

Planner - State-series Class Concept

Title: Planner - State class series

Occupational Family: Planning, Research and Analysis

Job Family: Planning, research and grants analysis

Kind of work: Professional or professional-supervisory planning and analysis work.

Class-Series Concept (i.e., characteristics of work performed by positions in this class series)

Professional or professional-supervisory work developing and/or evaluating government, non-profit or private-sector budgetary, policy, program, project or regulatory action plans/proposals (i.e., goals, policies and procedures). Work focuses on or supports the development and/or evaluation of strategic or tactical plans of public interest in one or more fields¹ -- with many positions involving interdisciplinary work -- and involves performance or direction of the following activities:

- Identification of planning needs, projects and process;
- Collection, analysis and presentation of data from a variety of sources to investigate factual environment or assess present situation surrounding the issue of interest (e.g., to identify what's working/what isn't, customer/client needs, policy or program issues/problems, regulatory/service delivery gaps in existing programs, trends, funding direction, stakeholder interests, aids and barriers to goals or needed regulations/legislation, effectiveness of current programs/services, etc.). Includes such activities as study design (determine problems/issues/questions to be studied and approach), data collection (identify data needed, sources, collection methods, sampling technique and analytical strategy; design/develop data collection forms, collect, verify and organize data, design/construction and administration of databases), analysis of data using quantitative methods, and interpretation of results. Analyses "go beyond the numbers," taking into consideration such factors as the inter-relationships of legislation, planning projects and on-going plans;
- Considerable involvement with political processes and formulation and management of a client/stakeholder/public participation process or group decision-support system; positions involve significant outreach and external client contact; presentation of information at public meetings;
- Determination of goals and measurable objectives;
- Identification and evaluation of strategic and tactical alternatives/options (e.g., program/service delivery/regulatory options); options and recommendations have impact on resource allocation and public policy alternatives/direction; work often involves policy analysis or public services redesign;
- Development of policy/program recommendations and associated action plans to improve services (i.e., "where to go from here" recommendations for action by management to achieve goals); action plans address strategy formulation, adoption and implementation issues;
- Preparation of reports and/or oral presentations;

- Review and evaluation of plans and related proposals/policies submitted by governmental agencies, planning commissions, non-profit agencies, consultants, etc.; researching economic, environmental, political, and social impact of proposed actions;
- Coordination/monitoring of planning projects, coordination/execution of actions in adopted plans and/or maintaining existing plans;
- Advice and technical assistance to regional, county, municipal, and other planning entities in the development and management of goal-oriented action plans;
- The primary purpose of positions in this series is planning, not program development, administration or research. The focus is on work primarily involving issues of statewide or regional importance.

¹ Aging, children services, criminal justice/public safety, community and economic development, population demography, education, employment & economic opportunity, energy, government structure/political process, environment, health care, housing, human services, information management, information technology/telecommunications, land use, conservation/natural resources, public utilities, recycling, recreation, revenue projection/allocation of fiscal resources, trade & economic development, transportation, urban planning & development, zoning regulations, etc.

Positions in the Planner-State class-series may be subdivided into class/exam "options" because of a program/topical specialty (e.g., chemical dependency, a criminal justice field, economic development, energy, information technology, vocational-technical education, long-term health care, etc.) or, less commonly, because of a functional planning specialty (e.g., strategic planning).

Key Activities:

Planning Process/Structure

- Assist management to identify the state's planning needs and potential planning projects;
- Initiate/organize and conduct/participate/attend meetings with citizen advisory committees, interest groups, civic leaders, technical experts, local/regional/state officials to identify citizen and client/stakeholder needs and their vision for the future, gather/provide information, identify/clarify issues to be addressed in the planning process, ensure dialogue and facilitate consensus, inform local providers about policy issues affecting their programs, explain/interpret state policy/positions, interpret technical material or explain controversial issues, etc.;
- Determine the scope of individual planning projects (identify/clarify problems, issues, and questions to be addressed);
- Outline/structure a planning process (identify stakeholders, data/information needed, sources, collection methods, research/study design and analytical strategy, and project steps for plan development);
- Chair/staff agency/outside work group or committees (e.g., boards, commissions, task forces, inter-agency groups, etc.)

Data Collection

- Identify data/information needed, sources and collection methods;
- Design and develop data collection forms, questionnaires/surveys, evaluation tools and associated rating measures/scales;
- Collect, verify and compile/summarize data from a variety of primary or secondary sources (e.g., from individual interviews or focus groups, questionnaires/surveys, field investigations, reports,

attendance at or participation in public meetings/hearings, etc.) for analysis or inclusion in planning documents;

- Design, construct and/or administer databases for analysis/reporting purposes; design reporting systems.

Data Analysis

- Determine how data will be analyzed (may include selecting appropriate descriptive and inferential statistics);
- Compute statistics, using statistical analysis, spreadsheet, database or presentation graphics software;
- Analyze data/results, draw conclusions, and make recommendations (i.e., interpret data/results, what should be done, and how); critique analyses and conclusions/recommendations of others;
- Identify trends, develop analytical or representative models, and prepare forecasts/projections (e.g., future service needs/utilization);
- Conduct cost-benefit analyses of current or proposed policy/services.

Plan/Policy Development

- Determine goals/measurable objectives and describe current state of affairs vis-à-vis those goals;
- Participate on interdisciplinary planning or project teams to develop state agency strategic plans; identify alternatives, including policy/program/regulatory changes/initiatives, and evaluate same (assess economic/social/political impact of each);
- Develop comprehensive recommendations/policy and associated action/implementation plans; advise management on strategic policy/program direction;
- Solicit comments from advisory groups and affected parties and revise proposed plan; submit to decision-makers.

Plan Implementation

- Develop detailed action plans (steps) to implement project recommendations;
- Carry out action plan steps, including development of detailed policy, standards, procedure, instructional and information materials needed for implementation;
- Develop monitoring/evaluation/reporting systems.

Report Preparation/Oral Presentations

- Write letters in response to inquiries concerning the planning process, goals, data collected, recommendations or action plans; orally reply to internal and external inquiries concerning same;
- Construct tables, graphs and maps to display data/information;
- Write narrative reports (e.g., summary memoranda or other short papers, press releases, plan documents, RFP's, etc.), describing planning objectives, process, results/recommendations and implementation plans;
- Draft and present legislative, budget and program initiatives/reports;
- Prepare and deliver oral presentations on plan (e.g., presentations on goals, planning process, issues, alternatives, recommendations and proposed plans) to both small and large internal/external audiences; testify before or represent the agency on boards, commissions, task forces, legislative committees and inter-agency groups;
- Write grant proposals.

Plan Review, Monitoring and Maintenance

- Monitor the planning process and/or execution of actions in adopted plans;
- Advise municipal, county, regional and other planning entities on the development and management of plans; provide training and technical assistance to state, county, municipal government, regional authorities, non-profit and private agency planning organizations and service providers;
- Critique/evaluate agency plans, proposals, policies and environmental impact assessments/statements submitted by state agencies, planning councils, consultants (research/evaluate the economic, social and political impact of proposed actions); advise public and private sector administrators on feasibility, cost-effectiveness, items requiring amendment and regulatory conformance of proposals for projects or on-going programs; review/critique proposed legislation; advise state agency administrators on the feasibility, cost-effectiveness and regulatory conformance of plans/proposals;
- Develop criteria for evaluating plan/program success;
- Review planning programs of other states;
- Review and enhance/update current policy/plans.

Planning Process Management (staff and/or budget)

- Determine planning group's overall objectives, work priorities policies; also organizational structure and job design;
- Develop and control budgets; request, allocate, approve and monitor expenditures;
- Coordinate the planning process (e.g., coordinate activities of consultants, planning groups, and governmental agencies);
- Direct professional planning staff in the role of a supervisor or project leader (i.e., plan, organize, assign, direct and evaluate the work of others on a permanent, on-going basis or on a temporary, project basis);
- Provide leadwork direction to co-worker professional planning staff (i.e., prioritize, schedule, assign, direct, guide and report on the work of co-workers, while also performing similar work).

As a lesser responsibility, work may include grants planning/analysis, management analysis, program evaluation or research analysis activities (see descriptions of "Related Class-Series" below).

Number of levels in series: 7

Other Planner classes/class-series:

- **Planner - Community** class-series -- positions focus on local/community -- versus state-level -- planning issues (e.g., assist local communities -- municipalities/counties/regions -- identify planning needs, setup planning programs, conduct studies, develop plans, locate/obtain funds, evaluate local plans, develop informational material, etc.
- **Planner - Transportation** class-series -- positions are topically distinct from other Planner-series positions in that they focus on transportation issues.
- **Strategic Planning Specialist** -- positions focus on strategic/long-range issues that involve more than one state agency. Positions conduct meetings to gather information from Minnesotans about their vision for the state's future; research and analyze statistics and related information about

critical public issues; develop recommendations for improving services; develop measurable goals to assess the state's progress; coordinate public policy with state agencies, the legislature, and other units of government; develop and fund pilot projects; develop policy; review of executive branch legislative proposals; collect and analyze demographic information, and provide useful information about those issues to policy makers and the public.

Related Class-Series:

- Management Analyst-series
- Legislative Audit Program Evaluation Specialist-series
- Planning Grants Analyst-series
- Research Analyst-series
- Research Scientist-series (related work, although not included in "Planning, Research & Analysis" occupational family)

Administrative Planning Director - State

Sample of a Typical Position (Benchmark)*

Purpose:

Supervise the Office of Drug Policy (created in M.S. 299A.30). Integrate drug program planning and grant distributions for drug prevention throughout Minnesota.

ANNOTATION: An Administrative Planning Director State has a dual role: planning and program administration. Both components must be present for allocation to this class.

Reports to:

Assistant Commissioner - Policy Development

Supervises:

1 Planner Principal State
2 Planner Intermediate
1 Planning Grants Analyst Sr.
1 Research Analyst

Budget:

\$400,000 in salary and supplies
\$20,000,000 in grant money

Clients:

Legislature and Governor's Office
Community based agencies involved in drug and violence prevention
Chemical Abuse Prevention Council
Narcotics Enforcement Coordinating Committee (NECC)
Federal, local and private sources of grant funding
Drug program participants in Minnesota

***This position is a composite of several positions.**

Principal Responsibilities

I. **Supervise employees in the Office of Drug Policy.**

1. Analyze the Office's needs and develop and implement short and long-range workplans.
2. Determine the Office's organization structure and specific job assignments.
3. Hire, transfer, and promote employees.
4. Train employees in technical areas, safety policies and procedures.
5. Determine work priorities, assign work, and monitor completion of work.
6. Evaluate work performance.
7. Analyze and recommend courses of action to resolve employee problems. Discipline, suspend, demote or terminate employees if necessary, mediate and adjust grievances.
8. Ensure understanding and practice of Affirmative Action and Workplace Diversity principles.

ANNOTATION: The percent of time spent doing supervisory tasks varies by position, but supervisory positions perform most of the tasks described above. Refer to M.S. 179A.03, Subd. 17 for the statutory definition of supervisory employee.

II. Integrate statewide planning for state and local anti-drug and community crime prevention programs to ensure quality services, cost effective delivery and equitable geographic distribution of service locations.

A - 55 - A

1. Identify gaps in existing programs, long term policies, regulations and legislation.
2. Working cooperatively with state and local organizations, develop a comprehensive, statewide plan for anti-drug programs. The Plan includes policies and recommended changes in legislation.
3. Direct research activities for the purpose of identifying state and local needs and guiding communities as they develop anti-drug programs.
4. Ensure that Planners assist local communities to develop cost-effective, quality programs (Planners give technical, planning, program, and fiscal assistance).
5. Ensure that information and training are provided to local providers.
6. Ensure that local providers are informed about policy issues that affect their programs and have opportunity for input and participation.
7. Prepare quarterly reports for the Commissioner and the Governor.

ANNOTATION: An Administrative Planning Director State develops plans and policies that affect a large segment of the State's population. Plans require creative thinking since there are often few precedents to follow; plans often have significant policy, program and legislative impact. This class also Supervises statewide program development and implementation as identified in the Plan.

III. Administer grants for community anti-drug programs to ensure that distribution of funds is equitable.

A - 15 -A

1. Develop policies, procedures and selection criteria for distribution of federal, state, private foundation, and corporation supported grants.
2. Ensure that grant recipients have opportunities to participate policy development and decision making.
3. Develop criteria for evaluating program success.
4. Develop and supervise a system to monitor grant recipients' fiscal and program activities.

5. Ensure that grant recipients receive training and technical assistance.

ANNOTATION: In this example, the program is administered through a grants process but program administration is not necessarily financed through grants.

Planning Supervisor - State

Sample of a Typical Position (Benchmark)*

Purpose:

Supervise staff in the development and implementation of environmental planning projects for the Department of Military Affairs.

A Planning Supervisor directs staff who are responsible for short and long range planning projects. Subordinate staff will usually be in the Planner class series. This supervisory component must be present for allocation to this class.

Reports to:

Planning and Development Director

Supervises:

1 Planner Senior State
3 Planners Intermediate
1 Student Worker Para Professional
1 Clerk Typist 4

Budget:

\$200,000 salary budget
\$ 50,000 Federal grants
Coordinates Camp Ripley's portion of the Department's Federal and State environmental budgets.

Clients:

Directorates and staff of Military Affairs
Department of Natural Resources
Pollution Control Agency
Army Corps of Engineers
Fish and Wildlife Service
Environmental Protection Agency
Local Citizens
Consulting Architects and Engineers

***This position is a composite of several positions.**

Principal Responsibilities

I. Supervise employees in the Environmental Planning Unit.

A - 25 - A

1. Analyze the Unit's resources and develop and implement short and long-range work plans.
2. Determine the Unit's organization structure and specific job assignments.
3. Hire, transfer, and promote employees.
4. Train employees in technical areas, safety policies and procedures.
5. Determine work priorities, assign work, and monitor completion of work.
6. Evaluate work performance.
7. Analyze and recommend courses of action to resolve employee problems. Discipline, suspend, demote or terminate employees if necessary, mediate and adjust grievances.
8. Ensure understanding and practice of Affirmative Action and Workplace Diversity principles.

ANNOTATION: The percent of time spent conducting supervisory tasks varies by position, but supervisory positions perform most of the tasks described above. Refer to M.S. 179A.03, Subd. 17 for the statutory definition of supervisory employee.

II. Develop, implement, revise and monitor plans for natural resources owned and/or operated by the Minnesota Department of Military Affairs.

A - 45 - A

1. Working cooperatively with the DNR, U.S. Fish and Wildlife Service, the U.S. Army Corps of Engineers, and the U.S. Environmental Protection Agency, develop a 10 year plan to manage water, wildlife, fisheries, waterways, wetlands, trails and minerals.
2. Ensure that the forestry portion of the plan is compatible with training and management plans; recommend adjustments in the training plan as appropriate.
3. Oversee annual timber sales to assure consistency with transportation, terrain, silvicultural and MN Army National Guard missions.
4. Ensure that forest planting, site preparation, and forest stand improvement comply with plan.
5. Assess the needs of fish and wildlife population and incorporate guidelines for their protection into the environmental plan.
6. Assess and develop guidelines for wildfire control programs, hunting activities, and wildlife food plots and incorporate these into the plan.

ANNOTATION: A Planning Supervisor typically develops statewide plans with narrow impact (e.g. sustainable agricultural practices) or local/regional plans for multiple disciplines and issues (water, wildlife, fisheries, trails, etc. owned by the Department of Military Affairs). The Planning Supervisor and her/his staff often share accountability for plans with experts from other agencies.

III. Develop, revise and monitor plans for land management for property owned by Military Affairs.

A - 30 - A

1. Conduct Land Condition Trend Analysis (LCTA) Programs for training lands.

2. Develop and implement training area restoration plans to maintain the integrity of the training lands (e.g. soil erosion control, vegetation management, etc.)
3. Recommend rehabilitation and vegetation technologies to improve training lands.
4. Develop environmental regulations for training area management.
5. Prepare annual report on conditions of training lands.

ANNOTATION: Planning Supervisors typically do not determine the need for studies. This is decided by higher level Planners or managers. In this sample responsibility, the need has been identified by management. The plan is developed and implemented by the Planning Supervisor.

Planner Senior - State

Sample of a Typical Position (Benchmark)*

Purpose:

Develop a master plan for a State Trail System

Reports to:

Director of Trail Programs

Supervises:

Student workers and project teams as assigned

Budget:

Influences the recreational trail budget of \$14,000,000

Clients:

Minnesota trail users
Local units of government
Trail user organizations
Department of Trade and Economic Development
State legislators and staff
Federal legislators and staff
DNR divisions and bureaus
DNR regional office staff
National Park Service
U.S. Fish and Wildlife Service
Minnesota Historical Society
News media
Interested citizens

***This position is a composite of several positions.**

Principal Responsibilities

- I. **Develop a master plan for authorized state trails under the authority of the Outdoor Recreation Act (ORA).**

1. Determine study methodology and parameters to be used in developing the plan.
2. Coordinate area research throughout the state for potential trail development.
3. Inventory resources along potential trail alignments and in the general vicinity of proposed trails.
4. Develop initial proposals for trail alignments.
5. Initiate and conduct public meetings to gather input for trail proposals.
6. Initiate and conduct meetings with Trails and Waterways Unit staff to review results of public meetings and determine direction of trail development recommendations.
7. Develop draft of trail development recommendations.
8. Present revised draft of trail plan development recommendations to the Commissioner's Council Technical Representatives (C-Tech) for review and comment.
9. Make final revisions to the plan.
10. Present Department approved trail plan to the public for review and comment.
11. Distribute Department approved trail plan to other state agencies for review and comment.
12. Finalize the trail plan.

ANNOTATION: Planners Seniors State are generally accountable for all facets of a plan's development. This includes determining study methodologies, gathering and analyzing data, meeting with interested parties to gather input and reach consensus on areas of conflict, drafting reports and making final recommendations to management and interested community groups. Plans may have statewide influence, but generally focus on singular issues.

II. Assist in implementing various tasks identified in the trail plan.

A - 10 - A

1. Develop interim guidelines for undeveloped trails.
2. Complete a visitors services plan for individual trail plans.
3. Assist as needed in vegetation management planning efforts.
4. Review development work plans for conformance to the state trail plan.

III. Coordinate plan implementation activities so that it's objectives are met and desired outcomes achieved.

A - 10 - A

1. Confer with program staff to clarify action steps/milestones and timeframes for the plan's implementation.
2. Provide technical planning advice and consultation to program staff, customer groups and stakeholders to solve problems and resolve issues.
3. Design manuals, training materials and guidelines to assist in the plan's implementation.
4. Periodically evaluate the plan implementation to measure progress and recommend modifications as necessary to improve its efficiency and effectiveness.

ANNOTATION: At the senior level, planners are responsible for the entire planning process through implementation.

Planning Director - State

Sample of a Typical Position (Benchmark)*

Purpose:

Develop a statewide plan for policy and program reforms in social services to children and enhance the capacity of local providers throughout Minnesota to deal more effectively with families in the community.

Reports to:

Assistant Commissioner for Children's Social Services

Supervises:

Provides direction to project teams.

Budget:

Broad impact on Social Services for Children in Minnesota

Clients:

Local social service agencies

Governor's Office

Legislature

Divisions in the Department offering services to children, e.g. Deaf Services, Chemical Dependency, Family and Children's Services, Mental Health, and Health Care.

Committees, taskforces, and Commissions involved in services to children.

Department of Health.

Other state agencies.

***This position is a composite of several positions.**

Principal Responsibilities

- I. **Identify and develop research and analysis strategies to support broad-based childrens' social services program planning.**

A - 55 - A

1. Organize and provide leadership to the project work group comprised of Department staff, local providers, and representatives from client groups.

2. Design and implement methodology to determine the numbers, characteristics, and service needs of children in the welfare system and of children needing, but not receiving services. (May direct the work of research staff).
3. Identify impediments to existing services for children (e.g. service gaps, inadequate information, funding, poor or insufficient training, staffing problems, and/or current legislation).
4. Research alternative program models to deliver social services to children.
5. Identify the resources needed to implement alternate models.
6. Clarify the roles and responsibilities of providers.

ANNOTATION: Planning Directors are responsible for complex plans that have broad public impact. In this example, complexity and impact are demonstrated by the fact that social services for children include a large number of children throughout the State. It also includes multiple disciplines such as physical health, mental health, developmental disabilities, chemical dependency, deaf services, and financial assistance.

II. Develop a comprehensive statewide plan for addressing children's social service needs.

A - 45 - A

1. Gather input from work team and analyze information.
2. Develop new legislation and modifications to existing legislation.
3. Draft recommend policy changes and a revised system and program structure.
4. Identify implementation strategies, including projected implementation costs.
5. Identify training and marketing needs necessary for implementation and identify and propose required resources.
6. Develop assessment and evaluation instruments and strategies.
7. Present proposed plan to affected parties.

ANNOTATION: Plans developed at the Director level usually have significant policy, program and legislative impact.

Planner

Sample of a Typical Position (Benchmark)*

Purpose:

Assist higher level Planners in planning studies.

Reports to:

Planning Director - State

Supervises:

No one

Budget:

Contributory impact on the Department's program budget

Clients:

General public
Federal Agencies
Metropolitan Council
Regional Boards
Regional Development Commissions
Mn's cities, counties, and townships
Special Interest Groups

***This position is a composite of several positions.**

Principal Responsibilities

- I. **Assist higher level planners as they develop planning studies for a variety of state programs.**

A - 65 - B

1. Analyze social, economic and environmental factors effecting specific portions of the plan.
2. Participate in meetings with local citizens, communities, counties, regional and state agencies to gain insight into their needs and to communicate the Department's plans, policies and programs.
3. Identify potential problems and conflicts and prepare recommendation for higher level planners.
4. Identify opportunities for coordination with local and regional agencies' planning, construction and maintenance activities.

5. After recommendations have been approved by the Director, incorporate study results into Department planning and project development process.

ANNOTATION: Responsibility I illustrates three key concepts in the Planner class.

- A Planner works under immediate supervision.
- Studies are limited in scope and complexity. Often they are parts of larger, major planning studies.
- Research and analysis is combined with integrating community concerns and ideas and gaining community support.

II. Assist in the Department's review of environmental documents, comprehensive plans and capital improvement programs from local and state agencies to determine the effect of local and regional planning and project proposals on the State.

A - 35 - A

1. Review environmental documents, comprehensive plans and capital improvement programs.
2. Gather data and analyze how these documents and programs will affect plans.
3. Prepare summaries of findings for Planning Director.
4. Coordinate distribution of summaries with other Divisions.

ANNOTATION: A Planner typically gathers and analyzes data that is incorporated into major planning studies by higher level planners.

Planner Principal - State

Sample of a Typical Position (Benchmark)*

Purpose:

Develop, in cooperation with the Office of Environmental Assistance, a statewide plan for solid waste management in greater Minnesota.

Reports to:

Director of Ground Water and Solid Waste

Supervises:

None.

Intermittently provides work direction to project teams and consultants.

Budget:

No direct budget authority.

Clients:

Regional, state and federal agencies involved in solid waste management.

Owners and operators of solid waste disposal facilities.

Political subdivisions involved in regulating solid waste facilities.

Scientific community and professional consultants.

Commercial and industrial generators of major quantities of solid waste or unique character type solid wastes.

General public interested in solid waste management and environmental protection.

Public and private interest groups concerned with solid waste management.

Legislature.

***This position is a composite of several positions.**

Principal Responsibilities

- I. In cooperation with the Office of Environmental Assistance, lead in the design and development of a state plan to provide for solid waste management programs and facilities in greater Minnesota.**

1. Identify and organize a team of experts from MPCA and the Office of Environmental Assistance to complete the plan within the legislated time frame.
2. Ensure compliance with requirements in the Resource Conservation and Recovery Act.
3. Gather data to complete an analysis of current state solid waste management policies and estimates of future waste volumes.
4. Analyze impediments to alternatives for solid waste such as institutional barriers, financing restrictions, lack of markets and design methods.
5. Identify resource recovery implementation tools available to counties and/or the private sector to meet abatement goals established by the plan.
6. Assemble MPCA resources required to meet the plan's goals.
7. Analyze the effect of the Plan's recommendations on the State's economic, social and environmental status.
8. Identify and develop incentives for abatement including modifications of current policies and programs.
9. Design and implement a public participation process to involve the public in the Plan's development.
10. Develop an integrated system of compliance and enforcement to accompany solid waste abatement rules and policies.

ANNOTATION: A Planner Principal develops plans that typically focus on complex issues. Plans have regional or statewide implications and will likely lead to long-range changes in programs and services. At the Principal level, a high level of independence is found in the development of complex study designs and methodologies.

- II. **Encourage and assist multiple agencies and interest groups (state agencies, labor, industries, environmental groups, and county officials) to cooperatively recommend legislation to ensure an integrated solid waste management system.**

B - 40 - A/B

1. Develop a team to identify critical issues.
2. Gather and analyze data to clarify issues.
3. Work towards a consensus among all participants on issues and recommendations.
4. Draft legislation to support alternatives to current solid waste disposal management.
5. Identify resources needed to support recommended legislation.
6. Prepare briefing documents and testimony as needed for legislative session.

ANNOTATION: A Planner Principal has to integrate objective analysis with public and private needs and concerns. At this level, there are often conflicts of interest, multiple issues and differences in power among the key players. This adds to the complexity in Responsibility number 2.

- III. **Coordinate plan implementation activities so that it's objectives are met and desired outcomes achieved.**

A - 10 - A

1. Confer with program staff to clarify action steps/milestones and timeframes for the plan's implementation.

2. Provide technical planning advice and consultation to program staff, customer groups and stakeholders to solve problems and resolve issues.
3. Design manuals, training materials and guidelines to assist in the plan's implementation.
4. Periodically evaluate the plan implementation to measure progress and recommend modifications as necessary to improve its efficiency and effectiveness.

ANNOTATION: At the principal level, planners are responsible for the entire planning process through implementation.

Planner Intermediate

Sample of a Typical Position (Benchmark)*

Purpose:

Provide technical planning assistance to state and local governments as they develop their Emergency Operations Plans for various disasters and emergencies.

Reports to:

Planning Director

Supervises:

No one

Budget:

None

Clients:

87 Mn Counties

855 Mn Municipalities

Federal Emergency Management Agency's Regional office, Chicago

Local law enforcement and fire/rescue agencies

Producers and transporters of hazardous waste

***This position is a composite of several positions.**

Principal Responsibilities

- I. Provide direction and technical planning assistance to local governments as they develop their All-hazard Emergency Operations Plans.**

A - 55 - A

1. Identify and evaluate natural hazards affecting Minnesota communities and determine needs to be addressed in local Emergency Operations Plans.
2. Collect data from a variety of sources to analyze and guide initial recommendations.
3. Develop a prototype for local governments to use when writing their All-hazard Emergency Operations Plan. Plan covers flooding, hazardous materials spills, forest fires and other disasters.

4. Research local resources such as fire, rescue and law enforcement agencies, hospitals, producers and transporters of hazardous waste, and environmental and structural engineers and incorporate these resources into the plan.
5. Incorporate reception and protection of citizens from other jurisdictions who have evacuated because of the threats of or actual disasters.
6. Research the economic and social impact of proposed plans.

ANNOTATION: The plans developed and implemented by Planners Intermediate may have regional or statewide impact, but they will not have the technical planning depth and breadth typical of higher classes in the series. In the benchmark, for example, many facets of Emergency Operations Plans can be patterned from past years and among governmental jurisdictions. Secondly, the benchmark is not solely responsible for the plans. State and local planners participate or may play a lead role in developing their own plans.

- II. **Prepare materials for the Division to be presented at training sessions, interviews with the media, seminars, workshops, and public appearances.**

A - 45 - B

1. Research current information about the effects of disasters and protective measures.
2. Based on research, develop written materials and audio visual materials to be used during training sessions and presentations
3. Incorporate training materials into All-hazard Emergency Operations Plans.
4. Recruit and train instructors for emergency management courses. In some instances, serve as training instructor.
5. Assist higher level planners in evaluating courses and instructors.
6. Make presentations to local governments to explain all-hazard emergency operations planning and its relationship to comprehensive emergency management.

ANNOTATION: A Planner Intermediate frequently receives technical planning assistance and approval from higher level planners or administrators. In this example, the incumbent analyzes situations and takes appropriate actions, but then reports to a supervisor or higher level planner for feedback and approval as indicated by the "B" discretion level.