

Position Classification Standard for Vocational Rehabilitation Series, GS-1715

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SERIES DEFINITION

This series covers positions requiring the application of knowledge of training programs and occupational information in relation to vocational rehabilitation problems of the physically or mentally disabled, or of other individuals whose background or lack of job skills impairs their employ ability. The work involves planning training programs for these individuals; placing them in gainful employment; and supervising them while in training and during adjustment to the job. The duties require knowledge of vocational training concepts and practices; of the employment market; of training facilities; and of skill demands and environmental conditions in occupations and in specific jobs in relation to their suitability for the training and employment of the persons served by the rehabilitation program. The work also involves the application of counseling techniques and methodology in motivating these individuals and helping them to adjust successfully to the training or work situation; however, full professional counseling knowledge is not required.

This standard supersedes the standard for this series published in April 1959.

EXCLUSIONS

1. Positions which require full professional knowledge of one of the social or behavioral sciences or of a subject-matter field. For example, see the [Psychology Series, GS-0180](#); the [Education and Vocational Training Series, GS-1710](#); the [Social Work Series, GS-0185](#); the [Social Science Series, GS-0101](#).
2. Positions which involve planning, administering, or evaluating programs designed to develop employees and manage learning in the organization. See the [Job Family Position Classification Standard for Administrative Work in the Human Resources Management Group, GS-0200](#).
3. Position involving support work as aids or technicians in programs providing training services and social or employment assistance to the disabled or the disadvantaged. Depending upon their primary requirements, such positions are classified in the [Social Services Aid and Assistant Series, GS-0186](#) or the [Education and Training Technician Series, GS-1702](#).

COVERAGE

The field of "vocational rehabilitation" and the term itself is generally recognized as including provision of services to individuals whose employability or job adjustment is impaired by (a) a physical, mental, emotional or other disability, or (b) a lack of basic education and job skills or other disadvantaged background condition. This standard also uses the term "vocational rehabilitation," in this broad sense. Because of differences in qualification requirements, this

standard provides two specializations to distinguish these two major areas: i.e., those serving the disabled; and those serving the disadvantaged.

NOTE: Since most of the positions in this series are in the Veterans' Administration, the illustrations provided in this standard are based largely on vocational rehabilitation specialist positions as they function in that program. This does not affect the applicability of this standard for similar positions in other programs. The work in some of these other programs involves primarily providing training and placement services for the disadvantaged an area that is still evolving, making it impractical to develop detailed standards criteria. However, the functions and techniques used in this area are basically the same as those used in providing training and placement services for the disabled. For this reason, the criteria in this standard can be used as a basis for evaluating the positions in these other programs.

This standard provides grade-level criteria for evaluating Vocational Rehabilitation Specialist and Vocational Development Specialist positions at grades GS-5 through GS-11. Specific criteria for grades above GS-11 are not provided because such positions are too few in number and too individualized for the development of separate specific grade-level guidance. However, positions having duties and responsibilities that clearly and significantly exceed the criteria for grade GS-11 should be classified to the appropriate higher grade by extension of the criteria in this standard and the application of sound classification principles.

This is a two-grade interval series for purposes of the Whitten Amendment.

Supervisory positions in this series are evaluated by reference to the [General Schedule Supervisory Guide](#).

TITLES

For nonsupervisory positions:

- For positions primarily serving those disabled by a physical, mental, behavioral or other impairment, the appropriate title is Vocational Rehabilitation Specialist.
- For positions primarily serving those disadvantaged by lack of basic education and job skills or other background condition, the appropriate title is Vocational Development Specialist.
- For positions serving both the disabled and the disadvantaged, with neither area predominant, the title of Vocational Rehabilitation specialist is used.

OCCUPATIONAL INFORMATION

(NOTE: In the following paragraphs of this section, the term, "vocational rehabilitation," is broadly used. The explanatory material on the rehabilitation process, the functions of the vocational rehabilitation specialist, etc., applies similarly to the vocational development specialist.)

The rehabilitation process

The aim of the rehabilitation process is to bring individuals served by the program back up to the physical, mental, social, vocational, and economic usefulness of which they are capable. The goal of vocational rehabilitation is their ultimate satisfactory placement and adjustment as qualified employees. It is the responsibility of the vocational rehabilitation specialist to see that the combined efforts of the many other different "specialists" involved in the rehabilitation process result in the gainful employment of individuals whose handicap previously stood in the way of such employment.

Rehabilitation is a team process throughout its various phases. As the individual progresses toward his rehabilitation, primary responsibility for the coordination of necessary and available services passes from one "specialist" to another (e.g., from physician to social worker, to counseling psychologist, to vocational rehabilitation specialist). When the vocational rehabilitation specialist enters the case he is responsible for facilitating the provision of essential and available services throughout the balance of vocational rehabilitation to the point of satisfactory employment adjustment. During the period of this responsibility (which may last for several years), he serves as the principal continuing contact which the individual has with the rehabilitation agency.

Primary functions of the vocational rehabilitation specialist

The primary functions of the vocational rehabilitation specialist in the total vocational rehabilitation process are to find and provide suitable training and placement services for the individual served by the rehabilitation program, and to supervise the individual and follow through during the period of his training and job adjustment.

Providing training services involves ascertaining the training requirements to meet the training objective; coordinating with various resources in finding, evaluating, and selecting a training facility* in the community that will be specifically suitable from the standpoint of the particular needs and problems of the individual; and setting up and negotiating for a training program that will meet his needs. They are responsible for such aspects as entering the individual into training; prescribing the number of hours; determining whether the program needs adjustment in the light of progress of the individual, and arranging for adjustment of the training content in certain situations, or interrupting or discontinuing the training of the individual, if deemed necessary; determining when supplemental or remedial education is needed, and arranging for such training.

Providing placement services involves finding suitable employment opportunities or keeping up day-to-day contacts with employers, placement people, and others, and keeping alert for job and small business opportunities. Placing the individual involves a program of informed selling. This typically requires that the specialist overcome the more common employer objections to hiring the handicapped. He must convince the employer that, instead, he will be hiring a qualified person who can fill the employer's needs. This may also involve persuading the employer to make certain modifications in the work situation in order to accommodate to the individual's particular handicap.

Once the individual has been placed in training or employment, his successful adjustment to the situation will often be the determining factor as to whether the training facility or employer will accept other handicapped workers in the future. The vocational rehabilitation specialist helps, counsels, and guides the individual over the rough spots in his adjustment to the job or while in training; helps the employer or training facility to understand the nature of the individual's disability without at the same time jeopardizing the individual's position as an able rather than disabled worker; and particularly recognizes when complications in the individual's adjustment are serious enough to merit the attention of one or more of the team of professional "specialists," e.g., psychologist, social worker.

- * Training facility, as used in this standard, refers to either a training institution or an on-the-job training facility.

Types of cases

Types of cases vary from those involving less serious impairment, in terms of employability, to those involving extensive impairment. Major distinction in case assignments is made by the division of the cases, for purpose of training and placement, into two broad categories—regulation procedures and special procedures.

Regular procedures cases are those involving a handicap that does not pose difficult problems insofar as successful training, placement, and adjustment are concerned. In such cases, the kinds of services needed are more clearly apparent and existing instructions readily provide guidelines.

Special procedures cases are those in which the individual is so severely handicapped as to present difficult problems of motivation, training, placement or adjustment. The effect of his impairment will necessitate closer study and supervision of the case by the specialist and the application of special ways and means of resolving the problems. In cases of this type, serious problems may stem, for example, from impairments such as:

- Serious orthopedic impairments.
- Psychiatric disorders requiring especially understanding supervision.
- Disabilities about which there is public misunderstanding, further handicapping the individual, such as blindness, epilepsy, etc.

- Serious emotional disability, with an offender record.
- Major deficiencies in basic education and job skills, with serious problems of adjustment because of disadvantaged background.

On the other hand, some cases involving an impairment such as listed above are ranked as regular procedures cases when no serious problems of training, placement or adjustment are expected. For example, this is likely in the cases of a double amputee who possesses a high degree of emotional stability in combination with a superior intelligence level, good motivation, and an occupational objective such as one of the professions.

EVALUATION CRITERIA

The criteria used in evaluating positions covered by this standard are Characteristics of the Assignment and Level of Responsibility.

(1) Characteristics of the assignment

This measures the difficulty of the assignment. It takes into account the complexity of the problems involved, the knowledges, originality and judgment required, and other qualifications required to perform the work. The more difficult the cases assigned, the greater the degree of knowledge, judgment, and originality required by the specialist. Generally, as cases involve impairments of increased severity, in relation to the work demands, difficulty of the specialist's job also increases. For example, as a disabled individual's tolerances to stress decreases, the accurate evaluation by the specialist of environmental factors in relation to the suitability of an occupation, training facility, or specific work situation becomes more critical.

The two broad case categories -- regular procedures and special procedures -- are used to reflect major differences in difficulty of type of cases assigned. (Discussed more fully on page 5.)

(2) Level of responsibility

This measures the extent of supervisory instruction, guidance and review received, and the extent of independence of action exercised by the specialist in carrying out his assignments. This factor takes into consideration the scope and nature of the person-to-person work contacts involved and includes consideration of responsibility for negotiations and arrangements with prospective employers and officials of training facilities.

Qualifications required

The primary knowledges required for the work of specialists in this occupation have to do with the field of occupational information and job training in relation to the vocational impairment problems of the individual served by the program. This includes:

- Knowledge of the training facilities and job information sources in a large variety of occupations, and of the employment outlook for the handicapped, in a given area.
- Familiarity with the skill requirements of such occupations, and knowledge of the kind of tools, training, equipment, and books, and educational costs customarily required by trainees for such occupations.
- Ability to obtain and keep up to date occupational and training facility information through a variety of sources, including establishing and maintaining close working relationships with training and placement officials in public and private agencies, businessmen, etc. This also requires constant alertness for new placement and small business opportunities.
- Knowledge and ability to evaluate effect of training and job demands, skill requirements and environmental factors in terms of suitability for the limitations imposed by the particular physical, mental, or emotional disabilities or other problems of the individuals served by the program.

The work of specialists in this occupation also requires ability to meet and deal effectively with others. This includes:

- Ability to "sell" the program and to negotiate contracts and agreements with prospective employers and training facilities, and to maintain good relationships with them; and
- Ability to gain and keep the confidence of the individual while he is undergoing training or adjustment to a job. This requires good judgment and tact, as well as the ability to employ the methodology and techniques of counseling (but not full professional knowledge of counseling) in motivating and encouraging the individual -- particularly if he has become dependent on others -- to become self-sufficient.

Specialists in this occupation need a basic knowledge of training concepts, a basic understanding of the principles of vocational rehabilitation, and a working knowledge of the purposes and services of each of the various professional and technical specialties involved in the rehabilitation process. They thus can assist the individual being helped to understand and utilize the available services appropriately in dealing with various problems in meeting vocational objectives.

Differences in the intensity and extent of these knowledges, skills and abilities are implicit in the criteria shown under the two factors of Characteristics of the Assignment and Level of

Responsibility in the grade-level descriptions. The qualifications, therefore, are not treated separately in the grade-level descriptions.

GRADE-LEVEL DEFINITIONS

VOCATIONAL REHABILITATION SPECIALIST, GS-1715-05

VOCATIONAL DEVELOPMENT SPECIALIST, GS-1715-05

This is the trainee level. Assignments provide basic knowledge of the program, training, and closely guided experience in the basic functions of the field of work.

Characteristics of the assignment

Typically, the work at this level consists of a sequence of varied assignments designed to provide basic knowledge of the program, its objectives, practices, and related requirements. The trainees learn about basic principles, procedures and techniques of the field, and develop a basic understanding of relationships with other specialties on the team and with other organizations and agencies involved in the vocational rehabilitation process. They are introduced to counseling methodology and the different needs and approaches for pre-job counseling, counseling while in training, and counseling during job adjustment of the individuals served by the program.

GS-5 trainee specialists typically receive in service training through attendance at orientation lectures, study of assigned reading material, attendance at conferences and team discussions, and through discussion and very close guidance from the supervisor on each phase of an assignment. They accompany the supervisor or specialists of higher grade to observe how on-site case activity is carried out; to obtain a practical understanding of the application of vocational rehabilitation and development principles to deferred situations; and to obtain understanding of working relationships with other State and local rehabilitation agencies and with private vocational facilities and employers.

Level of responsibility

Responsibilities at GS-5 are necessarily very limited because of the trainee nature of the assignments. Typically, GS-5 trainees receive specific instructions with their assignments and continuing close guidance from the supervisor or from a specialist of higher grade, and their completed work is critically reviewed. They receive very close supervision and detailed instruction on the use of selected specific methods, procedures and techniques. The supervising instructor or the supervisor holds intensive discussions of specific cases with the trainee before and after observation of on-site case activities.

VOCATIONAL REHABILITATION SPECIALIST, GS-1715-07

VOCATIONAL DEVELOPMENT SPECIALIST, GS-1715-07

This is a developmental level. GS-7 assignments provide advanced on-the-job training designed to prepare them for the responsibilities characteristic of the next higher level. In contrast with GS-5 assignments, in which participation in cases is carried out indirectly through study and on-site observation or through well-established contacts, GS-5 assignments involve responsibility for direct participation in carrying through selected phases of the total case process.

Characteristics of the assignment

GS-7 positions typically consist of assignments in which the specialists, on the basis of prior discussion with the supervisor, directly carry out selected aspects of the total case process, such as:

- In cases involving relatively uncomplicated problems, interviewing or conferring with the persons served by the program, with employers, with officials of training establishments, and with others involved in the vocational rehabilitation process;
- In cases where there are well-established precedents, designing training programs and making minor adjustments according to the needs of the individual cases; and drafting job training contracts.

Assignments involve a gradually increasing range and variety of case aspects, problems, and types of handicaps, as GS-7 specialists increase their knowledge and experience in the application of principles and practices of the field, and as they develop the confidence necessary to eventual full performance level assignments. During the course of their training and developments, GS-7 specialists obtain a variety of supervised assignments selected to provide progressively difficult experience, to the point of covering the full range of the basic functions of the specialist.

Level of responsibility

During the early stages of his developmental assignment, the GS-7 specialist receives close prior instruction on, and detailed review and discussion after completion of, assignments performed independently. However, he consults the supervisor freely on problems arising during the course of the assignment. As development progresses, the supervision and guidance become less frequent and less extensive, and closely resemble the general supervision that characterizes the full performance level.

In performing on-site activities the GS-7 specialist is usually accompanied by a specialist of higher grade or by the supervisor to observe performance for later review and discussion, and to

provide support if needed. In the beginning, such accompaniment is rather frequent; decreases as the GS-7 specialist gains experience and confidence; and then occurs only periodically, for purposes of evaluating and discussing progress in performance.

For further training purposes, some GS-7 specialists attend as observer and recorder during on-site activity of cases involving more complex problems carried out by specialists of higher grade or by the supervisor.

VOCATIONAL REHABILITATION SPECIALIST, GS-1715-09

VOCATIONAL DEVELOPMENT SPECIALIST, GS-1715-09

GS-9 positions involve responsibility for completely carrying through assigned cases. In contrast, GS-7 assignments are developmental in nature, involving selected phases of cases. Typically, the cases assigned to GS-9 specialists are of a regular procedures type, carried out under general supervision.

Some GS-9 positions also involve assignments of selected phases of special procedures cases, under close technical supervision.

Characteristics of the assignment

GS-9 case assignments consist typically of the regular procedures type, requiring the application of up-to-date occupational information such as: training facilities, and general outlook for employment for a wide variety of occupations in the commuting areas; specific job opportunities; entrance-level requirements; wages; hours of work, and working conditions as related to physical and mental stress; tools, equipment, and books customarily required by trainees, and costs of such items.

The emphasis in GS-9 assignments is generally on training and fitting handicapped individuals to the requirements of regularly established kinds of work which they can perform despite their handicap. This requires that GS-9 specialists give consideration to the limitations imposed by the individual's impairment. They apply specialized knowledge of the situation, the skill requirements, and the job demands, to estimate the probable success that the handicapped individual will have in completing a training program and in being placed in employment in a particular occupation. This may involve, for example, recognizing the need for a special prostheses and arranging to have the individual fitted and trained in its use. It may also involve recognizing the need and arranging for minor adjustment of machinery or processes (such as installing a ramp for a wheelchair case, or changing a hand pedal to a foot pedal to allow the use of machinery by an amputee).

For most types of cases assigned at this level, established training facilities and institutions previously approved for use in the program are available and adequate to the needs of trainees served by the program. When none are available or adequate, however, GS-9 specialists locate,

evaluate, and recommend approval of suitable training facilities; in rare instances, they may approve a facility for use. In evaluating and selecting training facilities and employment sites, GS-9 specialists usually survey the prospective site in terms of the limitations of the handicapped individual and the demands the environment may make. In the case of physical disabilities, for example, this involves consideration of such physical factors as standing, walking, climbing, reaching, and treading; and such environmental factors as sudden temperature change, heat, cold, dust, noise, vibration, toxic conditions, hazardous machinery, fast pace of work, variety in tasks, competitive work, exacting performance, and frequent interruptions.

Typically, GS-9 specialists negotiate with representatives of training facilities or institutions in setting up contracts for training that will meet the individual's needs and the rehabilitation agency's requirements. In doing this, GS-9 specialists usually are able to adapt existing plans to fit the particular training needed.

GS-9 specialists are responsible for assuring that worker trainees are paid on an equitable basis in terms of the going rate for other workers in the same field of work.

Typically, the GS-9 specialist's supervision of the individual while in training and/or during adjustment to the job involves responsibility for counseling and otherwise helping the trainee resolve his personal problems (e.g., family relations difficulties, employer-employee misunderstandings, emotional depression, financial difficulties). If, in the judgment of the specialist, the problem is one requiring professional aid, he is responsible for arranging for such services and getting the individual to accept help.

GS-9 assignments may include special procedures type cases, but such assignments usually do not involve as a regular and continuing responsibility the full range of specialist functions. Usually for such cases a specialist of higher grade designs and installs the training program, and then the GS-9 specialist carries through the case thereafter.

Level of responsibility

At this level, contacts with training and employment sources are largely with well-established facilities, typically institutional in nature, that have been previously used by the program (e.g., the local representative of an established apprenticeship training program; the veterans' liaison representative at a nearby university). Normally, in regular procedures cases, GS-9 specialists are responsible for independently developing appropriate training or employment arrangements with these sources. These arrangements and agreements are subsequently incorporated into contracts which they submit to the supervisor for review. Where the facility has been previously used by the program, and existing plans are readily adaptable to the particular situation, the recommendations made by the GS-9 specialists are heavily relied upon by supervisory officials; arrangements in situations of a more complicated nature usually involve consultation with and subsequent checking by the supervisor.

In general, in regular procedures type assignments, GS-9 specialists perform the full range of specialist functions, typically with relative independence and freedom from the detailed supervisory guidance that characterizes the lower levels. Supervision received on regular

procedures type cases is general in nature; the supervisor may provide general instructions on such matters as referral to precedent situations, suggested approaches for new situations, workload priorities, reporting intervals, changes in guidelines, and administrative requirements.

In the course of their work, GS-9 specialists keep their supervisor informed of problems that arise through regular progress reports. GS-9 specialists must recognize when guidance is needed and seek the advice of a specialist of higher grade, the supervisor, or another member of the team. The regular procedures case work of GS-9 specialists is normally subject to periodic supervisory review and on-site observation to evaluate to continuing effectiveness and soundness of their performance. On unusual or unprecedented problems, however, the supervisor closely reviews the GS-9 specialist's recommendations and proposed solutions in order to ascertain whether they may serve as precedents or may have significant impact on relationships between the immediate organization, other parts of the agency, or with State and local organizations, employer groups, unions, etc. The supervisor determines whether such solutions should be accepted or modified.

In special procedures type case assignments, the work of GS-9 specialists is given close technical review and guidance by a specialist of higher grade or the supervisor.

VOCATIONAL REHABILITATION SPECIALIST, GS-1715-11

VOCATIONAL DEVELOPMENT SPECIALIST, GS-1715-11

Typically, GS-11 specialists independently carry out a wide range of difficult cases involving special procedures. In comparison with the regular procedures type of assignments characteristic at GS-9, case assignments at this level are considerably more difficult. They require more intensive and extensive knowledges of disabilities or of other employment handicaps, and of occupational information, in relation to the more complicated problems involved in the training and job placement of the severely handicapped.

Characteristics of the assignment

While the major functions involved in carrying out special procedures type cases at this level are generally similar to those performed at GS-9, the work at GS-11 is more difficult because of the need for more individualized programming and substantial adjustments in the training or job environment. GS-11 case assignments require the specialist to apply a more intensive knowledge of mental and physical disabilities or other handicaps, in terms of the practical effects of such handicaps on work tolerances, motivations, adjustment to training, and difficulty in employment placement. Cases at GS-11 involve serious impairment, characterized by the severe limitations which the disability places on an individual's capacity to participate in any type of gainful employment. Such cases demand considerable ingenuity and persuasiveness on the part of the specialist to meet the limitations. For example, in order to fit a severely disabled individual to the job so that his disability is not a handicap, GS-11 specialists more often must

persuade employers to make special and substantial adaptations in working conditions or shop tools and equipment (e.g., modification of production processes).

At GS-11, planning of the training program is on a more individualized basis than at GS-9. At GS-9 existing plans can usually be adapted to the specific situation. At GS-11, on the other hand, the specialist must develop the training program around the residual capacities of the individual. He must exercise much care to see that the program does not result in a training course or job which exceeds the severely reduced work tolerances of the individual. For example, a person with a controlled pulmonary condition can, when properly placed, function on the job to the advantage of himself, his employer, and society. However, such factors as radical change in temperature, dampness, dust, or strenuous manual labor, may contribute to relapse, a loss of job opportunity, and even rehospitalization. Placement of such individuals is also usually more difficult, requiring careful selectivity, since there is a strong likelihood of (1) great employer resistance and prejudice in hiring the individual and (2) a possible loss of good relations painstakingly established with the employer, if the individual in training suffers a relapse or proves unsatisfactory. There is also the danger that, in case of relapse or failure with one such worker, the employer may be unwilling to hire other handicapped workers in the future.

Frequently, cases assigned to GS-11 specialists are further complicated by problems requiring special services in addition to the primary training or placement services for those individuals with severe physical or emotional disability. For example, the individual may need some special, individualized remedial work in basic education and in attitudes toward work before or during certain phases of his job training. GS-11 specialists are expected to recognize and determine the extent of need, and provide for such special training prior or as a supplement to the job training. In such cases, they look for and select a training facility with strong remedial training resources or, if more suitable to the particular need, arrange for individual tutoring. In comparison, GS-9 case assignments may include responsibility for providing remedial education, through an established program, that is of a prescribed or fairly standardized nature. GS-9 specialists do not normally have full responsibility for cases involving problems of the kind that call for the more extensive knowledges and judgment needed in setting up, evaluating, and making adjustments in an individualized learning program.

Some of the more severe handicaps typical of the complicated cases at this level call for exploratory training programs to determine the individual's work capacity. The GS-11 specialist makes the arrangements for setting up such a program under carefully controlled conditions (such as a sheltered workshop). The GS-11 specialist closely follows progress and evaluates findings. He then must make a judgment regarding need for further adjustments to accommodate to the vocational objective for the individual. Case assignments at GS-9, on the other hand, do not normally involve responsibility for this type of close monitoring of the progress of the individuals being trained, nor do they require the greater knowledge needed to make such evaluations.

Some GS-11 assignments include the homebound cases. These cases reflect problems characteristic of very severe types of handicaps and typically require highly individualized planning. The GS-11 specialist is usually consulted to help select a profitable occupation consistent with the limited capacities of the individual and the limited work space. He has to find and negotiate a training contract with an instructor suitable to the needs of the case. Further,

he has to see that such special equipment as will be necessary to the self-sufficiency of the bed bound worker is devised; and he has to develop and arrange for a market for the product or service produced. This requires him to apply a knowledge of merchandising and market practices and trends.

In GS-11 assignments, the cases typically involve more difficult problems of emotional and economic adjustment for the individual than do the cases at GS-9. Because of the more serious impairment problems involved, the individual is often more dependent. To counteract this, GS-11 case assignments especially require greater skill, ingenuity and knowledge to encourage and motivate the individual to become self-sufficient.

Level of responsibility

In contrast with the well-established, institutional type of contacts characteristic of the GS-9 level, the contracts at GS-11 frequently involve nonstandardized sources. This involves locating, establishing, and negotiating with new sources (e.g., new training facilities). Frequently, it involves finding and negotiating with individual instructors who are particularly competent to develop and conduct individually tailored programs (as in the case of the homebound). The GS-11 specialists' decisions, arrangements, and recommendations resulting from their negotiations in such situations are heavily relied upon by the supervisor. Although GS-9 specialists also independently make decisions and recommendations regarding training and employment negotiations, the decisions and recommendations at GS-11 involve considerably more complex situations calling for greater knowledge and judgment.

In general, GS-11 specialists receive and carry through the full range of difficult special procedures cases assigned them, typically without supervisory guidance. If the case is exceptionally complex or novel, the GS-11 specialist consults with the supervisor. In contrast, GS-9 specialists operate with similar independence of action only in the regular procedures cases. Special procedures case assignments at GS-9 are limited by closer supervision or a partial range of case coverage.

Progress reports, decisions, and recommendations of GS-11 formal approval, or to discuss any questions raised by the specialist where there is need for a joint decision on matters that may serve as precedent, present potential public relations problems, or otherwise require specific attention. Periodic supervisory review is made to evaluate quality and continuing effectiveness of performance.