



Police Department

Edward A. Flynn
Chief of Police

September 23, 2008

The Honorable
Fire and Police Commissioners
200 E. Wells Street, Room 706
Milwaukee, WI 53202

RE: RECLASSIFICATION REQUEST

Dear Commissioners:

Attached are job descriptions and job analysis questionnaires for the positions of Safety Specialist Senior (3 positions) and Office Assistant III, assigned to the Safety Division. I respectfully request that these positions be studied for reclassification to reflect the increased duties, responsibilities and accountability of these positions. The Safety Specialist Senior position(s), currently occupied by Sherry Nelson, Delores Thomas, and Lishunda Patterson, perform a full range of duties and are responsible for the administration, coordination, and management of numerous programs directed citywide for community safety. This position also oversees the Department's School Crossing Guard Program. In addition, the Safety Specialist Senior provides education and installation of car seats and car seat checks for State compliance.

Currently, Roseanne Mack holds the position of Office Assistant III. This position serves as the assistant to the Safety Director and Safety Specialist Seniors and performs all administrative services to the Safety Division. Additionally, as the lead worker, this position provides guidance and instruction to the School Crossing Guard Operators assigned to the office of the Safety Division.

The levels of responsibility and accountability of these positions have increased over time to effectively respond to the significant volume of demands of the Department's workforce, other City Departments and outside agencies. I therefore, request that these reclassification requests be referred to the Department of Employee Relations (DER) for study. Department representatives are prepared to assist DER staff with this reclassification process.

Sincerely,

EDWARD A. FLYNN
CHIEF OF POLICE

EAF:blm
Attachment
Cc: Assistant Chief Monica Ray

JOB DESCRIPTION

FOR DER USE ONLY

Vacancy No. _____	
City Service Commission: _____	Finance Committee: _____
Fire & Police Commission: _____	Common Council: _____

Instructions: Complete all sections except No. 11. Refer to the "Guidelines for Preparing Job Descriptions" for instructions on completing specific items.

1. Date Prepared/ Revised: 8/15/08		2. Present Incumbent: Lishunda Patterson/ Delores Thomas/ Sherry Nelson		Is incumbent underfilling position? YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>	
3. Date Filled: 01/22/99		4. Previous Incumbent: Darwin Cone		If YES, indicate underfill title in box 10.	
5. Department: Milwaukee Police Department		Bureau: Division: Safety Division		Unit: Section:	
6. Work Location: 6680 N. Teutonia Ave.		Telephone: 935-7990 Email:		Work Schedule: Hours: 8 / Days: 5	
7. Represented by a Union? None		8. Bargaining Unit: Management General City If in District Council 48, chose a Local: None			9. FLSA Status: Non-EXEMPT
10.	Official Title: Safety Specialist Senior (3 positions)		Pay Range	Job Code	EEO Code
			4	4366	204
	Underfill Title (if applicable):				
	Requested Title (if applicable): Safety Program Manager		6		
Recommended Title (DER Use Only):		Approved by: _____			
		Date: _____			

11. BASIC FUNCTION OF POSITION: Under the supervision of the Safety Director, the Safety Specialist Senior position is responsible for the administration and coordination, and management of numerous programs directed citywide for community safety. These services include the School Crossing Guard Program, Pedestrian and Bicycle Safety, Safe Routes to School Program, Water Safety Program, Safety Patrol Education Program, and Employee Safety. Provides education and installation of car seats and car seat checks for State compliance.

12. DESCRIPTION OF JOB (Check if description applies to **Official Title** or **Underfill Title**):

A. ESSENTIAL FUNCTIONS/Duties and Responsibilities: (Refer to the "Guidelines for Preparing Job Descriptions" for instructions on determining Essential Functions.)

% of Time	ESSENTIAL FUNCTION
60%	<ul style="list-style-type: none"> Responsible for the management, coordination, administration and assignment of regular and substitute School Crossing Guards for Milwaukee Schools. This position oversees the recruitment, selection, background check and assignment of all School Crossing Guards. Provides orientation, training, and coaching. Conducts complex traffic studies to prepare recommendation for the placement and assignment of SCG for school crossing protection and field observation of traffic conditions. Investigates citizen complaints and community service requests regarding school crossing protection, including traffic problems.
20%	<ul style="list-style-type: none"> Coordinates the citywide Pedestrian and Bicycle Safety Program, Safety Patrol Education Program, Safe Routes to School Program, Water Safety Program and Employee Safety. Develops annual Safe Routes to School Maps and Brochures, School Bus Safety Information, Pedestrian Safety Information for Parents (translation in both Spanish and English), Traffic and Walking Booklets for K-5 Students, water safety brochures, and teaching curriculum for area elementary schools, Day Care Centers, Non Profit Community Agencies and churches for citywide distribution. Conducts in-service for teachers and students regarding traffic safety.
10%	<ul style="list-style-type: none"> Recommends traffic safety measures to school principals, traffic engineers and public officials. Assists the Safety Division in providing other program services in the areas of Defensive Driving and Public Passenger Vehicle Administration. Serves as the Division's Grant Coordinator. Analyze work injury trends for Milwaukee City departments to develop Safety tips to help decrease the number of work related injuries.

F. MINIMUM QUALIFICATIONS REQUIRED: (Indicate the MINIMUM qualifications required to enter the job.)

i. Education and Experience:

Bachelors Degree in Education, Community Education or related field. Prior experience in the areas of program development, coordination and administrative oversight in community safety programming, employee supervision, knowledge and background experiences in the areas of Public Safety. NOTE: Equivalent combination of education and experience maybe considered.

ii. Knowledge, Skills and Abilities:

Knowledge of and experience in program development, coordination and the delivery of safety programs. Ability to supervise staff, excellent public speaking and instructional skills. Proven ability to work with diverse populations on a professional basis.

iii. Certifications, Licenses, Registrations:

Certifications in Human Resources Professional Development and Management desirable.

iv. Other Requirements:

Microsoft Word Complete (Microsoft Access 2003 and Microsoft Excel 2000), City Resident and Valid Wisconsin Driving License

13. PHYSICAL AND ENVIRONMENTAL DEMANDS: TOOLS AND EQUIPMENT USED

The Americans with Disabilities Act of 1993 requires job descriptions to provide detailed information regarding the physical demands required to perform the essential functions of a job; the conditions under which the job is performed; and the tools and equipment the employee will be required to use on the job. Reasonable accommodations may be made to enable qualified individuals to perform the essential duties and responsibilities of the job for each of the categories listed below.

G. PHYSICAL ACTIVITY OF THE POSITION: (List the physical activities that are representative of those that must be met to successfully perform the essential functions of the job).

CHECK ALL THAT APPLY:

<input type="checkbox"/>	Climbing: Ascending or descending ladders, stairs, scaffolding, ramps, poles, and the like; using feet and legs and/or hands and arms. Body agility is emphasized. Check only if the amount and kind of climbing required exceeds that required for ordinary locomotion.
<input type="checkbox"/>	Balancing: Maintaining body equilibrium to prevent falling when walking, standing or crouching on narrow, slippery or erratically moving surfaces. Check only if the amount and kind of balancing exceeds that needed for ordinary locomotion and maintenance of body equilibrium.
<input type="checkbox"/>	Stooping: Bending body downward and forward by bending spine at the waist. Check only if it occurs to a considerable degree and requires full use of the lower extremities and back muscles.
<input type="checkbox"/>	Kneeling: Bending legs at knee to come to a rest on knee or knees.
<input type="checkbox"/>	Crouching: Bending the body downward and forward by bending leg and spine.
<input type="checkbox"/>	Crawling: Moving about on hands and knees or hands and feet.
<input checked="" type="checkbox"/>	Reaching: Extending Hand(s) and arm(s) in any direction.
<input type="checkbox"/>	
<input checked="" type="checkbox"/>	Standing: Particularly for sustained periods of time.
<input checked="" type="checkbox"/>	Walking: Moving about on foot to accomplish tasks, particularly for long distances.
<input checked="" type="checkbox"/>	Pushing: Using upper extremities to exert force in order to draw, press against something with steady force in order to thrust forward, downward or outward.
<input type="checkbox"/>	Pulling: Using upper extremities to exert force in order to draw, drag, haul or tug objects in a sustained motion.
<input type="checkbox"/>	Lifting: Raising objects from a lower to a higher position or moving objects horizontally from position-to-position. Check only if it occurs to a considerable degree and requires substantial use of the upper extremities and back muscles.
<input checked="" type="checkbox"/>	Fingering: Picking, pinching, typing or otherwise working primarily with fingers rather than with the whole hand

	or arm, as in handling.
<input type="checkbox"/>	Grasping: Applying pressure to an object with fingers and palm.
<input type="checkbox"/>	Feeling: Perceiving attributes of objects such as size, shape, temperature or texture by touching with the skin, particularly that of the fingertips.
X	Talking: Expressing or exchanging ideas by means of the spoken word. Those activities which demand detailed or important instructions spoken to other workers accurately, loudly or quickly.
X	Hearing: Perceiving the nature of sounds with no less than a 40 db loss. Ability to receive oral communication and make fine discriminations in sound.
x	Repetitive Motions: Substantial movements (motions) of the wrist, hands, and/or fingers.
X	Driving: Minimum standards required by State Law (including license).

H. PHYSICAL REQUIREMENTS OF THE POSITION: (List the physical requirements that are essential functions of the job.)

CHECK ONE:

X	Sedentary Work: Exerting up to 10 pounds of force occasionally and/or negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects. Sedentary work involves sitting most of the time. Jobs are sedentary if walking and standing are required only occasionally and all other sedentary criteria are met.
<input type="checkbox"/>	Light Work: Exerting up to 10 pounds of force occasionally and/or negligible amount of force constantly to move objects. If the use of arm and/or leg controls requires exertion of forces greater than that for sedentary work and the worker sits most of the time, the job is rated for Light Work.
<input type="checkbox"/>	Medium Work: Exerting up to 50 pounds of force occasionally and/or up to 20 pounds of force frequently, and/or up to 10 pounds of force constantly to move objects.
<input type="checkbox"/>	Heavy Work: Exerting up to 100 pounds of force occasionally, and/or up to 50 pounds of force frequently, and/or up to 20 pounds of force constantly to move objects.
<input type="checkbox"/>	Very Heavy Work: Exerting in excess of 100 pounds of force occasionally, and/or in excess of 50 pounds of force frequently, and/or in excess of 20 pounds of force constantly to move objects.

I. VISUAL ACUITY REQUIREMENTS: (List the visual acuity requirements that are essential functions of the job.)

CHECK ONE:

X	Operators (Electronic Equipment), Inspection, Close Assembly, Clerical, Administrative: <input type="checkbox"/> This is a minimum standard for use with those whose job requires work done at close visual range (i.e. preparing and analyzing data and figures, accounting, transcription, computer terminal, extensive reading, visual inspection involving small parts, operation of machines, using measurement devices, assembly or fabrication of parts).
<input type="checkbox"/>	Machine Operators, Mechanics, Skilled Tradespeople: This is a minimum standard for use with those whose work deals with machines where the seeing job is at or within arm's reach. This also includes mechanics and skilled tradespeople and those who do work of a non-repetitive nature such as carpenters, technicians, service people, plumbers, painters, mechanics, etc. (If the machine operator also inspects, check the "Operators" box.)
<input type="checkbox"/>	Mobile Equipment Operators: This is a minimum standard for use with those who operate cars, trucks, forklifts, cranes, and high lift equipment.
<input type="checkbox"/>	Other: This is a minimum standard based on the criteria of accuracy and neatness of work for janitors, sweepers, etc.

J. THE CONDITIONS THE WORKER WILL BE SUBJECT TO IN THIS POSITION:

List the environmental/working conditions to which the employee may be exposed while performing the essential functions of the job. Include scheduling considerations such as on-call for emergencies, rotating shift, etc. **Approximate Percentage of time performing field work:** _____%

CHECK ALL THAT APPLY:

<input type="checkbox"/>	None: The worker is not substantially exposed to adverse environmental conditions (such as typical office or administrative work).
<input type="checkbox"/>	The worker is subject to inside environmental conditions: Protection from weather conditions but not necessarily from temperature changes (i.e. warehouses, covered loading docks, garages, etc.)
<input type="checkbox"/>	The worker is subject to outside environmental conditions: No effective protection from weather.
<input type="checkbox"/>	The worker is subject to extreme cold: Temperatures below 32 degrees for period of more than one hour.
<input type="checkbox"/>	The worker is subject to extreme heat: Temperatures above 100 degrees for periods of more than one hour.
<input type="checkbox"/>	The worker is subject to noise: There is sufficient noise to cause the worker to shout in order to be heard above the surrounding noise level.

<input type="checkbox"/>	The worker is subject to vibration: Exposure to oscillating movements of the extremities or whole body.
<input type="checkbox"/>	The worker is subject to hazards: Includes a variety of physical conditions, such as proximity to moving mechanical parts, electrical current, working on scaffolding and high places or exposure to chemicals.
<input type="checkbox"/>	The worker is subject to atmospheric conditions: One or more of the following conditions that affect the respiratory system or the skin: Fumes, odors, dust, mists, gases or poor ventilation.
<input type="checkbox"/>	The worker is subject to oil: There is air and/or skin exposure to oils and other cutting fluids.
<input type="checkbox"/>	The worker is required to wear a respirator.

K. MACHINE, TOOLS, EQUIPMENT, ELECTRONIC DEVICES, SOFTWARE, ETC. USED BY POSITION:

List equipment needed to successfully perform the essential functions of the job. Reasonable accommodations may be made to enable qualified individuals with disabilities to perform the essential functions.)

CHECK ALL THAT APPLY:

<input checked="" type="checkbox"/> Camera and photographic equipment <input type="checkbox"/> Cleaning supplies <input checked="" type="checkbox"/> Commercial vehicle <input checked="" type="checkbox"/> Data processing equipment <input checked="" type="checkbox"/> Handcart	<input checked="" type="checkbox"/> Office Equipment (desk, chair, telephone, etc.) <input checked="" type="checkbox"/> Office supplies (pens, staplers, pencils, etc.) <input checked="" type="checkbox"/> Packing materials (boxes, shrink wrap, etc.) <input checked="" type="checkbox"/> PC equipment (monitor, keyboard, printer, etc.) <input checked="" type="checkbox"/> PC software
<input type="checkbox"/> Hand tools (<i>please list</i>):	
<input type="checkbox"/> Office Machines (<i>check all that apply</i>): <input type="checkbox"/> Copier <input checked="" type="checkbox"/> Facsimile <input type="checkbox"/> Calculator <input type="checkbox"/> Cash register	
<input type="checkbox"/> Other (<i>please list</i>):	

L. SUPPLEMENTARY INFORMATION: (Indicate any other information which further explains the importance, difficulty, or uniqueness of the position, such as its scope of responsibility related to finances, equipment, people, information, etc. Also indicate success factors such a personal characteristics that contribute to an individual's ability to perform well in the job, and any other special considerations.)

M. I believe that the statements made above in describing this job are complete and accurate:



Signature of Department Head or Designated Representative



Department of Employee Relations
Compensation Services Section
City Hall, Room 706
R. 05/16/07

**JOB ANALYSIS QUESTIONNAIRE
For City of Milwaukee Classification Studies**

Background and Purpose:

The purpose of this Questionnaire is to gather comprehensive information about jobs directly from individuals performing the work so that the Department of Employee Relations can consider all relevant information and make a fair and informed decision as to whether a change in classification is appropriate.

Thank you for taking the time to complete this Questionnaire. While the Questionnaire is somewhat lengthy, some sections may not apply to your job. Please keep in mind that the process of evaluating a job is quite complex and requires the analysis of a number of job-related factors. The items in this Questionnaire are designed to elicit the information needed for this analysis. Therefore, it is to your advantage to complete the Questionnaire as thoroughly and accurately as possible.

It is also important to note that the classification study process focuses entirely on the duties and responsibilities of the job and not on the job performance, amount of training, special talents and abilities, or other characteristics of the incumbent.

Employee Guidelines:

- This Questionnaire has been formatted to be completed "on-screen." Move your cursor to the first field, type and then tab to the next field. Please name and save this document if you cannot complete it at once.
- Answer each question as completely and as accurately as possible, yet in a concise manner. If a question is not applicable, please write "does not apply."
- Take the time to read through the entire Questionnaire before proceeding.
- You are permitted to complete the Questionnaire during regular working hours as long as it does not interfere with the performance of your job duties or providing service to your internal and external customers.
- Do not try to complete the entire Questionnaire all at once. Make notes on each section and then go back over your responses during the time you have to complete the information.
- Keep the Questionnaire at or near your work station or desk. As you are performing your job, you will think of additional information. Later, go back and review it and, if necessary, revise what you have written.
- Attach additional pages, if necessary.
- Forward the completed Questionnaire to your immediate supervisor for review, comments and signature.

If you have any questions or do not understand any part of the Questionnaire or need any assistance, contact either your supervisor or Andrea Knickerbocker, Human Resources Manager at 286-3387 (or Faranda Wragg, 286-3143) in the Department of Employee Relations.

When completed and reviewed by your supervisor, it should be sent to the Department of Employee Relations, City Hall, Room 706, and ATTN: Faranda Wragg.

- In completing this section you may use the Job Description as a guide, but please make sure you describe the job as it is actually performed.
- In the spaces below, please identify the 3-5 major responsibility areas that comprise your job. Then below each major responsibility area describe the specific duties and responsibilities that are associated with that area. Also indicate the approximate percentage of time spent in each major responsibility area.
- List the most important responsibility area first, the second most important, and so forth.
- Begin each duty/responsibility statement with an action verb, such as "plans," "monitors," "supervises," "reviews," and the like.
- Do not list any duty or responsibility that requires less than 5% of the time.

60%	Major Responsibility Area: Personnel - School Crossing Guard Program
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Specific duties within this responsibility area:

- Provides for management oversight for the coordination and administration including personnel administration for the Citywide School Crossing Guard Program.
- Supervises and manages the placement and assignment of 200 School Crossing Guards, 27 Substitute School Crossing Guards, 3 School Crossing Guard Operators, and 2 School Crossing Guard Dispatchers.
- Recruit - Work with schools, community groups, MPD, City of Milwaukee, Job Fairs, etc to recruit School Crossing Guards.
- Selection - Interview, analyze background checks, arrange for fingerprints, photos and medical examinations.
- Supervision - Ongoing coaching, performance reviews and recommends disciplinary action.
- Training - On the job training, coordinate training school, annual training meeting, and School Crossing Guard Recognition meeting.
- Uniforms-Work with vendors,order,maintain inventory.

25%	Major Responsibility Area: Program Management - Coordination of City-wide Safety Patrol Program
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Specific duties within this responsibility area:

- Prepare informational training packet for each of 224 schools.
- Conduct inservice training session for the cadet advisor assigned from a school.
- Conduct training program for cadet and advisors at a school when requested.
- Order supplies provided to schools to run cadet program (belts, rule books, permission forms, etc.)
- Fill supply orders sent in by schools and deliver to the school.
- Recognition-Coordinate with Service Organizations to sponsor award luncheons, order and distribute award pens/certificates. etc.
- Serve on Wis Dells reward trip Committee.
- Coordinate citywide Bicycle, Pedestrian, Water, and Firework Safety Program.
- Researches and Analyzes citywide traffic accident data to prepare targeted accident prevention programs.
- Design teacher's guides, pamphlets, posters, and promotions for Bicycle, Pedestrian, Water, Firewroks Safety Program.
- Plan, prepare, and present Bicycle, Pedestrian, Water, and Fireworks Safety Programs.
- Conducts Bicycle Rodeos citywide.
- Coordinates Department-wide Employee Safety Program which includes analyzing work injury trends and develops Safety Tips for Departmental distribution to decrease the number of employee work related injuries.
- Coodinate MPD Worksite Safety Survey for the purpose of capturing data on the workplace environment as well as identifying training needs in order to reduce work related injuries.
- Coordinate a citywide Pedestrian Safety Program including a Safe Routes to School component with Milwaukee Public School District.
- Conduct In-Service Training Programs on Pedestrian Safety to three hundred and eighty three Preschools and Daycare Centers.
- Develop annual Safe Routes to School Maps and Brochures, School Bus Safety Information, Pedestrian

Safety Information for Parents (translation in both Spanish and English), and Traffic and Walking Booklets for K-5 Students.

- r) Coordination and oversight of a citywide Water Safety Program and development of water safety educational brochures for the distribution to citywide Schools, Day Care Centers, Non Profit Community Agencies, and Churches.
- s) Attend community Safety Fairs.

15%	Major Responsibility Area: Traffic Safety & Other Duties
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Specific duties within this responsibility area:

- a) Conducts complex traffic studies and prepares recommendations for placement of school crossing guards.
- b) Conduct field observations and investigate citizen complaints, Aldermanic service requests, and other requests from city officials and make recommendation to reduce safety hazards throughout the City of Milwaukee. Work closely with City of Milwaukee Traffic Infrastructure Services (Traffic Engineering) to request school related traffic controls to improve safety in and around the school; i.e. traffic conditions and child-crossing patterns.
- c) Create safe route maps for elementary schools.
- d) Provides program assistance in the coordination of Pedestrian, Water, Firework Safety, and Cadet Program presentations.
- e) Represent Division at City Hall and other community meetings and events.
- f) Conduct Child Car Seat checks to the public as requested, attend training and present education as required to recertify as a Car Seat Technician.
- g) Assist the Safety Division in providing delivery of services in the administration of Defensive and Public Passenger Vehicle Administration.
- h) Serves as member of Citywide Central Safety Committee and Training Sub-committee.
- i) Serves as member of Safe Kids Coalition. Also, lead helmet fitter for Safe Kids Winner Wear Helmet Event.
- j) Serves as member of Health & Wellness Committee.
- k) Assist with the coordination of Safety Grants for the Safety Division.

%	Major Responsibility Area:
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Specific duties within this responsibility area:

- a)
- b)
- c)
- d)
- e)
- f)

%	Major Responsibility Area:
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Specific duties within this responsibility area:

- a)
- b)
- c)
- d)
- e)
- f)

5) CHANGES IN THE POSITION'S RESPONSIBILITIES

Describe the principal changes which have occurred in the duties and responsibilities of your job since it was last classified or since you were hired into the position. Refer to responsibilities areas outlined above. Important: Describe how each change has impacted the position in terms of skills required, physical or mental effort, responsibility level, and working conditions.

Duty/Respon. No. 1	After the Child Safety Supervisor position was eliminated, assigned to coordinate the City-wide Safety Patrol Program-This involves working with all schools to establish a cadet program, inservice training for advisors, training safety cadets, ordering and maintaining supplies, all correspondence involving the program, and dealing with overall problems. Also coordinate with sponsor organizations on award luncheons and rewards.
Duty/Respon. No. 2	Assigned to the School Crossing Guard Uniforms-This involves finding and working with vendors and ordering uniform equipment within the assigned yearly budget. Also the maintenance of inventory which also includes preparing for cleaning.
Duty/Respon. No. 4	Car Seat Technician-To maintain two year certification, we conduct car seat checks to the public as requested, attend quarterly training, participate in organized car seat check events, and provide educational sessions to the public.
Duty/Respon. No. 4	In 1989, when our office was moved to the Police Department, Supervision and discipline responsibilities of School Crossing Guards was increased and procedures were changed.
Duty/Respon. No. 4	Assist with the Defensive Driving Class/Public Passenger Vehicle Test in the absence of the Safety Specialist responsible for it.
Duty/Respon. No. 4	Develop and Coordination of Water and Fireworks Safety Program and Presentations.
Duty/Respon. No. 4	Two School Crossing Guard Dispatchers and Three Crossing Guard Operators were brought into the Safety Division Office-They are supervised by the Safety Specialists.
Duty/Respon. No. 4	Coordinate Departmentwide Employee Safety Program. Analyzing work injury trends and develops Safety Tips for Departmental distribution to decrease the number of employee work related injuries. Also assigned to serve as member of Citywide Central Safety Committee, Training Sub-committee, and Health & Wellness Committee.
Duty/Respon. No. 4	Assist in the Coordination of Safety Grants by writing and implementing grants.
Duty/Respon. No. 4	TIME System Manager - Assuring compliance of two year certification for running/reviewing wanted checks on School Crossing Guard candidates.

6) LEAD WORKER RESPONSIBILITIES

Lead workers function in a "lead" capacity for a group of employees working on a project or on a regular assigned basis and typically spend a substantial portion of their time performing the same or similar duties as those they are leading. Lead worker duties may include those listed below in Item C.

- a) Do you ever act as a lead worker for other employees? Yes No
- b) What proportion of your time do you spend on lead worker responsibilities? **100%**
- c) Type of direction provided. Check each of the phrases below which describe the kind of direction this position is required to exercise independently:

- | | |
|--|---|
| <input type="checkbox"/> Train employees | <input checked="" type="checkbox"/> Set work priorities |
| <input type="checkbox"/> Assign/lay out work for employees | <input checked="" type="checkbox"/> Balance the work among employees |
| <input checked="" type="checkbox"/> Answer questions | <input checked="" type="checkbox"/> Schedule work |
| <input checked="" type="checkbox"/> Monitor work in progress | <input checked="" type="checkbox"/> Make reports to managers/supervisors |
| <input checked="" type="checkbox"/> Provide direction | <input checked="" type="checkbox"/> Provide general input on employee performance to manager/supervisor |
| <input checked="" type="checkbox"/> Review work products/results | |

7) SUPERVISION EXERCISED

- a) Do you formally supervise other employees Yes No

- b) What is the **total number** of employees for whom you are responsible, directly and indirectly? **232**
- c) List below the job titles of the people who report **directly** to you and the number of employees within each title:

TITLE	No. of Employees
School Crossing Guards	200
School Crossing Guard Substitutes	27
School Crossing Guard Operators	3
School Crossing Guard Dispatchers	2

- d) What proportion of your time do you spend in supervisory duties and/or planning or reviewing the work of others?
100%
- e) Type of Supervision
Check each of the phrases below which describe the kind of supervision this position is required to exercise independently:

General Supervision	Employment Decisions	Performance Management
<input checked="" type="checkbox"/> Plan work, establish priorities <input checked="" type="checkbox"/> Assign work, add or delete duties <input checked="" type="checkbox"/> Instruct and train in methods and procedures <input checked="" type="checkbox"/> Check/inspect completed work <input checked="" type="checkbox"/> Respond to complaints <input type="checkbox"/> Respond to grievances (Step 1) <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> Make hiring recommendations <input checked="" type="checkbox"/> Make final decision on hiring <input type="checkbox"/> Make promotional recommendations <input type="checkbox"/> Make final decisions on promotions <input checked="" type="checkbox"/> Recommend transfer /reassignment <input type="checkbox"/> Other:	<input type="checkbox"/> Prepare probationary report <input checked="" type="checkbox"/> Prepare performance evaluation <input checked="" type="checkbox"/> Make recommendations regarding unsatisfactory performance <input checked="" type="checkbox"/> Prepare performance/job improvement plan <input checked="" type="checkbox"/> Recommend disciplinary action <input checked="" type="checkbox"/> Recommend termination <input type="checkbox"/> Other:

8) SUPERVISION RECEIVED

- a) To what extent are your work assignments and methods outlined, reviewed, and approved by your Supervisor?
Safety Director reviews and approves final product.
- b) Do you establish your own work priorities or are they established for you? If established by others, please identify them by job title.
We establish our own work priorities but at times when emergencies arise, the Safety Director will redirect work assignments.
- c) List positions, other than your immediate supervisor, that provide you with advice, counsel, or functional guidance, and briefly discuss the nature and purpose of that guidance.

N/A

9) DECISION AUTHORITY/RECOMMENDATION AREAS

List responsibilities or activities for which you have **full decision-making authority** to implement (approval of others not required):

- a) School Crossing Guard Program
- b) Scheduling and conducting car seat checks for citizens, Bicycle presentations, Bike Rodeos, Pedestrian and Water Presentations.
- c) Safety Fairs

List responsibilities or activities for which you **make recommendations to a supervisor** for final decision:

- a) School Safety Patrol, Pedestrian, Water, Bicycle, and Fireworks Safety Programs
- b) Ordering and maintenance of School Crossing Guard Uniforms, and Employee Safety Tips
- c) Termination of School Crossing Guard's employment.

10) **PROCEDURES/GUIDELINES AVAILABLE**

What precedents, rules, instructions or procedures are available to guide or influence most of your job-related duties (i.e., policies, reference manuals, handbooks, legislation, regulations...)?

Child Safety Policies and Procedures, MPD Rules and Procedures Manual, and School Crossing Guard Rules and Procedures Manual.

To what extent would you have the freedom to change or make recommendations to modify such procedures or guidelines?

We have the freedom to change or make recommendations to the School Crossing Guard Rules and Procedures Manual. However, we are unable to make changes to the others listed above.

In what ways and how frequently is independent thinking required in originating new or improved operating/administrative strategies, procedures or plans? *Please be specific and provide examples of when you have done so.*

We continually try to streamline work to limit paperwork and time as well as updating procedures and technology to be more cost effective to the city and at the same time, lowering the safety risks of injuries, ie: Crossing guard uniforms- change to new style coat using MPD surplus coats which saved the city money on purchasing new coats, switched to more visible lime/yellow vest to comply with changes in law which caused a reduction in the number of drivers going through crossing guard's signal to stop, changes in violation and procedures saves time and ensures better follow-up by police officers, changes from guards calling in absences and attendance from the Police Districts to the Safety Division which caused better accountability of the guards, direct coverage at school crossings, and reduce the number of telephone calls to the Districts.

11) **PROBLEM SOLVING**

Identify the most routine and the most complex problems or issues you face while performing the duties of your position.

- a) Routine problems:

Day to day operation dealing with School Crossing Guard issues-ie: problems with citizens, requesting police squads for traffic or other related problems, students, absences of guards, minor rule violations, citizen complaints and complaints from school officials against guards, guards personal problems, morale, etc.

- b) Problems with students at school crossings ie: not listening to the guard, use of profanity, fighting, and playing on the corners.
- c) Working with students who are disrespectful and uncooperative when presenting programs.

- d) Most complex problems:

Serious rule violations of School Crossing Guards and irate citizens.

- e) To what extent are you able to identify, develop and implement alternative work methods to deal with unusual circumstances in your work? *Please provide examples.*

Construction and other emergencies may arise where we have to give guards instructions on how to perform their duties and still be within the guidelines of our safety procedures, ie: flooding in street, dead animals, motor vehicle crashes, police emergencies, animal at large, etc.

12) CONTACTS WITH OTHERS

Describe the purpose and frequency (daily, weekly, monthly, etc.) of any recurring contacts you have with others both within and outside your immediate work group. Give examples of specific kinds of people contacted (indicate job function or title) and indicate the purpose and frequency of those contacts.

- a) Contacts with other employees within your Department other than the people you supervise:

Work With	Purpose of Contact	Frequency
District Captains	Request enforcement, accident reports, problems with citizens, violation cards, and other community events	Daily-Periodically
Communications Supervisor	Request police squad for school crossings	Periodically
Other members of MPD	Request staff for training purposes, and participation at events.	Periodically

- b) Contacts with employees in other City departments, elected officials, Mayor's Office:

Work With	Purpose of Contact	Frequency
Mayor and Aldermen	Attendance at various events, Aldermanic Service Request and complaints	Periodically
Schools	Programs, safety fairs, other events, request for school crossing guards as well as problems with guards	Daily
Traffic Engineering	School zone traffic requests/problems	Periodically

- c) Contacts with persons outside the City, including the media:

Work With	Purpose of Contact	Frequency
Citizens	Complaints	Daily-Periodically

- d) Other than subordinates, to whom do you provide professional advice and/or guidance?

Advice/Guidance To	Purpose of Advice/Guidance	Frequency
Schools/Day Care Centers	Provide training, inservice, presentations on various safety topics, complaints against guards, and traffic related problems	Daily-Periodically
Citizens	Complaints , Educational safety programs-car seat, water, bicycle, fireworks, and other traffic related problems	Daily-Periodically
MPD Employees	Answer questions, provide safety materials, and networking	Daily-Periodically

- e) Does your job require you to work in unpleasant work situations where it is necessary to deal with upset, hostile or threatening individuals?

Type of Person (Client, citizen, other)	Reason for Interaction	Frequency
School Crossing Guards	Disciplinary actions, citizen complaints, and other problems on corner	Periodically
Citizens	Crossing Guard complaints and other traffic related complaints	Periodically

Type of Person (Client, citizen, other)	Reason for Interaction	Frequency
Citizens	Defensive Driving and Public Passenger Vehicle Class participants who are not signed up for the class or that fail the PPV test.	Daily-Periodically

13) IMPACT OF POSITION

Identify any relevant information that may help measure the impact and accountability of your position using the following criteria:

- a) Responsibility for people (other than subordinates): Office Assistant and students while assisting with bicycle rodeos and other events
- b) Total operating and/or program budget for which you are accountable: School Crossing Guard and Safety Patrol Uniform budget
- c) Responsibility for equipment or materials: Yes, city vehicle, program materials
- d) Responsibility for program development or implementation: Yes, Safety Patrol, Pedestrian, Water, Bicycle Safety Programs and Maintaining School Crossing guard Uniform Equipment
- e) Responsibility for policy development or implementation: Assisting with changes/implementation of the School Crossing Guards Rules and Procedures Manual
- f) Responsibility for management of data or information: School Crossing Guard personel file

14) CONSEQUENCE OF ERRORS

- a) What types of problems could occur from errors made in the course of your work? (For example, loss of time or money, inconvenience to others, inaccurate reports, etc.)

Injuries, inconvenience to others, inaccurate reports on traffic studies, and delays in complaint investigations

- b) How quickly, or how likely, would errors in your work be detected? (For example, are errors typically identified by routine check of your work, or would errors probably not be noticed until they affected other departments or the public?)

Routine check of work

15) EDUCATIONAL REQUIREMENTS

Using the categories below, please check the level of formal education or equivalent knowledge and skill that you believe is the minimum required to perform satisfactorily in your job. State what you think is minimally required, not your own educational level. This type of knowledge and skill would typically be attained through educational institutions rather than on-the-job experience.

	Formal Schooling	Equivalent To
<input type="checkbox"/>	3-4 years of high school	Vocational or business skills, such as typing, shorthand, mechanics, drafting
<input type="checkbox"/>	1-2 years university, community college, business school, trade or technical school	More advanced knowledge of vocational or business field, including full apprenticeships
<input checked="" type="checkbox"/>	College graduation	Advanced training in a field of study such as chemistry, business.

	Formal Schooling	Equivalent To
		accounting, engineering, etc.
<input checked="" type="checkbox"/>	Master's degree	Advanced professional training in a well-defined field or study such as engineering, business, science, accounting
<input checked="" type="checkbox"/>	Master's degree, plus considerable additional formal education	Same as above, but more extensive in-depth study
<input checked="" type="checkbox"/>	Doctoral degree, law degree (J.D.), medical degree (M.D.)	Extensive, advanced study, including the conduct of significant, original research

16) EXPERIENCE REQUIREMENTS

- a) In your estimation, what is the minimum amount and type of experience required for a person possessing the minimum educational requirements to perform your job satisfactorily?

Type of Experience	Minimum Time Required	
Community Safety Programming	2 Years	Months
Employee Supervision	2 Years	Months
Knowledge and background experience in Public Safety	2 Years	Months

- b) What special work skills are required to enter your job?

Knowledge of program development and coordination of safety programs. Ability to organize, and oversee staff and equipment to implement safety programs on a citywide basis. Excellent public speaking and instructor skills. Proven ability to work with diverse populations on a professional basis.

- c) What special knowledge of laws, codes, or regulations are required to enter you job? (Not what you know now.)

N/A

- d) Assuming that an individual has the necessary background, how long would it take for a person to be able to perform all assigned tasks competently?

One Year

- e) List any officially recognized certifications, licenses, authorizations to practice a trade or profession, or other required qualifications necessary for persons entering your job classification.

Valid DL

17) WORKING CONDITIONS

- a) Please indicate the reason(s) and approximate percentage of time devoted to field work.

% of Time	Reasons
50-60	Direct supervision of School Crossing Guards, attending various meetings and community events, training, performing traffic studies, and deliveries of program materials to schools

- b) Do you encounter any unpleasant, disagreeable, or potentially hazardous working conditions in the normal course of your work? (Examples: air contamination, high or low temperatures, intense or continuous noise, driving a City vehicle, exposure to hazardous materials or diseases.) *Please list those which you are exposed and the approximate percent of time you are exposed to that condition:*

% of Time	Reasons
N/A	

18) GENERAL COMMENTS

Please provide any other information not previously discussed that will help us understand the responsibilities of your position.

Supervision of Part-time School Crossing Guards who work only 2-3 hours per day with no benefits present challenges due to low work ethics, personal problems, etc which requires us to take additional time counseling them in order for them to continue employment or to prevent absences.

Describe any other factors or aspects of your job that should be considered in evaluating or comparing your classification with others.

This position requires great flexibility in the day to day operation that can change and increase depending on daily requests from City, MPD, School Officials, as well as School Crossing Guards.

19) SIGNATURE

To the best of my knowledge, I certify that these answers are my own, accurate and complete.

Siobhán Patterson, Sherry Nelson Palmer Thomas 10/01/08
Signature Date

What effects, if any, would the creation, reclassification, or reallocation of this position have upon the structure of the division and work of other positions within the unit?

There is no major impact on the reclassification or reallocation of this position upon the structure of the Safety Division and the work of other positions within the unit.

Please check the appropriate statement:

- I agree with the incumbent's Questionnaire as written.
- The above modifications have been discussed with the incumbent, and the incumbent agrees with these modifications.
- The above modifications have been discussed with the incumbent, and the incumbent disagrees with these modifications.

Supervisor's Signature: _____

Title: _____

Date: _____

Marcia Dukes
Safety Director
10/10/08

I have noted the modifications made by my supervisor in the Comments Section above.

Employee's Signature: _____

Date: _____

WHEN COMPLETED, PLEASE RETURN TO:

**Department of Employee Relations
Compensation Services Section
City Hall, Room 706
ATTN: Faranda Wragg**

JOB DESCRIPTION

FOR DER USE ONLY

Vacancy No. _____	
City Service _____	Finance _____
Commission: _____	Committee: _____
Fire & Police _____	Common _____
Commission: _____	Council: _____

Instructions: Complete all sections except No. 11. Refer to the "Guidelines for Preparing Job Descriptions" for instructions on completing specific items.

1. Date Prepared/ Revised: 7/30/08	2. Present Incumbent: Roseanne Mack	Is incumbent underfilling position? YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>		
3. Date Filled: 05/1994	4. Previous Incumbent: same	If YES, indicate underfill title in box 10.		
5. Department: Police Department		Bureau: Division: Safety Division	Unit: Section:	
6. Work Location: 6680 N Teutonia Avenue		Telephone: 935-7990 Email:	Work Schedule: Hours: 8:00 am - 4:00 pm / Days: 5	
7. Represented by a Union? YES	8. Bargaining Unit: Local 218, Aleasp, Police Support Serv If in District Council 48, chose a Local: None		9. FLSA Status: NON-EXEMPT	
10.	Official Title: Office Assistant III	Pay Range	Job Code	EEO Code
		425	0479PD	602
	Underfill Title (if applicable):			
	Requested Title (if applicable): Administrative Assistant I	530		
Recommended Title (DER Use Only):		Approved by: _____		
		Date: _____		

11. BASIC FUNCTION OF POSITION:

Serves as the confidential assistant to the Safety Director. Works with considerable independence to perform personnel, budget control, purchasing and other administrative program services for the Safety Division. Provides guidance and instruction to School Crossing Guard Operators assigned to the office of the Safety Division.

12. DESCRIPTION OF JOB (Check if description applies to **Official Title** or **Underfill Title**):

A. ESSENTIAL FUNCTIONS/Duties and Responsibilities: (Refer to the "Guidelines for Preparing Job Descriptions" for instructions on determining Essential Functions.)

% of Time	ESSENTIAL FUNCTION
40	• Accurate recording and time entry for on-line payroll system for approximately 230 School Crossing Guards and office personnel assigned to the Safety Division. As lead worker, provides guidance and instruction to the Division's School Crossing Guard Operators.
20	• Under the direction of the Safety Director, prepares correspondence, confidential reports and interdepartment requisitions. Maintains budget inventories and prepares account invoices for payment.
10	• Prepares and maintains Defensive Driving Course program materials and correspondence on a weekly basis.
10	• Oversees correspondence and mailing for over 200 Milwaukee Public Schools regarding preschool and child pedestrian safety; bicycle safety; and safety cadet programs.
10	• Compiles various statistical reports on regular and ad hoc basis. Updates and maintains on-line policy and procedure manuals for Division supervisors.
5	• Monitors and maintains the Safety Division's record of Aldermanic Service Requests and final dispositions.
5	• All other duties as assigned.
	•
	•
	•

B. PERIPHERAL DUTIES:

MS Excel and dBase IVAccess. Possess above average writing and communication skills.

iii. Certifications, Licenses, Registrations:

iv. Other Requirements:

Ability to work well under pressure; ability to exhibit flexibility and courtesy to interact within a diverse working environment; experience in office management.

13. PHYSICAL AND ENVIRONMENTAL DEMANDS: TOOLS AND EQUIPMENT USED

The Americans with Disabilities Act of 1993 requires job descriptions to provide detailed information regarding the physical demands required to perform the essential functions of a job; the conditions under which the job is performed; and the tools and equipment the employee will be required to use on the job. Reasonable accommodations may be made to enable qualified individuals to perform the essential duties and responsibilities of the job for each of the categories listed below.

G. PHYSICAL ACTIVITY OF THE POSITION: (List the physical activities that are representative of those that must be met to successfully perform the essential functions of the job).

CHECK ALL THAT APPLY:

<input type="checkbox"/>	Climbing: Ascending or descending ladders, stairs, scaffolding, ramps, poles, and the like; using feet and legs and/or hands and arms. Body agility is emphasized. Check only if the amount and kind of climbing required exceeds that required for ordinary locomotion.
<input type="checkbox"/>	Balancing: Maintaining body equilibrium to prevent falling when walking, standing or crouching on narrow, slippery or erratically moving surfaces. Check only if the amount and kind of balancing exceeds that needed for ordinary locomotion and maintenance of body equilibrium.
<input type="checkbox"/>	Stooping: Bending body downward and forward by bending spine at the waist. Check only if it occurs to a considerable degree and requires full use of the lower extremities and back muscles.
<input type="checkbox"/>	Kneeling: Bending legs at knee to come to a rest on knee or knees.
<input type="checkbox"/>	Crouching: Bending the body downward and forward by bending leg and spine.
<input type="checkbox"/>	Crawling: Moving about on hands and knees or hands and feet.
<input type="checkbox"/>	Reaching: Extending Hand(s) and arm(s) in any direction.
<input type="checkbox"/>	Standing: Particularly for sustained periods of time.
<input type="checkbox"/>	Walking: Moving about on foot to accomplish tasks, particularly for long distances.
<input type="checkbox"/>	Pushing: Using upper extremities to exert force in order to draw, press against something with steady force in order to thrust forward, downward or outward.
<input type="checkbox"/>	Pulling: Using upper extremities to exert force in order to draw, drag, haul or tug objects in a sustained motion.
<input type="checkbox"/>	Lifting: Raising objects from a lower to a higher position or moving objects horizontally from position-to-position. Check only if it occurs to a considerable degree and requires substantial use of the upper extremities and back muscles.
<input checked="" type="checkbox"/>	Fingering: Picking, pinching, typing or otherwise working primarily with fingers rather than with the whole hand or arm, as in handling.
<input type="checkbox"/>	Grasping: Applying pressure to an object with fingers and palm.
<input type="checkbox"/>	Feeling: Perceiving attributes of objects such as size, shape, temperature or texture by touching with the skin, particularly that of the fingertips.
<input checked="" type="checkbox"/>	Talking: Expressing or exchanging ideas by means of the spoken word. Those activities which demand detailed or important instructions spoken to other workers accurately, loudly or quickly.
<input checked="" type="checkbox"/>	Hearing: Perceiving the nature of sounds with no less than a 40 db loss. Ability to receive oral communication and make fine discriminations in sound.
<input type="checkbox"/>	Repetitive Motions: Substantial movements (motions) of the wrist, hands, and/or fingers.
<input type="checkbox"/>	Driving: Minimum standards required by State Law (including license).

H. PHYSICAL REQUIREMENTS OF THE POSITION: (List the physical requirements that are essential functions of the job.)

CHECK ONE:

<input checked="" type="checkbox"/>	Sedentary Work: Exerting up to 10 pounds of force occasionally and/or negligible amount of force frequently or
-------------------------------------	---

<input type="checkbox"/>	constantly to lift, carry, push, pull or otherwise move objects. Sedentary work involves sitting most of the time. Jobs are sedentary if walking and standing are required only occasionally and all other sedentary criteria are met.
<input type="checkbox"/>	Light Work: Exerting up to 10 pounds of force occasionally and/or negligible amount of force constantly to move objects. If the use of arm and/or leg controls requires exertion of forces greater than that for sedentary work and the worker sits most of the time, the job is rated for Light Work.
<input type="checkbox"/>	Medium Work: Exerting up to 50 pounds of force occasionally and/or up to 20 pounds of force frequently, and/or up to 10 pounds of force constantly to move objects.
<input type="checkbox"/>	Heavy Work: Exerting up to 100 pounds of force occasionally, and/or up to 50 pounds of force frequently, and/or up to 20 pounds of force constantly to move objects.
<input type="checkbox"/>	Very Heavy Work: Exerting in excess of 100 pounds of force occasionally, and/or in excess of 50 pounds of force frequently, and/or in excess of 20 pounds of force constantly to move objects.

I. VISUAL ACUITY REQUIREMENTS: (List the visual acuity requirements that are essential functions of the job.)

CHECK ONE:

<input checked="" type="checkbox"/>	Operators (Electronic Equipment), Inspection, Close Assembly, Clerical, Administrative: This is a minimum standard for use with those whose job requires work done at close visual range (i.e. preparing and analyzing data and figures, accounting, transcription, computer terminal, extensive reading, visual inspection involving small parts, operation of machines, using measurement devices, assembly or fabrication of parts).
<input type="checkbox"/>	Machine Operators, Mechanics, Skilled Tradespeople: This is a minimum standard for use with those whose work deals with machines where the seeing job is at or within arm's reach. This also includes mechanics and skilled tradespeople and those who do work of a non-repetitive nature such as carpenters, technicians, service people, plumbers, painters, mechanics, etc. (If the machine operator also inspects, check the "Operators" box.)
<input type="checkbox"/>	Mobile Equipment Operators: This is a minimum standard for use with those who operate cars, trucks, forklifts, cranes, and high lift equipment.
<input type="checkbox"/>	Other: This is a minimum standard based on the criteria of accuracy and neatness of work for janitors, sweepers, etc.

J. THE CONDITIONS THE WORKER WILL BE SUBJECT TO IN THIS POSITION:

List the environmental/working conditions to which the employee may be exposed while performing the essential functions of the job. Include scheduling considerations such as on-call for emergencies, rotating shift, etc. **Approximate Percentage of time performing field work: 0%**

CHECK ALL THAT APPLY:

<input checked="" type="checkbox"/>	None: The worker is not substantially exposed to adverse environmental conditions (such as typical office or administrative work).
<input type="checkbox"/>	The worker is subject to inside environmental conditions: Protection from weather conditions but not necessarily from temperature changes (i.e. warehouses, covered loading docks, garages, etc.)
<input type="checkbox"/>	The worker is subject to outside environmental conditions: No effective protection from weather.
<input type="checkbox"/>	The worker is subject to extreme cold: Temperatures below 32 degrees for period of more than one hour.
<input type="checkbox"/>	The worker is subject to extreme heat: Temperatures above 100 degrees for periods of more than one hour.
<input type="checkbox"/>	The worker is subject to noise: There is sufficient noise to cause the worker to shout in order to be heard above the surrounding noise level.
<input type="checkbox"/>	The worker is subject to vibration: Exposure to oscillating movements of the extremities or whole body.
<input type="checkbox"/>	The worker is subject to hazards: Includes a variety of physical conditions, such as proximity to moving mechanical parts, electrical current, working on scaffolding and high places or exposure to chemicals.
<input type="checkbox"/>	The worker is subject to atmospheric conditions: One or more of the following conditions that affect the respiratory system or the skin: Fumes, odors, dust, mists, gases or poor ventilation.
<input type="checkbox"/>	The worker is subject to oil: There is air and/or skin exposure to oils and other cutting fluids.
<input type="checkbox"/>	The worker is required to wear a respirator.

K. MACHINE, TOOLS, EQUIPMENT, ELECTRONIC DEVICES, SOFTWARE, ETC. USED BY POSITION:

List equipment needed to successfully perform the essential functions of the job. Reasonable accommodations may be made to enable qualified individuals with disabilities to perform the essential functions.)

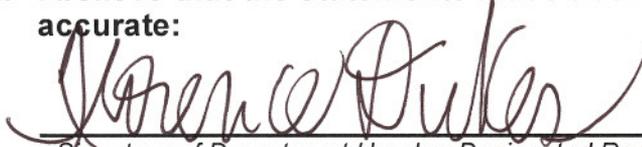
CHECK ALL THAT APPLY:

<input type="checkbox"/> Camera and photographic equipment	<input checked="" type="checkbox"/> Office Equipment (desk, chair, telephone, etc.)
--	---

<input type="checkbox"/> Cleaning supplies	<input checked="" type="checkbox"/> Office supplies (pens, staplers, pencils, etc.)
<input type="checkbox"/> Commercial vehicle	<input type="checkbox"/> Packing materials (boxes, shrink wrap, etc.)
<input type="checkbox"/> Data processing equipment	<input checked="" type="checkbox"/> PC equipment (monitor, keyboard, printer, etc.)
<input checked="" type="checkbox"/> Handcart	<input checked="" type="checkbox"/> PC software
<input type="checkbox"/> Hand tools (<i>please list</i>):	
<input checked="" type="checkbox"/> Office Machines (<i>check all that apply</i>): <input checked="" type="checkbox"/> Copier <input checked="" type="checkbox"/> Facsimile <input checked="" type="checkbox"/> Calculator <input type="checkbox"/> Cash register	
<input type="checkbox"/> Other (<i>please list</i>):	

L. **SUPPLEMENTARY INFORMATION:** (Indicate any other information which further explains the importance, difficulty, or uniqueness of the position, such as its scope of responsibility related to finances, equipment, people, information, etc. Also indicate success factors such a personal characteristics that contribute to an individual's ability to perform well in the job, and any other special considerations.)

M. **I believe that the statements made above in describing this job are complete and accurate:**



Signature of Department Head or Designated Representative



Department of Employee Relations
Compensation Services Section
City Hall, Room 706
R. 05/16/07

**JOB ANALYSIS QUESTIONNAIRE
For City of Milwaukee Classification Studies**

Background and Purpose:

The purpose of this Questionnaire is to gather comprehensive information about jobs directly from individuals performing the work so that the Department of Employee Relations can consider all relevant information and make a fair and informed decision as to whether a change in classification is appropriate.

Thank you for taking the time to complete this Questionnaire. While the Questionnaire is somewhat lengthy, some sections may not apply to your job. Please keep in mind that the process of evaluating a job is quite complex and requires the analysis of a number of job-related factors. The items in this Questionnaire are designed to elicit the information needed for this analysis. Therefore, it is to your advantage to complete the Questionnaire as thoroughly and accurately as possible.

It is also important to note that the classification study process focuses entirely on the duties and responsibilities of the job and not on the job performance, amount of training, special talents and abilities, or other characteristics of the incumbent.

Employee Guidelines:

- This Questionnaire has been formatted to be completed "on-screen." Move your cursor to the first field, type and then tab to the next field. Please name and save this document if you cannot complete it at once.
- Answer each question as completely and as accurately as possible, yet in a concise manner. If a question is not applicable, please write "does not apply."
- Take the time to read through the entire Questionnaire before proceeding.
- You are permitted to complete the Questionnaire during regular working hours as long as it does not interfere with the performance of your job duties or providing service to your internal and external customers.
- Do not try to complete the entire Questionnaire all at once. Make notes on each section and then go back over your responses during the time you have to complete the information.
- Keep the Questionnaire at or near your work station or desk. As you are performing your job, you will think of additional information. Later, go back and review it and, if necessary, revise what you have written.
- Attach additional pages, if necessary.
- Forward the completed Questionnaire to your immediate supervisor for review, comments and signature.

If you have any questions or do not understand any part of the Questionnaire or need any assistance, contact either your supervisor or Andrea Knickerbocker, Human Resources Manager at 286-3387 (or Faranda Wragg, 286-3143) in the Department of Employee Relations.

When completed and reviewed by your supervisor, it should be sent to the Department of Employee Relations, City Hall, Room 706, and ATTN: Faranda Wragg.

1) EMPLOYEE INFORMATION

Name:	Roseanne Mack	Date:	02/28/08
Official Job Title:	Office Assistant III		
Working Title (if applicable):			
Department:	Police Department	Division:	Safety
Section:		Unit:	
Work Location (building):	6680 N. Teutonia Avenue	Telephone:	935-7990
Email Address:	rmack@milwaukee.gov	Best time to contact:	am <input type="checkbox"/> pm <input type="checkbox"/>
Time employed in current classification: 14 Years / 11 Months			
Immediate Supervisor:			
Name:		Florence Dukes	
Title:		Safety Director	
Telephone number:		935-7991	

2) OUTLINE OF ORGANIZATION CHART

Using the outline below, please fill in the classifications of:

- a) your immediate supervisor
 - b) employees you work with and who also report to your supervisor
 - c) employees you supervise (attached a printed chart with the same information if you prefer)
- NOTE: In Line 3, list only those positions over which you have direct supervisory authority

(Line 1) Immediate Supervisor:	Safety Director
(Line 2) Yourself : Coworkers:	Office Assistant III (4) Safety Specialist Sr,
(Line 3) Positions over which you have direct supervisory authority:	

3) PURPOSE OF WORK UNIT AND POSITION

What is the nature of services and programs provided by your work unit?

The Safety Division is responsible for providing school crossing guard protection and implementing policies and educational programs aimed at reducing accidental deaths and injuries throughout the City of Milwaukee.

Briefly describe what you consider the major purpose or objective of your position:

Serve as the confidential assistant to the Cabinet Level Position of Safety Director and work with considerable independence to perform personnel, budget control, purchasing and other administrative program services for the Safety Division.

4) JOB CONTENT: TYPICAL DUTIES AND RESPONSIBILITIES

- In completing this section you may use the Job Description as a guide, but please make sure you describe the job as it is actually performed.
- In the spaces below, please identify the 3-5 major responsibility areas that comprise your job. Then below each major responsibility area describe the specific duties and responsibilities that are associated with that area. Also indicate the approximate percentage of time spent in each major responsibility area.
- List the most important responsibility area first, the second most important, and so forth.

- Begin each duty/responsibility statement with an action verb, such as “plans,” “monitors,” “supervises,” “reviews,” and the like.
- Do not list any duty or responsibility that requires less than 5% of the time.

30%	Major Responsibility Area: Payroll
------------	---

Specific duties within this responsibility area:

- a) record and enter hours of approximately 230 school crossing guards into on-line payroll system
- b) record and enter hours of 7 office staff
- c)
- d)
- e)
- f)

30%	Major Responsibility Area: Office Assistant
------------	--

Specific duties within this responsibility area:

- a) type confidential documents for the Division
- b) prepare invoices and interdepartment requisitions
- c) review outgoing mail for accuracy prior to Safety Director's signature
- d) prepare correspondence mailed to 225 elementary schools on a yearly basis regarding preschool pedestrian safety; bicycle safety; child pedestrian safety; water safety; fireworks safety; firearms safety; and safety cadet programs
- e)
- f)

20%	Major Responsibility Area: Confidential Assistant
------------	--

Specific duties within this responsibility area:

- a) prepare correspondence for signature
- b) arrange appointments and maintain appointment calendar
- c) acts as Safety Director receptionist
- d) answer telephone and place calls for Director
- e) record and transcribe minutes of Milwaukee Safety Commission meetings
- f) maintain files of correspondence to Safety Commission members

10%	Major Responsibility Area: Defensive Driving Course
------------	--

Specific duties within this responsibility area:

- a) register participants in Defensive Driving Course
- b) prepare weekly roster of participants
- c) prepare completion certificates for participants
- d)
- e)
- f)

10%	Major Responsibility Area: Budget/Inventory
------------	--

Specific duties within this responsibility area:

- a) assist in budget control and preparation
- b) monitor and maintain adequate inventory of office supplies
- c) audit, process and record incoming invoices for payment
- d)
- e)

f)

5) CHANGES IN THE POSITION'S RESPONSIBILITIES

Describe the principal changes which have occurred in the duties and responsibilities of your job since it was last classified or since you were hired into the position. Refer to responsibilities areas outlined above. Important: Describe how each change has impacted the position in terms of skills required, physical or mental effort, responsibility level, and working conditions.

Duty/Respon. No. 1	Create and design a database to record School Crossing Guard personnel records. Design and develop an attendance system for approximately 230 School Crossing Guards. Create a system to record hours for approximately 230 School Crossing Guards who work varied schedules between 2 and 4 hours per day. Record hours in the on-line time entry system for approximately 230 school crossing guards on a bi-weekly basis.
Duty/Respon. No. 2	Provide guidance and instruction to (3) School Crossing Guard Operators assigned to office.
Duty/Respon. No. 3	On a yearly basis, prepare education materials (type, duplicate, count, package) for approximately 225 elementary schools regarding preschool pedestrian safety; bicycle safety; child pedestrian safety; and safety cadet program. Several additional safety topics have recently been added including: water safety; fireworks safety; and firearms safety.
Duty/Respon. No. 4	Compile and prepare regularly, and on an ad hoc basis, various statistical descriptive and summary reports. Work with 4 Safety Specialists on various projects.
Duty/Respon. No. 5	Create and design a database for Defensive Driving Course and Public Passenger Vehicle Test participants. Work with Municipal Court and Licensing Division to verify attendance of Defensive Driving Course and Public Passenger Vehicle Test participants.
Duty/Respon. No. 6	Type correspondence related to School Crossing Guard employees including: resignations and personal information changes. Maintain personnel records for 230 School Crossing Guards.
Duty/Respon. No.	
Duty/Respon. No.	
Duty/Respon. No.	
Duty/Respon. No.	

6) LEAD WORKER RESPONSIBILITIES

Lead workers function in a "lead" capacity for a group of employees working on a project or on a regular assigned basis and typically spend a substantial portion of their time performing the same or similar duties as those they are leading. Lead worker duties may include those listed below in Item C.

- a) Do you ever act as a lead worker for other employees? Yes No
- b) What proportion of your time do you spend on lead worker responsibilities? **10%**
- c) Type of direction provided. Check each of the phrases below which describe the kind of direction this position is required to exercise independently:

- | | |
|---|---|
| <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Train employees <input checked="" type="checkbox"/> Assign/lay out work for employees <input checked="" type="checkbox"/> Answer questions <input checked="" type="checkbox"/> Monitor work in progress <input checked="" type="checkbox"/> Provide direction <input checked="" type="checkbox"/> Review work products/results | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Set work priorities <input checked="" type="checkbox"/> Balance the work among employees <input checked="" type="checkbox"/> Schedule work <input checked="" type="checkbox"/> Make reports to managers/supervisors <input checked="" type="checkbox"/> Provide general input on employee performance to manager/supervisor |
|---|---|

7) SUPERVISION EXERCISED

- a) Do you formally supervise other employees Yes No
- b) What is the **total number** of employees for whom you are responsible, directly and indirectly? **N/A**
- c) List below the job titles of the people who report **directly** to you and the number of employees within each title:

TITLE	No. of Employees
N/A	

- d) What proportion of your time do you spend in supervisory duties and/or planning or reviewing the work of others?
_____%
- e) Type of Supervision

Check each of the phrases below which describe the kind of supervision this position is required to exercise independently:

General Supervision	Employment Decisions	Performance Management
<input type="checkbox"/> Plan work, establish priorities <input type="checkbox"/> Assign work, add or delete duties <input type="checkbox"/> Instruct and train in methods and procedures <input type="checkbox"/> Check/inspect completed work <input type="checkbox"/> Respond to complaints <input type="checkbox"/> Respond to grievances (Step 1) <input type="checkbox"/> Other:	<input type="checkbox"/> Make hiring recommendations <input type="checkbox"/> Make final decision on hiring <input type="checkbox"/> Make promotional recommendations <input type="checkbox"/> Make final decisions on promotions <input type="checkbox"/> Recommend transfer /reassignment <input type="checkbox"/> Other:	<input type="checkbox"/> Prepare probationary report <input type="checkbox"/> Prepare performance evaluation <input type="checkbox"/> Make recommendations regarding unsatisfactory performance <input type="checkbox"/> Prepare performance/job improvement plan <input type="checkbox"/> Recommend disciplinary action <input type="checkbox"/> Recommend termination <input type="checkbox"/> Other:

8) SUPERVISION RECEIVED

- a) To what extent are your work assignments and methods outlined, reviewed, and approved by your Supervisor?

All employment assignments are reviewed and approved on an as needed basis.
- b) Do you establish your own work priorities or are they established for you? If established by others, please identify them by job title.

I establish my own work priorities unless special assignment given by Safety Director.
- c) List positions, other than your immediate supervisor, that provide you with advice, counsel, or functional guidance, and briefly discuss the nature and purpose of that guidance.

Safety Specialis Sr's provide functional guidance when requesting special projects.

9) DECISION AUTHORITY/RECOMMENDATION AREAS

List responsibilities or activities for which you have **full decision-making authority** to implement (approval of others not required):

- a) All database entries and reports created from database pertaining to 230 School Crossing Guards.

- b) Register on a daily basis and prepare on a weekly basis a roster of participants in the Defensive Driving Course. Prepare completion certificates for participants in Defensive Driving Course.
- c)

List responsibilities or activities for which you **make recommendations to a supervisor** for final decision:

- a) Assist Safety Director and Safety Specialist Sr's in developing educational programs and gathering statistical information.
- b) Graphics and format for various safety programs distributed to the public.
- c)

10) **PROCEDURES/GUIDELINES AVAILABLE**

What precedents, rules, instructions or procedures are available to guide or influence most of your job-related duties (i.e., policies, reference manuals, handbooks, legislation, regulations...)?

Most job related duties are done on past procedure.

To what extent would you have the freedom to change or make recommendations to modify such procedures or guidelines?

Many job related duties have been modified and/or created to conform with updated office equipment. I created all School Crossing Guard related forms currently in use.

In what ways and how frequently is independent thinking required in originating new or improved operating/administrative strategies, procedures or plans? *Please be specific and provide examples of when you have done so.*

Daily independent thinking is required to design and develop an attendance system for approximately 230 School Crossing Guards who work varied schedules between 2 and 4 hours per day. Create and design a database for Defensive Driving Course and Public Passenger Vehicle Test participants.

11) **PROBLEM SOLVING**

Identify the most routine and the most complex problems or issues you face while performing the duties of your position.

- a) Routine problems:

When registering participants for the Defensive Driving Course and/or Public Passenger Vehicle Test, many participants are foreign or not informed of reason and procedures to attend course/test.

- b) Most complex problems:

Accurately recording and entering working hours of 230 School Crossing Guards which must agree with attendance/absence records recorded by (3) School Crossing Guard Operators and (3) School Crossing Guard Dispatchers.

- c) To what extent are you able to identify, develop and implement alternative work methods to deal with unusual circumstances in your work? *Please provide examples.*

Create and design a database to record School Crossing Guard personnel records. Design and develop an attendance system for approximately 230 School Crossing Guards. Create a system to record hours for approximately 230 School Crossing Guards who work varied schedules between 2 and 4 hours per day. Compile and prepare regularly and on an ad hoc basis various statistical descriptive and summary reports. Work with 4 Safety Specialists on various projects. Create and design a database for Defensive Driving Course and Public Passenger Vehicle Test participants. Work with Municipal Court and Licensing Division to verify attendance of Defensive Driving Course and Public Passenger Vehicle Test participants.

12) CONTACTS WITH OTHERS

Describe the purpose and frequency (daily, weekly, monthly, etc.) of any recurring contacts you have with others both within and outside your immediate work group. Give examples of specific kinds of people contacted (indicate job function or title) and indicate the purpose and frequency of those contacts.

a) Contacts with other employees within your Department other than the people you supervise:

Work With	Purpose of Contact	Frequency
Safety Director	Relay messages, report office activities	daily
Safety Specialist Sr	Relay messages, report problems with school crossing guards	daily
School Crossing Guards	Paycheck questions, uniform questions, attendance marks, personal information	daily

b) Contacts with employees in other City departments, elected officials, Mayor's Office:

Work With	Purpose of Contact	Frequency
Municipal Court	Confirm Defensive Driving Course Attendance	weekly
Common Council	Aldermanic Service Requests, School Crossing Guard Complaints	weekly
Licensing Division	Confirm participants passed Public Passenger Vehicle Test	weekly

c) Contacts with persons outside the City, including the media:

Work With	Purpose of Contact	Frequency
Public	Register for Defensive Driving Course and Public Passenger Vehicle Test	daily
Public	Various safety issues	weekly
Public	School Crossing Guard complaints	daily

d) Other than subordinates, to whom do you provide professional advice and/or guidance?

Advice/Guidance To	Purpose of Advice/Guidance	Frequency

e) Does your job require you to work in unpleasant work situations where it is necessary to deal with upset, hostile or threatening individuals?

Type of Person (Client, citizen, other)	Reason for Interaction	Frequency
Citizens	Complaints regarding School Crossing Guards	weekly

13) IMPACT OF POSITION

Identify any relevant information that may help measure the impact and accountability of your position using the following criteria:

- a) Responsibility for people (other than subordinates): Responsible for accurately compiling working hours for 230 School Crossing Guards on a bi-weekly basis. Entering information to generate certificates for Defensive Driving Course participants.
- b) Total operating and/or program budget for which you are accountable: \$28,575.00
- c) Responsibility for equipment or materials: All office equipment/all office supplies.
- d) Responsibility for program development or implementation:
- e) Responsibility for policy development or implementation:
- f) Responsibility for management of data or information: All School Crossing Guard related matters. Files for Defensive Driving and Public Passenger Test participants. Recordkeeping for Division budget.

14) CONSEQUENCE OF ERRORS

- a) What types of problems could occur from errors made in the course of your work? (For example, loss of time or money, inconvenience to others, inaccurate reports, etc.)

230 School Crossing Guards not paid correctly. DDC/PPV participants not being issued Certificates. Inaccurate information distributed to public.

- b) How quickly, or how likely, would errors in your work be detected? (For example, are errors typically identified by routine check of your work, or would errors probably not be noticed until they affected other departments or the public?)

Errors not detected in payroll hours until payroll checks arrive. Majority of work reviewed by Safety Specialist Sr. creating documents. Routine check of work.

15) EDUCATIONAL REQUIREMENTS

Using the categories below, please check the level of formal education or equivalent knowledge and skill that you believe is the minimum required to perform satisfactorily in your job. State what you think is minimally required, not your own educational level. This type of knowledge and skill would typically be attained through educational institutions rather than on-the-job experience.

	Formal Schooling	Equivalent To
<input checked="" type="checkbox"/>	3-4 years of high school	Vocational or business skills, such as typing, shorthand, mechanics, drafting
<input type="checkbox"/>	1-2 years university, community college, business school, trade or technical school	More advanced knowledge of vocational or business field, including full apprenticeships
<input type="checkbox"/>	College graduation	Advanced training in a field of study such as chemistry, business, accounting, engineering, etc.
<input type="checkbox"/>	Master's degree	Advanced professional training in a well-defined field or study such as engineering, business, science, accounting
<input type="checkbox"/>	Master's degree, plus considerable additional formal education	Same as above, but more extensive in-depth study
<input type="checkbox"/>	Doctoral degree, law degree (J.D.),	Extensive, advanced study, including the conduct of significant, original

	Formal Schooling	Equivalent To
	medical degree (M.D.)	research

16) EXPERIENCE REQUIREMENTS

- a) In your estimation, what is the minimum amount and type of experience required for a person possessing the minimum educational requirements to perform your job satisfactorily?

Type of Experience	Minimum Time Required	
Good communication, strong organizational skills, basic accounting skills, Windows 2000, MS Word, Excel, dBase IV Access	2 Years	Months
	Years	Months
	Years	Months

- b) What special work skills are required to enter your job?
 Organization, communication, Word, Excel, Access
- c) What special knowledge of laws, codes, or regulations are required to enter you job? (Not what you know now.)
 Not applicable
- d) Assuming that an individual has the necessary background, how long would it take for a person to be able to perform all assigned tasks competently?
 2 years
- e) List any officially recognized certifications, licenses, authorizations to practice a trade or profession, or other required qualifications necessary for persons entering your job classification.
 Not applicable

17) WORKING CONDITIONS

- a) Please indicate the reason(s) and approximate percentage of time devoted to field work.

% of Time	Reasons
5 %	Department required training/meetings. United States Postal Service training.

- b) Do you encounter any unpleasant, disagreeable, or potentially hazardous working conditions in the normal course of your work? (Examples: air contamination, high or low temperatures, intense or continuous noise, driving a City vehicle, exposure to hazardous materials or diseases.) *Please list those which you are exposed and the approximate percent of time you are exposed to that condition:*

% of Time	Reasons
None	

18) GENERAL COMMENTS

Please provide any other information not previously discussed that will help us understand the responsibilities of your position.

Describe any other factors or aspects of your job that should be considered in evaluating or comparing your classification with others.

19) SIGNATURE

To the best of my knowledge, I certify that these answers are my own, accurate and complete.

Roseanne Mack

10/1/08

Signature

Date

What effects, if any, would the creation, reclassification, or reallocation of this position have upon the structure of the division and work of other positions within the unit?

Not applicable

Please check the appropriate statement:

- I agree with the incumbent's Questionnaire as written.
- The above modifications have been discussed with the incumbent, and the incumbent agrees with these modifications.
- The above modifications have been discussed with the incumbent, and the incumbent disagrees with these modifications.

Supervisor's Signature: Marcus Tucker

Title: Sp. Secy Director

Date: 10/01/08

I have noted the modifications made by my supervisor in the Comments Section above.

Employee's Signature: _____

Date: _____

WHEN COMPLETED, PLEASE RETURN TO:

**Department of Employee Relations
Compensation Services Section
City Hall, Room 706
ATTN: Faranda Wragg**