

Executive Order No. 238

Establishing a New Position Classification System

WHEREAS, Section 201 of Title 33 of the Palau National Code establishes “in the National Government a system of personnel administration based on merit principles and accepted personnel methods governing the classification of positions and the employment, conduct, movement, and separation of government officials and employees. This system of personnel administration shall be referred to as the National Public Service System;” and

WHEREAS, Section 26 of RPPL 6-12, as amended by Section 28 of RPPL 6-26 the Olbiil Era Kelulau mandated that the President review the National Government wage and salary schedule for civil service, contract and appointed positions and to submit a report to the Olbiil Era Kelulau of recommended actions regarding the Position Classification System; and

WHEREAS, in response to the mandate set forth in Section 26 of RPPL 6-12 to review the National Government wage and salary schedule for civil service, contract and appointed positions, the Ministry of Finance engaged the expert services of Pacific Island Training Initiative to assist in development of a streamlined Position Classification Plan, which was presented to the Olbiil Era Kelulau in February of 2005

WHEREAS, RPPL 7-13 implemented the recommendations of the Ministry of Finance for a new Position Classification System by amending the existing base salary schedule, replacing it with a new 18-grade and 14-step base salary schedule and requiring transition to the new base salary schedule to take effect on January 1, 2006 and also required that all regular civil service employees and contract employees be placed in this salary schedule in accordance with the classification guideline and procedures to be established by the Bureau of Public Service System and approved by the President,

NOW, THEREFORE, by virtue of the authority vested in me as President of the Republic of Palau, pursuant to the Constitution and applicable laws of the Republic, it is hereby ordered as follows:

1. Executive Order No. 75 is hereby repealed in its entirety.
2. A new Position Classification System is established, as set forth herein, to replace the existing classification plan, effective on January 1, 2006, subject to appropriations by the Olbiil Era Kelulau to fund the Plan.

I. THE POSITION CLASSIFICATION SYSTEM

The new position classification system shall be called the Palau Government Job Value System (PGJVS). The PGJVS is a point value job evaluation system whereby the analysis of job tasks focuses on four factors, each with a number of increasing levels of difficulty. This analysis determines which level within each factor applies to the job in question. Each level has an

assigned numerical value. The sum of the values from each of the four factors is then used to determine the grade level for a position.

In addition, the supervisory responsibilities of the job are also analyzed. The system is designed to analyze positions with supervisory and managerial roles as well as other specialized professional positions, taking into account the unique characteristics and value added to these positions. Results of this supervisory analysis may provide an alternative higher grade than the one based on the sum of the values for the four factors. Whichever grade is higher is used for the final classification of the job. The concept of grade can mean both an identified level of difficulty for work assigned to a position and an identified range of pay available for supervisors and managers to use in compensating an employee in that position.

The overall position classification process involves:

- 1) The systematic assignment and documentation of duties and responsibilities (tasks) to a position along with an indication of the minimum knowledge, skill and abilities (minimum qualifications) needed to perform the assigned tasks;
- 2) The analysis of the relative value of these tasks and the required minimum qualifications needed to perform them; and
- 3) Based on the sum of these values, assigning an appropriate grade level that then governs the level of compensation.

II. THE POSITION CLASSIFICATION GUIDES

A. Guidelines for classifying non-supervisory positions

These guidelines are applicable to all non-supervisory positions in the Public Service System and can be applied to all kinds and levels of positions on a Government-wide basis. Positions are evaluated using this system based on the examination of four factors and defined levels of difficulty within each factor. These factors represent the most important aspects of individual positions and, when viewed in their entirety, establish the overall value of individual positions.

1) FACTOR I - Educational Requirements:

This factor provided classification credit for the varying degrees of educational requirements necessary for the successful completion of a variety of duties ranging in terms of difficulty from fairly simple and routine to highly complex duties such as those performed by professional and scientific employees.

NOTE: Educational requirements **SHOULD NOT** be credited unless these requirements specifically apply to the position being evaluated. Label knowledge as “professional” only when the nature of the work meets the definition of a professional occupation.

Level 1 - Although there are no specific educational requirements for this level, the employee must be able to read and write to a limited degree.

Points = 80

Level 2 - Completion of elementary school plus some high school is required.

Points = 275

Level 3 - A high school education is required.

Points = 475

Level 4 - A high school education is required plus some technical training.

Points = 730

Level 5 - Position requires education in an institution that provides a degree based on two years of study, such as that associated with an AA degree.

Points = 990

Level 6 - Position requires a BS or the equivalent from an accredited college or university.

Points = 1240

Level 7 - Position requires a MS or the equivalent from an accredited college or university.

Points = 1595

Level 8 - Position requires a MS degree or the equivalent from an accredited college or university plus one or two years postgraduate study leading toward a doctorate degree.

Points = 1970

NOTE: In very exceptional and unusual cases, two years of on-the-job experience may be substituted for one year of college education. Application of this provision should be approached with considerable caution, making sure that credit is given only for progressively responsible experience. Before this provision is applied, it should be clearly demonstrated by employee performance that duties of a more difficult and responsible nature are performed over the two-year period in question. These same criteria would, of course, be required for any subsequent application of this provision.

2) FACTOR II - Knowledge and Experience Requirements:

This factor measures the nature and extent of information or facts that the employees must understand to do acceptable work, (e.g., steps, procedures, practices, rules, policies, theories, principles, and concepts and the nature and extent of the skills needed to apply these knowledge).

Level 1 - No previous on-the-job experience is required; however, employee should have knowledge of simple, routine, or repetitive tasks or operations, which typically includes following step-by-step instructions that require little or no previous training or experience. This level is normally appropriate for unskilled workers in trades and craft occupations and is

sometimes appropriate for trainee position is clerical positions performing very simple and routine tasks.

Points = 70

Level 2 - Performance of duties typical of this level normally requires at least one year of on-the-job experience and knowledge of basic or commonly used rules, procedures, or operations. This level is normally appropriate for employees in trades and craft occupations performing less than the full range of journeyman level duties, and for employees in junior level clerical positions that involve a limited number of steps and processes to complete the assignment.

Points = 305

Level 3 - Performance of duties typical of this level normally requires two years of on-the-job experience in the type of duties assigned to the position and knowledge of applicable operational instructions pertaining to the work performed. This level is normally appropriate for employees performing the full range of duties and responsibilities associated with a recognized trades or craft occupation, and for employees in clerical positions performing a limited range of duties associated with a particular field e.g., accounting, personnel, communications, etc.

Points = 615

Level 4 - Performance of duties typical of this level normally requires three years of progressively responsible on-the-job experience in the type of duties assigned to the position and a good knowledge of a complex body of rules, regulations, and procedures applicable to the position. This level is normally appropriate for employees performing a range of duties in a technical or administrative field and is sometimes appropriate for trainee positions for professional employees immediately after graduating from an accredited college or university.

Points = 925

Level 5 - Performance of these duties requires four years of progressively responsible on-the-job experience related to the duties assigned to the position of another position with duties similar in kind to those assigned to the position. Performance of these duties also requires knowledge of a broad range of complex or technical regulations and procedures applicable to the position. This level is normally appropriate for employees performing the full range of duties and responsibilities associated with a full professional, highly technical or administrative field of endeavor.

Points = 1215

Level 6 - Performance of these duties requires five years of progressively responsible on-the-job experience in the type of duties assigned to the position or in a position performing closely related duties and responsibilities. The Position requires knowledge of a wide range of professional, technical or administrative methods, principles, and procedures applicable to the position or in a position with closely related duties and responsibilities. This level is normally appropriate when employees function at the expert level in a full professional, highly technical, or administrative field of endeavor. Such employees are looked upon by their peers as an authority, completely knowledgeable and proficient in all aspects of the particular field of

endeavor.

Points = 1530

3) FACTOR III - Complexity of Work Assignment:

This factor measures the nature, number, variety, and intricacy of tasks, steps, process, or methods in the work performed, the difficulty in identifying what needs to be done and the difficulty and originality involved in performing the work.

Level 1 - The work consist of tasks that are clear and directly related. There is little or no choice to be made in deciding what needs to be done.

Points = 20

Level 2 - The work consists of duties that involve related steps, process, or methods. The decision regarding what needs to be done involves various choices requiring the employee to recognize the existence of and differences of a factual nature.

Points = 85

Level 3 - The work includes various duties involving different and unrelated processes and methods. The decisions regarding what needs to be done upon the analysis of the subject, phase, or issues involved in each assignment, and the chosen course of action may have to be selected from many alternatives.

Points = 175

Level 4 - The work typically includes varied duties requiring many different and unrelated processes and methods such as those relating to well-established aspects of an administrative or professional field. Decisions regarding what needs to be done include the assessment of unusual circumstances, variations in approach, and incomplete or conflicting data.

Points = 265

Level 5 - The work includes varied duties requiring many different and unrelated processes and methods applied to a broad range of activities or substantial depth of analysis, typically for an administrative or professional field. Decision regarding what needs to be done include major areas of uncertainty in approach, methodology, or interpretation and evaluation processes, resulting from such elements as continuing changes in program, technological development, unknown phenomena, or conflicting requirements.

Points = 350

Level 6 - The work consists of broad functions and processes of an administrative of professional field. Assignments are characterized by breadth and intensity of effort and involve several phases being pursued concurrently or sequentially with support of others within or outside the organization. Decision regarding what needs to be done include largely undefined issues and elements, requiring extensive probing and analysis to determine the nature and scope of the problems.

Points = 440

4) FACTOR IV - Supervisory Controls:

A supervisory control covers the nature and extent of direct or indirect controls exercised by the supervisor, the employees' responsibility and the review of completed work. Controls are exercised by the supervisor in the way assignments are made, instructions are given to the employees, priorities and deadlines are set and objectives and boundaries are defined.

Responsibilities of the employee depend upon the extent to which the employee is expected to develop the sequence and time of various aspects of the work, to modify or recommend modifications of instructions and to participate in established priorities and defining objectives.

Level 1 - For both one-of-a-kind and repetitive tasks the supervisor makes specific assignments that are accompanied by clear, detailed, and specific instructions. The employee works as instructed and consults with the supervisor as needed on all matters not specifically covered in the original instructions or guidelines. The supervisor maintains control through review of the work, which may include checking work in progress, or reviewing completed work for accuracy, adequacy and adherence to instructions and established procedures.

Points = 20

Level 2 - The supervisor provides continuing or individual assignments by general indication of what is to be done, limitations, quality and quantity expected, deadlines and priority of assignments. The supervisor provides additional, specific instructions for new, difficult or unusual assignments, including suggested work methods or advice on source material available. The employee uses initiative in carrying out recurring assignments independently, without specific instructions, but refers deviations, problems and unfamiliar situations not covered by instructions to the supervisor for decision or help. The supervisor assures that finished work and methods are technically accurate and in compliance with instructions or established procedures. Review of the work increases with more difficult assignments if the employee has not previously performed similar assignments.

Points = 175

Level 3 - The supervisor makes assignments by defining objectives, priorities, and deadlines, and assists employee with unusual situations that do not have clear precedents. The employee plans and carries out the successive steps and handles problems and deviations in the work assignments in accordance with instructions, policies, previous training or accepted practices in the occupation.

Points = 265

Level 4 - The supervisor sets the overall objectives and resources available. The employee and supervisor, in consultation, develop the deadlines, projects and work to be done. At this level, the employee, having developed expertise in the line of work, is responsible for planning and carrying out the assignment, resolving most of the conflicts which arise, coordinating the work with others as necessary and interpreting policy on his or her own initiative in terms of established directives. Completed work is reviewed only from an overall standpoint in terms of feasibility, compatibility with other work or effectiveness in meeting requirements or expected results.

Point = 350

Level 5 - The supervisor provides administrative direction with assignments in terms of broadly define missions or functions. The employee has responsibility for planning, designing and carrying out programs, projects, studies or other work independently. The results of the work are considered as technically authoritative and are normally accepted without significant change. If the work should be reviewed, the review concerns such matters as fulfillment of program objectives, effect of advice and influence of the overall program or the contribution to the advancement of technology.

Points = 440

B. Evaluation of Factors and Summation

For purposes of documenting the evaluation and the overall classification value for a position, the following worksheet should be used, in part.

Date of Analysis:		Factors	Level	Point
Position number: Position title: Department:		Factor I		
		Factor II		
		Factor III		
Responsible official:		Factor IV		
		Total Points		
	Supervisory Grade:	Grade Level		
		Variety of Work		
		Add on		

- 1) Steps in the Analysis of the position description
 - a) Determine the applicable level for each factor
 - b) Record the point values for these levels on to a prescribed worksheet
 - c) Sum the values for the four factors as the Total Points for the position
 - d) Use the following chart to convert Total Points to the equivalent Grade Level

RANGE OF TOTAL POINTS	GRADE LEVEL
190 - 250	1
255 - 450	2
455 - 650	3
655 - 850	4
855 - 1100	5
1105 - 1350	6
1355 - 1600	7
1605 - 1850	8
1855 - 2100	9
2105 - 2350	10
2355 - 2750	11
2755 - 3150	12
3155 - 3600	13
3605 - 4050	14
4055 - UP	15

Evaluating Variety of Work in a Position

- 1) Where more than one kind of work is involved, each kind representing a requirement for a distinctly additional body of knowledge, additional level credit may be given to compensate for the variety of duties performed. In applying these criteria, all of the following conditions must apply:
 - a. The grade level of the different kind of work must be at least equivalent to the grade level of other work found in the position.
 - b. It must be established that the additional work requires a distinctly different body of knowledge, rules and regulations than other work found in the position.
 - c. The additional work must occupy at least 25% of the incumbent's time.

- 2) Where all the above conditions are met, one additional grade may be added to the level obtained by application of Factors I, II, III and IV above.

C. Supervisory, Managerial and Highly Professional Grade Evaluation Guideline

Supervisory and Managerial Positions

The purpose of this guide to provide guidance to determining the grade value of positions with supervisory responsibilities; to provide a basis for uniformity distinguishing, along the continuum of supervisory-managerial responsibility, between work leaders, supervisors, and managers; and to provide managers and their staff advisors with additional analytical tool for use in reviewing organizational structure for position management and control purposes.

The grade level for supervisory positions will be determined by giving consideration to and classification credit for such factors as the base level of work supervised and such supervisory tasks as work planning and organization, work assignment and review, personnel functions and technical responsibility for work performed the organization directed. Consideration must also given to other factors that complicate supervisory positions, such as the size of the work force supervised, the variety of work assigned to the organization and work pressures associated with constantly changing deadlines.

Reduced to the simplest terms, the classification of supervisory positions involves the determination of what increment over the grade level of work supervised is appropriate for the additional responsibilities assumed by the supervisor. This can be accomplished by analyzing and evaluating the factors outlined in the preceding paragraph.

1. First level supervisory positions typically include responsibility for most, if not all, of the following duties and responsibilities:

- a) Assign, direct, and review the work of subordinates;
- b) Plan and carry out the training and development of employees;
- c) Evaluate employees' work performance;
- d) Recommend selections, promotions, status changes, awards, disciplinary actions, and separations;
- e) Plan, schedule, and coordinate work operations;
- f) Solve problems related to the work supervised;
- g) Determine material, equipment, and facilities needed;
- h) Explain and gain the support of employees for management policies and goals (for example, cost reduction and safety);
- i) Work to achieve the objectives of Government-wide personnel programs and policies (e.g., labor-management relations and equal employment opportunity); and
- j) Deal effectively with employees and others on employee suggestions, grievances, and other matters involved in the day-to-day administration of labor-management agreements, sometimes including labor-management contract negotiations.

NOTE: The type of duties and responsibilities described above are normally found in first level supervisory positions but may be found in some rare cases where a second level supervisor is responsible for work products of a low level, simple, unskilled nature.

2. **Second level supervisory positions** in an organization typically include responsibility for most, if not all, of the following duties and responsibilities:
 - a) Analyze work requirements and determines staff resources, equipment and other resources needed to accomplish work assignments, and make adjustments among subordinate organizations as deemed appropriate;
 - b) Establish and adjust long range schedules, priorities and deadlines for regular and special work assignments, and coordinate work schedules among subordinate organizations;
 - c) Assign and explain work requirements to subordinate levels of supervision for new or changed programs, functions, goals and processes;
 - d) Develop internal programs, plans, and procedures to insure that subordinate supervisors implement the provisions of various Government-wide, agency or installation programs such as equal employment opportunity, merit promotion plans, career development plans, performance appraisals and others to achieve equitable treatment of employees;
 - e) Review serious disciplinary cases (i.e., those proposing suspensions and removals) and recommends approval or changes to higher levels of management; and
 - f) Approve, modify, or reject formal requests prepared by subordinate supervisors for promotions, reassignments, status changes, awards, selections and the like.

3. Positions of higher levels in an organization typically involve significant responsibility for **managerial type** duties such as those described below:
 - a) Determines program goals and develops plans for the organization independently of or jointly with higher management;
 - b) Determine resource needs and allocation of resources and account for their effective use;
 - c) Determine the need and develop plans for organizational changes which have considerable impact, such as those involving basic structure, operating costs or key positions;
 - d) Consider a broad spectrum of factors when making decisions for recommendations to higher level management including public relations, Congressional relations, labor-management relations, public policy stances, effect on other organizations and other parts of the organization, economic impact, and the like;
 - e) Coordinate program efforts with other internal activities or with the activities of other agencies, bureaus or ministries;
 - f) Assess the impact on organization programs of substantive developments in programs and policies in other parts of the organization, other Government entities and the private sector;
 - g) Set policy for the organization managed (such as determining program emphasis and operating guidelines), understand and communicate policies and priorities throughout the organization managed;
 - h) Deal with general personnel management policy matters within the organization, with personnel actions affecting key employees and other actions with possible serious repercussions; and
 - i) Delegate authority to subordinate supervisors and hold them responsible for the performance of their organizational units.

Exclusion from Supervisory Positions

These are positions with responsibility for work assignments requiring only one or two other workers or with supervisory responsibility only in the absence of the regular supervisor. Such positions have as their primary responsibility personal work accomplishment. Responsibility for work assignments involving one or two other persons is not sufficient to warrant identification of a position as supervisory and does not warrant additional grade level consideration.

Application of Supervisory and Managerial Guide

To arrive at a proper classification for first level supervisors (e.g., those supervisors with responsibility for directly supervising a group of employee), consider the following factors:

- a) Make sure the incumbent performs a majority of the duties and responsibilities outlined in paragraph 1 above or typical responsibilities of first line supervisor -- then
- b) Determine the base level of work supervised. The intent of this factor is to identify the highest level of "line" or productive work, which constitutes a significant proportion of the work under the technical supervision of the position being evaluated.
- c) Provide classification credit for the number of personnel supervised. If the organization supervised consists of a subordinate staff of from 3 to 10 employees, add one grade level to the base level of work supervised as determined by (a) above. If the organization supervised consists of a subordinate staff of 11 or more employees, add two grades to the base level of work supervised. No additional grade level consideration is appropriate for larger number of workforce supervised. A larger number of employees do not materially contribute to the difficulty of supervisory responsibilities to the extent that additional grade level credit is warranted.
- d) Give consideration to another complicating feature, such as the variety of work performed. If responsibilities include supervision over employees in two or more distinctly different occupations, and provided the grade of such work is equivalent to the base level of work as determined by (a) above, consider applying this factor. If such conditions exist, add one grade on to the position's classified grade. This factor is not creditable if application of (c) above results in a higher grade level, as sufficient classification credit has already been provided based on the number of personnel supervised.
- e) Another element that complicates supervisory positions is constantly changing deadlines and priorities relating to the work product of the organization supervised. These complications are sometimes caused by external pressures, such as higher level officials in the organization putting pressures on the supervisor to complete work within a limited time frame and within limited resources in terms of manpower, equipment and materials necessary for the work. Additional classification credit is warranted when, for example, the supervisor makes decisions as to which work to defer in order to comply with new deadlines, whether to "farm out" work or secure additional employees by temporary appointments, changes in the desired work product requiring redoing substantial amounts of work and other decisions of a comparable nature. These situations are such that they demand of the incumbent qualities such as exceptional adaptability, special skills, the

ability to act quickly, and the ability to withstand considerable and continuing pressures. If this situation exists to the extent that additional classification credit considered warranted, add one grade to the levels attained following the guidance outlined in (a), (b), (c), and (d) above.

The grade level appropriate for employees at the second-level supervisory positions depends to a large degree on the nature of the total program or complexity of activity, the magnitude of resources utilized in the program, the total results expected, the overall importance of the program in relation to Government-wide mission accomplishments, the consequence of management decisions made, and other considerations. In this connection, it important to keep in mind that the grade level of work supervised is only one indicator, not the sole determining factor, arriving at an appropriate grade level. Good judgment and proper alignment of positions are very important to the decision making process for second, third, and even higher level positions in the Public Service. When applying these guides it should be remembered that the situations described below are norms, or statements of concepts and intent, rather than absolutes. Consider the following when arriving at a grade level deemed appropriate for these type positions:

- a) Make sure the incumbent performs a majority, if not all, of the duties and responsibilities outlined in paragraph 2 above, or typical responsibilities of second line supervisors -- then
- b) Give credit to the nature, variety and complexity of the organizations supervised as determined by the highest grade level of subordinate supervisory positions in the organizational hierarchy and add one grade level to this grade. The resultant grade level is the starting point when classifying second, third and higher level positions. A one-grade differential is appropriate when the incumbents supervise only two lower level organizations and do not contain any of the complicating features outlined (d) below.
- c) After determining the one grade differential as outlined (b) above, add an additional grade if the incumbent directs four or more subordinate supervisors over lower level organizational segments, each having a personnel complement ranging from 3 to 8 employees.
- d) After determining the grade differential as outlined in (b) and (c) above, add an additional grade if supervisory responsibilities are complicated because of unusual demands being placed on the incumbent because of frequent and substantial changes in the volume of work, the kind of substance of work and/or deadlines set for completion of work. Supervision of employees performing a variety of work typical of employees serving positions at this level and no additional grade level is considered appropriate if variety is found at the lower level organizations supervised.
- e) The grade level attained by the application of the criteria outlined in (c) and (d) immediately above is the highest level appropriate for second level supervisory positions.

The grade level appropriate for managerial employees takes into account most, if not all, of the duties and responsibilities outlined in paragraph 3 above or typical managerial responsibilities. The criteria for the managerial level provides classification credit for making major decisions regarding the initiation or curtailment of major programs, performing long-range planning in

connection with prospective changes functions or programs, making changes to organizational structures and determining the means of substantially reducing operating costs, without impairing overall operations (e.g., methods improvements, automation, etc). Consider the following when arriving at a grade level deemed appropriate for these type positions:

- a) The scope and complexity of the organizations supervised is a major factor in determining the proper grade level for positions functioning at this organizational level. These are senior level positions with responsibility for directing the work activities, through subordinate supervisory levels, of a major organizational component and normally report to an individual heading up a discrete functional area.
- b) Determine the highest grade level of a subordinate supervisory position and add one grade level if the incumbent directs the activities of two or three organizational components. Two grade levels may be added if the incumbent directs the activities of four or more subordinate organizational elements.

Highly Specialized Professional and Executive Positions

- a) Grade levels 16, 17, and 18 represent the highest levels in the National Public Service System. Employees in such positions perform the most difficult, complex, and professional jobs found in Governmental organizations and are known as the Executive or full Professional level positions. Executive levels positions are those positions responsible for the management and direction of large, complex and important organizational elements. Professional levels positions are those positions responsible for the performance of highly specialized jobs in the organization that require specific knowledge and skills. Such positions normally report directly to an individual appointed by the President of the Republic of Palau or the equivalent.

Employees at grade levels 16, 17, and 18 may be involved in the performance of highly professional jobs associated with specific fields of endeavor. Highly specialized professions such as legal, medical, accounting, engineering, economics, information technology, biology and other recognized scientific and professional occupations may be classified at grade levels 16, 17 and 18. Employees in these positions must have acquired the required qualifications that may be equivalent to other professional fields and must have demonstrated knowledge and experience in their field. These positions normally report directly to individuals appointed by the President of the Republic of Palau or the equivalent. Classification of other specialized professional positions to grade levels 16, 17, and 18 will use the same precedence set below for medical and legal fields, taking into account the equivalency in the level of qualification requirements and complexity of the job.

The President may set salaries of the Palau ambassadors to foreign governments at grade levels 16, 17, and 18, depending on the level of diplomatic ties with each foreign government where Palau embassy is established.

- b) Executive positions at the 18 level are appropriate ONLY for those positions reporting to

an individual appointed by the President to head up the largest and most complex organizational entities in the Government of Palau or for highly specialized professional work. These positions must still be classified by reference to the four factors and the above guidelines for Supervisory and Managerial positions. Some additional guidelines are necessary for highly specialized professional work and outlined below are the guidelines to classify positions in the legal and medical fields.

Positions classifiable to the grade 18 level that are involved in highly specialized work in medical and legal fields must meet the following additional guidelines:

- (1) Grade 18 is appropriate for employees performing highly specialized work in the medical field as Physicians with a specialty. Physicians at this level are assigned the full range of cases including those of a difficult nature and are responsible for determining when they should seek advice and guidance.

The 18 level is appropriate for employees who have graduated from a medical school, completed a 1 or 2-year certified internship and who have completed formal post-graduate education and training for a Master's Diploma with 2 to 5 years residency training in at least one particular specialty (e.g., internal medicine, public or community health, obstetrics, pediatrics, family practice, surgery, and other disciplines in the medical field. (11 or more years post high school). Before this level is considered appropriate for an employee, the advanced education and training necessary to qualify an individual as Physician (Specialty) must be reviewed and approved by a Professional Health Committee as determined by the Ministry of Health.

- (2) Grade level 18 is also appropriate for employees performing highly specialized work in the legal field as Attorneys involved in preparing cases for trial before a court or administrative body, or persons having quasi judicial power wherein they are rendering legal advice and services with respect to questions, regulations, practices or other matters falling within the purview of the Government and/or an agency within the Government.

Attorney positions operating at level 18 are involved in extremely complex and difficult legal questions or factual issues in the drafting, interpretation or application of legislation, regulations, contracts, decisions, opinions or other legal instruments and require for their solution a high order of original and creative legal endeavor in order to obtain a reasonable balance of conflicting interests. Some positions at this level involve complex factual or policy issues requiring extensive research, analysis and the obtaining and evaluating of expert testimony or information in controversial areas of scientific, financial, corporate, medical, engineering or other highly technical areas.

Qualifications for positions at this level require graduation from and accredited school of law, admission to the bar, and 5 years of professional experience in the

practice of law.

- c) Executive positions at level 17 are generally responsible for the management and direction of middle-sized organizations but not for small-sized organizations where the breadth and size of the organization does not meet the requirements under the Supervisory Grade Evaluation Guideline for definable organizational segments. Grade level 17 is also applicable to certain types of highly specialized professional work as described below. These positions must still be classified by reference to the four factors and the guidelines for Supervisory and Managerial positions. Some additional guidelines are necessary for highly specialized professional work in the legal and medical fields and are outlined below.

Positions classifiable to the grade 17 level that are involved in highly specialized work in medical and legal fields must meet the following additional guideline:

- (1) Resident Physician - The 17 level is appropriate for employees who have graduated from or completed medical school and a 1 or 2-year certified internship and their residency diploma or 2 years of a specialty residency (8-10 years post high school). Such employees have not completed the formal education and training necessary to qualify as a physician with a specialty or have not been assigned additional professional responsibilities. Employees at this level are fully licensed and work independently as a general practitioner, taking care of most common preventive, urgent and emergency medical situations.
 - (2) Attorney - The 17 level is appropriate where difficult legal or factual questions are involved because of the absence of clearly applicable precedents due to the newness of the program or the novelty of the issue; or it is highly arguable which precedents are applicable to the case at issue because of the complexity of the facts or the different possible constructions which may be placed on either the facts or the laws and precedents involved.
 - (3) Dentist - The 17 level is also appropriate for positions involved in performing the full range of professional dental duties in the treatment of dental diseases or dental health problems requiring corrective, restorative, or preventive measures. Positions classifiable at this level require graduation from an accredited school of dentistry and two years of professional dentistry work experience. Incumbents of such positions must possess a license to practice dentistry in the Republic of Palau. Employees with advanced formal education and training may be considered for the next higher level. Such action must be completely justified by outlining the advanced formal education and training possessed by the employee and how these impact on the level of professional work performed. The justification must be reviewed and approved by a Professional Health Committee as constituted by the Ministry of Health.
- d) Executive level positions at grade level 16 are generally responsible for small-sized

organizations or for highly specialized professional work as described below. Positions at this grade level must be classified by reference to the four factors and the guidelines for Supervisory and Managerial positions.

Positions classifiable to the grade 16 level in the medical and legal fields must meet the following additional guideline:

- (1) Physician Intern - This level is appropriate for employees who have graduated from a medical school and have completed a 1 or 2 year certified internship and passed the Intern Exit Examination to qualify as a Resident Physician (7-9 years post high school).
- (2) Attorney - This level is appropriate where the legal question or factual situation can be relatively easily resolved in the light of well established or easily determinable facts and clearly applicable precedents involved. The impact of cases or legal problems is limited to the parties directly concerned (private individuals or a local industry) since legal or administrative sanctions, fines or penalties are relatively minor and involve no new precedents of wider potential impact.

Supervisory Evaluation

1. Make the appropriate evaluation based on the above guide and enter on the final grade in the summary worksheet.
2. Classify the position with the higher of either the resulting supervisory grade or the grade level of the position inclusive of any adds on grade to recognize variety of work.

IN WITNESS WHEREOF, I have hereunder set my hand and affixed my signature this 21st day of February 2006, in the State of Koror, Republic of Palau.

/s/

Tommy E. Remengesau, Jr.
President of the Republic of Palau