established policy. Makes decisions on the application of established procedures and initiate actions that affect various organizational units; errors in decisions or commitments are not immediately apparent but are revealed in subsequent operations, and may result in loss of time in other organizational units.

Prepares time and attendance records and leave schedules for the office. Makes arrangements for required overtime and obtains necessary justification. Accepts assignments from supervisor who defines objectives, priorities, and deadlines and assists the employee only with unusual situations that do not have clear precedents. Responsible for planning and carrying out successive steps and handling problems and deviations in accordance with instructions, previous training, and accepted practices in the occupation. Finished work is reviewed for accuracy, quality, and compliance with more complex instructions and guidelines.

Makes necessary arrangements for travel and accommodations for supervisor, staff, and incoming officials who are attending meetings or conferences the agency hosts. Prepares travel orders and reviews travel vouchers for accuracy and completeness. Able to formulate solutions to standard problems by identifying the nature of the problem and obtaining additional information either verbally or in writing to correct any inconsistencies and errors.

Alignment Exercise: Example #3

Position: Budget Analyst

Mission Category _____

Work Category _____ Work Level _____

Band _____ Grade _____

Responsible for the formulation, reprogramming, and execution of budgetary objectives for the organization. Makes continuous minor and frequent major reprogramming changes. Assesses impact of changes in workload, assumption of new missions, and other developments affecting funding requirements for which existing, standardized resource-estimation techniques may not exist. Directs continuing maintenance of cumulative experience data for all activities. Receives requests for changes of apportionment from operating activities together with justification in terms of program fluctuations and changes. Analyzes data and approves minor reprogramming within prescribed constraints, analyzing costs of other activities to determine where funds can be cut to provide for increases elsewhere. Analyzes data and submits recommendations for higher-level review when major reprogramming requirements occur.

Works independently to carry out assignments resolving conflicts using initiative and resourcefulness when deviating from established guidelines to develop and/or propose new policies or procedures. The supervisor sets overall objectives and resources and reviews finished work products for effectiveness and adherence to assigned objectives.

Projects budgetary requirements for selected accounts for higher-level review. Determines estimates for various accounts within totals provided from other activities. Ensures accuracy of financial records. Compiles and analyzes information prior to completing budget schedules. Reviews and consolidates prepared budget estimates and verifies all levels of budget detail. Ensures all elements conform to guidance provided by higher-level organizations. Assembles proposed operating budget with summaries for review by management and governing office. Formulates narrative and quantitative justification for financed and unfinanced resource requirements.

Contacts activities, furnishes accumulated experience data and limitations, and requests anticipated requirements upon receipt of overall budget ceiling. Reviews and analyzes data submitted; if in excess of funded operating cost figures, determines by review of experience data where reductions might be made. Coordinates reprogramming recommendations with organizations, considering impact of

anticipated new program changes, anticipated reimbursements, increased cost, and increased workload.

Participates in overall financial planning, furnishing recommendations for future plans based on budgetary experience. Maintains contact with all program officers and satellite activities regarding status of funds and to keep apprised of requirements. Maintains liaison with activities providing feeder data for complex budget development to ensure timely and accurate reporting of data. Discusses the feasibility of future budgetary requirements and needs for additional funding as requested.

Alignment Exercise: Example #4

Position: Program Analyst

Mission Category _____

Work Category _____ Work Level _____

Band _____ Grade _____

Conducts or participates in complex cost comparison and benefit studies of current or projected programs; develops lifecycle cost analyses of programs or other projects and actions on existing or forecasted problems, capabilities, needs, opportunities, or other areas requiring resolutions and the development of new or substantially modified business operations. Plans, evaluates, coordinates, and integrates activities with other organizational elements and functions. Maintains knowledge of programs, mission, and functions and organizational goals and objectives, and applies this knowledge to difficult and complex work assignments. Possesses thorough and detailed knowledge of and skill in applying analytical and evaluative techniques for developing new or modified work methods, approaches, or procedures; and skills to identify, evaluate, and recommend solutions to complex issues or problems.

Conducts detailed analyses of complex functions and processes. Defines critical issues and problems, collects data from various sources, assesses data, and determines the most effective and efficient method and approach to meet management needs and requirements. Utilizes various analytical tools to measure and evaluate data. Interprets results from study and develops statistical and narrative reports, graphs, and charts to justify changes and recommendations. Develops research strategies by identifying required sources and the means of collecting and synthesizing information, tactfully perseveres in obtaining information by reaching out to the most appropriate source, articulates problems or objective statements to clarify the main questions to be answered, extracts key points from information to forecast potential issues and problems, identifies gaps in data based on knowledge of the organization or subject matter, researches new or improved business and management practices to support changes in organizational programs and operations, and conducts research to identify and validate trends related to organizational strategy development.

Prepares detailed plans, budgets, and schedules for assigned programs and participates with management in fiscal planning. Provides support and advice on reprogramming of funds and funding levels due to changes in workload or mission. Recommends procedures for preparing, documenting, validating, and presenting resource requirements to higher authority.

Researches and investigates new or improved business and management operations for application to agency programs. Plans and advises management on implementation of new ideas, procedures, processes, methods, or approaches of continuous improvement initiatives. Consults with supervisor to develop deadlines and projects after supervisor sets the overall objectives and resources available. Responsible for planning and carrying out assignments, resolving most of the conflicts that arise, interpreting policy in terms of established objectives, and informing supervisor of progress and any controversial matters.

Serves as a representative on working groups to plan and develop internal strategies to address program issues and concerns. Makes decisions based on the interpretation of regulations and practices and initiates actions that affect various organizational units. Commitments that do not involve interpretation of policy or the setting of precedents may have an adverse effect upon the activities of the assigned element; errors could prove costly in terms of delay and waste of time and resources within the element.

Alignment Exercise: Example #5

Position: Management Analyst

Mission Category _____

Work Category _____ Work Level _____

Band _____ Grade _____

Conducts or participates in moderately difficult management projects and studies productivity enhancements, strength management, accountability, and other projects and actions based on existing or forecasted problems, needs, opportunities, or other areas requiring resolutions and the development of new or substantially modified business practices. Maintains knowledge of a wide range of management concepts, principles, and skills in applying knowledge to difficult and complex work assignments. Possesses thorough and detailed knowledge of and skill in applying analytical and evaluative techniques for developing new or modified work methods, approaches, or procedures; and identifying, evaluating, and recommending solutions to complex issues or problems. Supervisor makes assignments by defining objectives, priorities, and deadlines and assists the employee with unusual situations that do not have clear precedents. Finished work is reviewed for accuracy, quality, and compliance with more complex instructions and guidelines.

Identifies issues and collects relevant data from records, reports, regulations, policies, directives, and other pertinent sources to define the problem area. Assesses collected data and utilizes analytical tools to measure and evaluate data. Develops statistical and narrative reports, graphs, and charts to justify changes and recommendations. Maintains in-depth knowledge of qualitative and quantitative techniques for analyzing and measuring the effectiveness and efficiency of programs meeting established goals and objectives.

Researches and investigates new or improved business and management practices for application to agency programs. Plans and advises management on implementation of new ideas, procedures, processes, methods, or approaches of continuous improvement initiatives. Able to develop research strategies by identifying required sources and the means of collecting and synthesizing information, tactfully persevere in obtaining information by reaching out to the most appropriate source, articulate a problem or objective statement to clarify the main questions to be answered, identify interrelationships and dependencies of disparate information to better understand the situation, extract key points from information to forecast potential issues and problems, identify gaps in data based on knowledge of the organization or subject matter, research new or improved business and management practices to support

changes in organizational programs and operations, and conduct research to identify and validate trends related to organizational strategy development.

Drafts internal instructional and informational materials for use in improving and standardizing business practices. Maintains a basic knowledge of organizational culture, business processes, and organizational needs. Able to respond straightforwardly to questions using knowledge of the specific program, discipline, and organizational mission; identify the impact of changes to existing policies and programs to communicate required organization activities, and articulate the impact of the changes to existing policies and programs. Uses judgment in interpreting and adapting guidelines such as the agency's policies, regulations, and precedents and analyzes results and recommends changes.

Alignment Exercise: Example #6

Position: Intelligence Officer

Mission Category _____

Work Category _____ Work Level _____

Band_____ Grade _____

This is an entry/developmental position. Serves in the first phase of a developmental program, performs a variety of clearly defined tasks under routine supervision assigned to increase the employee's knowledge and understanding of the collections and operations of intelligence sources by various means and to provide a general familiarity with governing policies, procedures, and regulation. Receives intensive on-the-job and classroom training in the application of concepts, principles, practices, and procedures in preparation for developmental progression to the Full Performance Work Level.

Alignment Exercise: Example #7

Position: Intelligence Officer (general military analysis)

Mission Category _____

Work Category _____ Work Level _____

Band _____ Grade _____

Researches, reviews, edits, plans, prepares, integrates, and publishes complex all-source regional, strategic, or functional national military intelligence studies, plans, or products. Coordinates, monitors, and integrates valid intelligence while ensuring timely, comprehensive, and accurate responses. Develops innovative analytical approaches and validation of analytical conclusions. Intelligence policies and precedents are applicable but are stated only in general terms. Guidelines for performing the work are scarce or of limited use. Uses initiative and resourcefulness in deviating from traditional methods or researching trends and patterns to develop new methods, criteria, or proposed new policies. Supervisor sets the overall objectives and resources available; finished products are reviewed for accuracy and effectiveness and for compliance with complex instructions and guidelines.

Identifies significant trends within assigned subject-matter area and proposes new or revised analytical projects to alert decision-makers to new developments and to meet customer requirements. Consults with senior analysts to develop and recommend complex analytical approaches to problems and situations for which data are incomplete, controversial, or for which no precedent exists. Maintains knowledge of a wide range of intelligence concepts, principles, and practices and skill in applying this knowledge to difficult and complex work assignments. Possesses thorough and detailed knowledge of and skill in applying analytical and evaluative techniques for developing new or modified general military analysis work methods, approaches, or procedures; and to identify, evaluate, and recommend solutions to complex issues and problems.

Identifies intelligence gaps, specifies collection requirements to fill gaps in information, evaluates resulting intelligence collected in response to requirements, and determines analytical approach. Able to produce strategic-level assessments and projects of the influence of cultural, historical, geographic, and regional factors applying multi-disciplinary knowledge of regional factors; produce strategic level socioeconomic assessments and forecasts germane to the country or region by applying multi-disciplinary approaches; and provide predictive analysis and strategic level assessments about state and non-state actors which may affect U.S. national security policy and military operations.

Serves as a team member on agency-wide, multi-disciplinary efforts that involve critical regional, strategic, or functional analysis issues. Advises national security agencies and others on general military threats and trends. Represents the agency's position to senior policymakers in briefings on general military analysis intelligence. Provides input to policymakers on key general military analysis trends.

Collaborates in developing and strengthening substantive ties with other government organizations. Collaborates with other IC analysts on intelligence analysis and with collectors through analyst-assisted collection targeting. Responsible for planning and carrying out the assignment, resolving most of the conflicts that arise, and interpreting policy in terms of established objectives.

Alignment Exercise: Example #8

Position: Human Resources Specialist (generalist)

Mission Category _____

Work Category _____ Work Level _____

Band _____ Grade _____

Analyzes, modifies, and adapts systems or techniques to solve a variety of compensation problems or conditions by applying comprehensive knowledge of policies and regulations. Monitors compensation data and analyzes trends or anomalies and their significance to ongoing agency programs and operations. Develops and recommends changes to directives within the framework of policies and established procedures. Human capital guidelines are available but are not completely applicable to the work or have gaps in specificity. Uses judgment in interpreting and adapting guidelines such as the agency human capital policies, regulations, precedents, and work directions for application to specific cases or problems. Analyzes results and recommends changes. Finished work is reviewed for accuracy, quality, and compliance with more complex instructions and guidelines.

Provides position management and classification advisory services to managers and employees of assigned organizations. Supported organizations and activities typically include complex position and organizational structures with closely aligned responsibilities. Advises employees and managers on the position classification process and position management. Advises on position management policies including supervisory ratios, appropriate use of leader positions, fragmented organizational structures, job restructuring, impact of positions or employees with planned reorganizations, and provides recommendations for improvements in position and organization structures.

Provides advisory services on recruitment and placement actions requiring identification and analysis of management staffing problems, and development of solutions considering the total human resource management viewpoint. Exercises persuasiveness, creativity, and insight in preparing and presenting recommendations to management. Advises management on recruitment strategies, sources, and special programs. Makes suggestions and offers advice concerning the best-qualified candidates in keeping with agency staffing goals and programs. Completes assignments on a wide range of human resources principles, concepts, and techniques to accomplish difficult and complex work assignments and develop new methods, approaches, or procedures. Able to generate effective guidance for employees and management on a wide range of human-capital issues and initiatives, provide practical advice on implementing human-capital programs based on an extensive understanding

of organizational needs, problems, and issues in partnership with other organizations. Facilitates change, initiating it when necessary.

Advises managers about appropriate disciplinary or other corrective techniques that are responsive to a range of conduct and performance problems, interprets facts and events, and gathers background information and prepares formal correspondence on a full range of disciplinary actions. Advises and assists employees, managers, and supervisors on grievance procedures and appropriate options for proper resolution of conflicts or problems. Ensures that official case files are maintained properly with complete documentation to support recommended or final action. Coordinates with legal officials, as appropriate. Reviews and advises management on performance plans and provides technical information on performance management systems. Interprets policies and provides advice on other personnel issues.

Administers the employee benefits program and provides full-scope consultation, guidance, and assistance on employee benefits issues to include retirement, injury compensation, life and health insurance benefits, and Federal Retirement Savings Plan and flexible spending accounts.

Alignment Exercise: Example #9

Position: Electronics Engineer (Missile Systems/Intelligence)

Mission Category _____

Work Category _____ Work Level _____

Band _____ Grade _____

Produces finished intelligence products for the agency, DoD, national and international intelligence publications, and organizations. Researches, analyzes, interprets, evaluates, and integrates all-source intelligence data; conducts and prepares detailed engineering assessments and designs of complex and unique foreign electronic surface-to-air missile systems or subsystems; and documents and disseminates information through reports and briefs. Develops and recommends complex analytical approaches to problems and situations for which data is incomplete, controversial, or for which no precedent exists. Completes assignments requiring professional knowledge of a wide range of scientific and engineering principles, concepts, and techniques to accomplish difficult and complex work assignments and develop new methods, approaches, or procedures. Specific engineering knowledge requirements include electronics, electrical, and other related engineering fields to include computer modeling and simulation and engineering analysis tools.

Exploits and analyzes collected missile intelligence data; and develops complex models and computer software simulations to test and predict missile electronic systems capabilities, vulnerabilities, opportunities, threats, and targets to develop potential ways of eliminating threats. Monitors and integrates intelligence by obtaining and using available analysis and collection tools and systems as well as collaborating with other government organizations, IC analysts, and collectors. Develops innovative analytical approaches and validation of analytical conclusions. Maintains an in-depth knowledge of intelligence collection systems; their capabilities and limitations and appropriate tasking methods; and comprehensive knowledge of electronic systems, subsystems, and technologies pertaining primarily to missile system microelectronics, electronic hardware, circuits, sensors, guidance and control, signals, electromagnetic, EO/IR or other similar associated electronic and electrical characteristics of surface-to-air missile systems.

Coordinates, monitors, and integrates valid intelligence ensuring timely, comprehensive, and accurate responses. Identifies intelligence gaps, specifies collection requirements to fill gaps of information, evaluates resulting intelligence collected in response to requirements, and determines analytical approach. Able to bound new or unique analysis problems without creating limits to solutions; identify

outdated and unjustifiable assumptions to maintain objectivity and suspend judgment; challenge differing perspectives on similar and related analytic efforts by using argument evaluation and validated analytic methodologies; explore innovative applications of accepted or experimental structured analytic methodologies and techniques; efficiently form and manage logical and plausible competing hypotheses; and guide the implementation of methodologies and processes for conducting comprehensive research on complex topics.

Maintains currency in advances and developments related to or which have potential impact on assigned area. Develops and projects data, draws conclusions, and estimates probabilities based upon knowledge of current and past intelligence situations. Identifies significant trends within assigned subject-matter area and proposes new or revised analytical projects to alert decision-makers to new developments and to meet customer requirements. Develops and recommends complex engineering and analytical approaches to problems and situations for which data are incomplete, controversial, or for which no precedent exists. Electronic engineering policies and precedents are applicable but are stated only in general terms. Guidelines for performing the work are scarce or of limited use. Uses initiative and resourcefulness in deviating from traditional methods or researching trends and patterns to develop new methods, criteria, or proposed new policies.

Develops and strengthens substantive ties with other government organizations, international agencies, and the IC. Advises and briefs leadership regarding foreign missile threats and trends. Represents the agency's position to senior policymakers in briefings on electronic systems of missiles. Provides input to policymakers on key trends. Supervisor sets the overall objectives and resources available. Develops deadlines and projects jointly with Supervisor. Informs Supervisor of any controversial issues. Finished work and methods are reviewed for accuracy and effectiveness and for compliance with complex instructions and guidelines.

Alignment Exercise: Example #10

Position: Financial Manager

Mission Category _____

Work Category _____ Work Level _____

Band _____ Grade _____

Applies managerial and technical competencies in managing the integration of major parts of the comptroller's program as a second-level manager. Responsible for the integration and coordination of the agency's budget execution with the accounting and management-financial reporting functions and serves as an advisor on matters pertaining to agency financial operations, the agencies internal control program, and financial management policy. Serves as the deputy comptroller.

Exercises broad responsibility and authority, directly and through subordinate supervisors for planning and managing the overall efficiency, effectiveness, and integration of budget execution with accounting and management-financial reporting operations for the entire agency. At this level a greater variety of work and activities requiring frequently shifting work assignments and diversified occupational specialties exists. Assigns and reassigns personnel and consults with superiors on major technical and administrative problems. Responsible for the effective use of assigned personnel and for the quality and quantity of work produced.

Organizes, plans, supervises, and directs work through subordinate supervisors, with full technical responsibility and authority for financial programs. Exercises technical and administrative supervision over a diverse staff who oversee budgeting, accounting, or management-financial reporting. Incumbent has the authority to develop plans and schedules for guidance of subordinate supervisors for the accomplishment of work to meet program goals, objectives, and broad priorities higher level of management establishes. Guidelines exist but judgment and ingenuity in interpreting their intent is required. May be required to make and lead major or novel adaptations to existing guidance or policy in order to accomplish the mission of the element.

Participates in the development, management, and execution of the organization's financial strategic plan and ensures financial management policy, the agency's internal control program, and operational requirements align with the organization's strategic plan overall.

Provides long-range continuity and expertise in the programming, budgeting, analysis, and accountability activities for all the organizational resources, manpower, and

dollars. Participates in the review, evaluation, and performance and budget integration of agency programs.

Represents the agency within the Department of Defense and Intelligence Community on external boards, committees, and forums and is recognized as an expert in financial management. Serves as a senior defense IC resource advisor to the comptroller and represents the agency in financial hearings and other Congressional engagements.

Alignment Exercise: Example #11

Position: Computer Engineer

Mission Category _____

Work Category _____ Work Level _____

Band _____ Grade _____

Maintains state-of-the-art knowledge in assigned scientific area; and based upon analysis of S&T requirements develops processes or methods to improve S&T analytic capabilities for addressing current and future S&T issues and challenges (such as tool development, collection, and research). Consults with intelligence analysts, engineers, and scientists to evaluate scientific and engineering requirements. Works with software engineers in hardware or software development and the daily operational testing and integration of tools and techniques within the S&T environment.

Uses knowledge of the operating principles of surface-to-air missiles; short-range ballistic missiles; anti-tank guided munitions; and associated command, control, and communications used to perform analysis of the design, construction, and operation of computer systems, including hardware and software and their integration in order to advise on and produce scientific and technical intelligence assessments. Establishes the validity and applicability of data to specific intelligence issues using comprehensive scientific, engineering, and intelligence methods and practices. Advises customers on methods to articulate S&T issues, needs, and requirements.

Provides network-system administration oversight for capabilities, testing, functioning, and troubleshooting and maintains computer hardware and software. Coordinates with team members to review current and long-range plans to upgrade and integrate all new software and hardware with the operating system. Provides constructive review of peers' scientific and technical (S&T) analysis and results.

Uses initiative to deviate from traditional methods to develop new methods or techniques to address current and future S&T requirements aligned to objectives established by the supervisor. Responsible for carrying out assignments independently; complying with complex instructions and guidelines, requesting assistance in the event that a controversial issue arises.

Interfaces with customers, contractors, telecommunications and computer specialists, senior managers, and budget officers to accomplish mission objectives. Provides detailed training for internal as well as external customers and is responsible for the set-up, installation, and implementation of software at customer facilities as required.

Possesses knowledge of government contracting and procurement. Serves as a technical point of contact on contractual efforts involving area of expertise as required. Prepares contractual statements of work describing requirements critical to developing software models and ensures conformity to standards and connectivity with other hardware models and simulations.

Alignment Exercise: Example #12

Position: Administrative Support Assistant

Mission Category _____

Work Category _____ Work Level _____

Band_____ Grade _____

Receives all visitors and telephone calls, makes a determination as to the necessary action to take. Handles standard administrative queries on own initiative; refers calls on technical or policy matters to supervisor or to proper substantive organizations.

Establishes and maintains a wide variety of files and records of correspondence, reports, and various administrative data pertinent to the activity's operations. Able to retrieve and analyze information and data from various sources and specialized systems to accomplish, verify and validate, and correct transactions.

Requests supplies, equipment, and services for the office. Maintains and monitors expenditures for all supplies, equipment, and impress funds, and ensures that the office does not exceed budgetary limitations. Submits requests for the establishment of expendable supply stock and maintains records of items with serial numbers.

Ensures that security clearances for all staff are passed to various agencies, commands, and other organizations for conferences, meetings, and seminars in accordance with applicable directives and DIA regulations.

Types correspondence, forms, summary sheets, messages, and other material including statistical and tabular material and reports from rough drafts. Initiates endorsements on letters of appreciation, military awards, and security requests.

Ensures that such correspondence is complete, accurate, neat, and consistent with existing regulations governing format, grammar, security markings, spelling punctuation, assembly, and necessary coordination. Handles standard administrative queries on own initiative; refers calls on technical or policy matters to supervisor or to proper substantive organizations. Able to conduct research and analysis to validate information or data and compile data into reports based upon internal and external sources to provide a basis for developing recommendations with minimal supervision. Special guidelines are available. Employee uses judgment in selecting and applying the appropriate guidelines. Finished work is checked for accuracy, adequacy, and adherence to instructions the supervisor provides.

Position Alignment Exercise—Answer Key

Example 1: Security Assistant

Mission Category: Enterprise Management and Support

Work Category: Technical/Administrative Support

Work Level: Entry/Developmental

Band: 1

Grade: 6

Suggested Factor Decisions:

A-3 20 points

B-2 25 points

C-2 30 points

D-3 35 points

E-1 5 Points

115 Points = GG-6

Discussion: This position descriptions talks to the general nature of work being performed as following guidance and procedures, with some support provided to others and limited independent judgment in making suggestions and revisions. As with most positions, it doesn't align word for word with one work level, or even the factors used to determine the appropriate grade. This exercise shows the challenge of reviewing and understanding the position description to enable you to determine the best fit for the alignment of positions. Holistically looking at the work that is being described helps. In this case, while some of the work could be interpreted to be at the Full Performance Level and/or be considered for higher factors, the purpose of the work and the bulk of the work is not at the Full Performance Level. The work is closely supervised, another indicator of limited independent judgment more appropriate for the Entry/Developmental Work level. It is also important to keep in mind that Entry/Developmental as the title of Work Level 1 for Technician/Administrative Work may not be the best title (in fact, we may not agree that it's the appropriate name for the work level it is describing), but the description of the work in this position description fits comfortably in the Entry/Developmental work level, and does not fit comfortably in the Full Performance work level. On mission category, Component decisions on mission categories could align positions to other mission categories that the one chosen as the best fit in this class. Since mission categories may be determined outside of the Human Capital arena, following component process for this determination is the best answer in real life, for this exercise we make the best selection we can based on the information we have. In looking at the Supervision Received Factor ("E") an alternative determination of factor E-2, vice E-1, would result in 130 points and align to GG-7. Some participants might get this result, and it could be an acceptable decision. While the grade could be higher, the work level is still appropriate at Entry/Developmental.

Example 2: Secretary

Mission Category: Enterprise Management and Support

Work Category: Technician/Administrative Support

Work Level: Entry/Developmental

Band: 1

Grade: 7

Suggested Factor Decisions:

A-3 - 20 Points

B-2 - 25 Points

C-2 - 30 Points

D-3 - 35 Points

E-2 - 20 Points

130 Points = GG-7

Discussion: The reason this position fits best in the Entry/Developmental work level is that it is largely routine work and the primary function is execution of established office procedures. Doing two different types of work, in this case, secretarial work and payroll, does not make the work more complex, as both are work that require some independent performance of duties but at the same level and following established procedures. Some participants could determine that it is GG-6 work. There are some components where this would be a GG-6 position, and participants interpreting any factor at a lower level than the suggested decisions would have results reflecting the GG-6. This is because the position is only 1 point from a GG-6 with the suggested factor decisions. While the GG-7 is suggested, the GG-6 would be acceptable. If participants identified the work level as Full Performance, we encourage revisiting this decision with an eye to holistically determining the best fit. The restrictions on this individual applying independent judgment and notes that they follow policy and procedures in almost everything they do point to Entry/Developmental work level.

Example 3: Budget Analyst

Mission Category: Enterprise Management and Support (others could be used also)

Work Category: Professional

Work Level: Full Performance

Band: 3

Grade: 12

Suggested Factor Decisions:

A-6 - 60 points

B-3 - 50 points

C-4 - 70 points

D-3 - 35 points

E-5 - 75 points

290 = GG-12

Discussion: This position description reflects the full range of independence, collaboration and budget tasks and requirements expected at the Full Performance work level. The description is framed within parameters that infer it is not of the broader scope and depth as expected at the Senior Work Level (Band 4/Grades 13/14). Depending on frame of reference, participants may see the factors aligning to the GG-12 (as shown), or possibly to the GG-13. Knowing the size of the organization and the budget range (how much money we are talking about?) would probably help those on the fence on some of the factors. In the real world, in the position alignment process we could go back and ask for this information if not included in the position description. In this case we can't and we need to make the best decision possible with the information provided.

Example 4: Program Analyst

Mission Category: Enterprise Mission Support or Mission Management

Work Category: Professional

Work Level: Senior

Band: 4

Grade: 13

Suggested Factor Decisions:

A-7 - 80 points

B-4 - 70 points

C-3 - 50 points

D-5 - 75 points

E-4 - 55 points

330 Points GG-13

Discussion: This position is useful in showing that the broad scope of the Senior Level Work Level can apply at the GG-13 level. This position description is challenging to review because scope and importance of the work are referenced repeatedly and the inclination may be to assign higher factor levels. This is an excellent position to encourage the review of the higher and lower factor levels to grow confidence in the factor levels selected. For example, Factor C, level 3 was selected. Looking at Factor C, level 4, it is clear that Scope of Authority and Effect of Decisions does not meet that level. Knowing that the higher level doesn't apply, makes the application of level 3 a clear fit.

Example 5: Management Analyst

Mission Category: Enterprise Management and Support

Work Category: Professional

Work Level: Full Performance

Band: 3

Grade: 13

Suggested Factor Decisions:

A-6 60 points

B-3 50 points

C-3 50 points

D-5 75 points

E-5 75 points

310 points = GG-13

This one is pretty straightforward and no discussion points are included here.

Example 6: Intelligence Officer

Mission Category: Collection and Operations

Work Category: Professional

Work Level: Entry Developmental

Band: 2

Grade: 7

Suggested Factor Decisions:

A-3 20 points

B-2 25 points

C-2 30 points

D-3 35 points

E-2 20 points

130 points = GG-7

Discussion could focus on GG-7/low in the pay band 2 as entry level developmental and description of the work is purely learning as a brand new analyst would initially focus on.

Example 7: Intelligence Officer (General Military Analysis)

Mission Category: Analysis and Production

Work Category: Professional

Work Level: Senior

Band: 4

Grade: 14

Suggested Factor Decisions:

A-7 80 points

B-4 70 points

C-4 70 points

D-5 75 points

E-4 55 points

350 points = GG-14

Discussion: Attention to the entire narrative when reviewing this example will direct the position alignment action to the 14. Some parts of this narrative could be interpreted in multiple ways. For example, "advising national security agencies and others on military threats and trends" could be anything from preparing a weekly report to actually sitting down one-on-one with agency directors. This highlights the importance of looking at the entire position description, in its entirety and each part of it, in context with the full description.

Example 8: Human Resources Specialist (Generalist)

Mission Category: Enterprise Management and Support

Work Category: Professional

Work Level: Full Performance

Band: 3

Grade: 12

Suggested Factor Decisions:

A-6 60 points

B-3 50 points

C-4 70 points

D-3 35 points

E-4 55 points

270 points = GG-12

Discussion: The position description describes a lot of work in different categories that are interrelated. From the description, this position appears to be one of a set of consultants who is assigned specific client organizations. This leads us towards the Full Performance Work Level because of the general feel that this position shares information with customers, answers questions and provides recommendations. The person assigned to this position must have extensive knowledge but from the description is not stepping out into areas with no precedence or responding to issues that are exceptionally complex. The perspective of the participants, partnered with the lack of some clarity in the description has led to varied results for the grade on this example. All classes have agreed with the Full Performance Work level decision, and while most have the result end at GG-12, results have also included the GG-11 and the GG-13. Because it is Human Resources and participants have personal knowledge in this area they are bringing their passion into the decision. With more information as we would have in real life, all would get the same result.

Example 9: Electronics Engineer (Missile Systems/Intelligence)

Mission Category: Analysis and Production

Work Category: Professional

Work Level: Senior

Band: 4

Grade: 14

Suggested Factor Decisions:

A-8 95 points

B-5 95 points

C-4 70 points

D-4 55 points

E-4 55 points

370 points = GG-14

Discussion: This position description provides an example of the struggle that those performing position alignment often have. The words read individually seem to imply a higher level of work, and therefore the alignment to a higher work level and higher factors, but reading the narrative in its entirety puts into context that while the position has broad scope and important work, there are some clear lines drawn that prevent it from being a description of work of the most complex level with the most independence in that there are guidelines and the supervisor remains engaged at more than the lowest levels.

Example 10: Financial Manager

Mission Category: Mission Management

Work Category: Supervision/Management

Work Level: Expert

Band: 5

Grade: 15

Note: Must use alignment factors and points for DCIPS Supervisory Positions

Suggested Factor Decisions:

A-6 115 points

B-5 150 points

C-6 115 points

D-4 125 points

E-9 75 points

580 points = GG-15

Discussion: This position description provides an opportunity to consult the supervisory/managerial factors (called supervisory in DCIPS Volume 2007). Some groups may not notice that they need to use these factors, and even though they may end up with the correct result, they should be encouraged to revisit this example and apply the correct factors. For Factor E, we are assuming that since the individuals are other leaders that they (or at least one of them) are 15s.

In a real life example we would ask for more information but in this case, it doesn't really matter since there are so few points distinguishing between the levels.

Example 11: Computer Engineer

Mission Category: Enterprise Information Technology

Work Category: Professional

Work Level: Senior

Band: 4

Grade: 14

Suggested Factor Decisions:

A-7 80 points

B-4 70 points

C-4 70 points

D-5 75 points

E-5 75 points

370 = GG-14

Discussion: Establishing this position at the Senior Work Level based on the broad range of complex assignments and non-routine situations first helps the alignment process when it comes to assigning factor levels to determine the appropriate grade. The Full Performance Work Level does not as a good fit because the work is broader in scope and complexity and describes the work of an independent SME in a broad and complex field.

Example 12: Administrative Support Assistant

Mission Category: Enterprise Management and Support

Work Category: Technician/Administrative Support

Work Level: Entry/Developmental

Band: 1

Grade: 5

A-3 20 points

B-2 25 points

C-1 15 points

D-2 15 points

E-1 5 points

80 points -- GG-5

Discussion: This is another example of a position where the perspective of the person performing the alignment may try to influence the decisions in the alignment process. The language of the position description implies an assistant who manages multiple routine tasks, some independently but is following established guidelines, even those areas where the person acts independently. It is similar to example number 2 in that it has a wide variety of important functions necessary to keep the office running which may lead to an initial conclusion that this is work at higher level than the description supports.

**Speaking Points:**

- Now let's look at how the Fair Labor Standards Act applies to Defense Intelligence position alignment.

TOPIC 2: FAIR LABOR STANDARDS ACT**Instructor notes:**

- Show slide 4-11, "Fair Labor Standards Act."
- Participant Guide page 4-39

**Fair Labor Standards Act****Fair Labor Standards Act (FLSA)**

- Exemption Status
 - Exempt employee **is not** covered by FLSA
 - Non-exempt employee **is** covered by FLSA
 - Status is based on the job position, not the employee
- Assume that FLSA covers the position (non-exempt status) unless there is a clear determination that one or more of the FLSA exemption criteria apply



HR Elements for HR Practitioners
Position Alignment

Slide 4- 11

Your Notes:



Instructor Notes:

- Refer participants to *Fair Labor Standards Act (FLSA) Coverage* and *FLSA Exemption Status* in the *What You Should Know* boxes on pages 4-39_4-40 of the Participant Guide and ask them to follow along as you discuss the speaking points.
- Briefly review the major points about the Fair Labor Standards Act (FLSA).



Speaking Points:

- FLSA coverage is established using guidance contained in Part 551 of the Code of Federal Regulations (5 CFR, Part 551).
- **Exemption status is based on the job position**, not on the individual employee, and may be based on the geographic location of the positions (5 CFR 551.104).
- Only two of the work levels for the Technician and Administrative Support Work Category, work levels 2 and 3, **require decisions** as to whether a position is FLSA exempt or not **because work level 1 is automatically considered non-exempt** because of the duties and requirements of positions in this work level.

What You Should Know:

Fair Labor Standards Act (FLSA) Coverage

- 5 CFR, Part 551 guides FLSA determinations.
- An FLSA exempt employee is one *who is not covered* by the minimum wage and overtime provisions of FLSA.
- An FLSA nonexempt employee is one *who is covered* by the minimum wage and overtime provisions of the Act.
- **As a rule of thumb, assume that FLSA covers the position** (non-exempt status) unless there is a clear determination that one or more of the FLSA exemption criteria apply.
- Typically, FLSA covers technician and administrative support positions unless they are geographically located in an exempt area, e.g., foreign area. See 5 CFR 551.104.

What You Should Know:

FLSA Exemption Status

- **To determine the exemption status of the position, carefully consider the actual work in relation to the Code of Federal Regulations (CFR) criteria** found at 5 CFR, Part 551. For any exempt position, the position description must include a statement that, at a minimum, cites the specific paragraph(s) of the CFR that serve as the basis for the exemption.
- **Movement of an employee to a different work category or work level may affect the employee's FLSA exemption status.** Remember, exemption status is based on the position, not the employee. For work levels 2 and 3 in the Technician and Administrative Support Work Category, use the Code of Federal Regulations (CFR) criteria to determine if an exemption applies. Further guidance is found on the OPM website: <http://www.opm.gov/flsa/index.asp>
- In applying FLSA rules to Defense Intelligence positions, you should interpret the CFR language as follows: "Grade controlling duties" are those duties that serve as the basis for determining the position's alignment to a work category, work level, band or grade.
- On March 13, 2014, President Obama signed a Presidential Memorandum directing the Department of Labor (DOL) to update the regulations defining which white collar workers are protected by the FLSA's minimum wage and overtime standards. The DOL published a Notice of Proposed Rulemaking on July 6, 2015. Be on the lookout for additional changes to employee exemption status.



Speaking Points:

- Let's review what we learned about the Defense Intelligence position alignment system.

LESSON 4 REVIEW



Instructor Notes:

- Show slide 4-12, “Lesson 4 Review.”
- Participant Guide page 4-41



Lesson 4 Review

Lesson 4 Review

- Topic 1 – Aligning Positions to the DCIPS Occupational Structure
- Topic 2 – Fair Labor Standards Act (FLSA)



HR Elements for HR Practitioners
Position Alignment

Slide 4- 12

Your Notes:

- Review the topics covered in this lesson.
-



Speaking Points:

- In this lesson you learned the importance of accurate position descriptions and identified factors that determine a position's alignment.
- You also aligned 12 positions to the DCIPS Occupational Structure. This alignment process applies to all Defense Intelligence positions; both in the pay banded and graded structures.
- As a reminder, one of the challenges of position alignment is **avoiding position overgrading**. To overcome this challenge, you must consider the entire position description to help you make the appropriate decision, rather than any single factor.
- You also learned about FLSA determinations.



Instructor Notes:

- Clarify any questions about what was covered in this lesson.

Lesson Transition:

The next lesson looks in detail at employment and placement.