

# Job Evaluation System

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# JOB EVALUATION

Job evaluation is a systematic process used to establish internal equity among positions and the foundation for the development of an overall classification hierarchy. The process has evolved from basic job slotting to a more refined and systematic application of several compensable factors to positions being evaluated. Most current job evaluation methodologies are known as point-factor systems.

Our point-factor job evaluation methodology creates a total point profile based on the breadth and depth in each position using the factors of: *Formal Preparation and Experience, Decision Making, Thinking Challenges and Problem Solving, Interactions and Communications, and Work Environment.*

To achieve and maintain effective and bias-free job evaluation, evaluators must:

- Exercise consistent application of the system, based on thorough training and a common understanding of the concepts of internal equity and position classification.
- Commit to addressing and removing any process bias that would result in over-evaluating or under-evaluating a position.
- Ensure that no evaluations are scheduled or completed without current and complete job documentation and relevant background information.
- Be sufficiently inclusive from a process standpoint to help ensure credibility of the job evaluation methodology throughout the organization. When using a committee for job evaluation, members chosen for that committee should, as a whole, represent the breadth and depth of the organization.

# PROCESS DIRECTIONS

## FORMAL PREPARATION AND EXPERIENCE

In applying this factor, determine the most representative combination of formal preparation and experience typically required to **qualify** for the position being evaluated. It is important to verify the minimum acceptable qualifications of the position by reviewing current job descriptions and any additional job documentation available to evaluators.

### **Formal Preparation**

The knowledge accumulated through formal preparation / training / education which is distinguished by a curriculum and testing of that accumulated knowledge.

### **Experience**

The most representative profile of relevant prior experience required to qualify for the position being evaluated.

## FORMAL PREPARATION AND EXPERIENCE

FORMAL PREPARATION	Level	EXPERIENCE PROFILE TO QUALIFY FOR THE POSITION							
		0 to 6 months A	7 months to 1 year B	2 to 3 years C	4 to 5 years D	6 to 7 years E	8 to 9 years F	10 to 11 years G	12 plus years H
No required specifications	1								
Basic reading, writing, and math skills	2								
High school competencies or equivalent	3								
High school plus an additional 1 year of formal preparation	4								
High school plus an additional 2 years of formal preparation	5								
Formal preparation equivalent to a four-year degree	6								
Formal preparation requires an advanced degree equivalent to the master's level	7								
Formal preparation requires an advanced degree equivalent to the doctoral level	8								

# PROCESS DIRECTIONS

## DECISION MAKING (IMPACT)

In applying this factor, determine the freedom to act that is delegated to the position, the extent of the organization effected by those actions, and the best characterization of decision making typical of the position being evaluated.

### **Freedom to Act**

Determine the most representative level of autonomy delegated to the position for initiating actions or making decisions.

### **Extent of Actions Taken**

Determine the breadth of the organization affected by actions taken that would be typical for the position.

### **Decision Making**

Determine the degree of decision making which is most representative from the following:

Ancillary (A): information is provided to others for their decision making.

Suggesting (S): information is provided with additional research and observations which contributes to the decision making process.

Participating (P): decision making requires a close collaboration of all those involved in the decision making process.

Final (F): clear and ongoing responsibility for final decisions in most cases.

## DECISION MAKING (IMPACT)

IMPACT OF JUDGMENTS	LEVEL	EXTENT OF DECISION MAKING (A/B/C/D) – NATURE OF DECISIONS (A/S/P/F)															
		JOB-CENTERED A				DEPARTMENT-WIDE B				MULTIPLE DEPARTMENTS C				ORGANIZATION- WIDE D			
		A	S	P	F	A	S	P	F	A	S	P	F	A	S	P	F
<b>LEAST</b> – Detailed procedures / protocols and close supervision	1																
<b>CONFINED</b> – Procedures / protocols are clear and supervision is available as required or requested	2																
<b>MODERATE</b> – Policies and precedents are clear and supervision / managerial direction is available as requested	3																
<b>CONSIDERABLE</b> – Department policies and practices are interpreted and applied with only general supervision / managerial direction	4																
<b>SUBSTANTIAL</b> – Judgments involve multi-department policy interpretation and/or defining new policies of major importance to the organization	5																
<b>INCLUSIVE</b> – Judgments deal with governance of the entire organization within overall parameters established by the governing authority	6																

# PROCESS DIRECTIONS

## THINKING CHALLENGES AND PROBLEM SOLVING

In applying this factor determine the representative thinking challenges and problem solving required on an ongoing basis, and thereafter, the depth of intellectual response to those challenges and the creativity involved in solving problems.

### Context and Complexity

Determine the context and complexity of challenges / problems in relation to established procedures, protocols, and policies.

### Required Response

Determine the depth of response required by the position.

## THINKING CHALLENGES AND PROBLEM SOLVING

CONTEXT AND COMPLEXITY OF CHALLENGES AND PROBLEMS	LEVEL	REQUIRED RESPONSE				
		Make clear-cut choices A	Choose among several responses of equal effect B	Choose the best alternative from among the possibilities C	Examine, research, and resolve each challenge/issue D	Develop and offer original, creative solutions E
Complexity is low and challenges / problems are relatively minimal	1					
Challenges / problems tend to be routine procedure / process issues	2					
Challenges / problems tend to be more diverse but are typically covered by precedent or established practice	3					
Challenges / problems must be addressed within broader, <u>department-wide procedures and practices</u>	4					
Challenges / problems are complicated and require interpretation and application of <u>policies and objectives</u>	5					
Challenges / problems are complex, relating to <u>broad operating policies</u>	6					
Challenges / problems deal with the organization's mission and governance	7					

# PROCESS DIRECTIONS

## INTERACTIONS AND COMMUNICATIONS

In applying this factor, first determine the context of business interactions and communications which are an ongoing part of performing the position being evaluated, from answering requests for basic information to the most critical operational and governance issues in the organization.

Second, determine which of the characterizations below best describe the outcomes, effects, and impacts of these interactions and communications in the organization. **Be sure to recognize the impact of such communications both inside and outside of the organization.**

- A. Interactions and communications are limited to effective working relationships.
- B. Interactions and communications have a noticeable effect on the flow of information and/or data in the organization related to basic procedures and practices.
- C. Interactions and communications tend to control and/or modify the flow of information and/or data in the organization related to basic procedures and practices.
- D. Interactions and communications regularly focus on new policies and/or the modification of existing policies.
- E. Interactions and communications primarily and regularly deal with the most major operational and/or governance issues in the organization.

## INTERACTIONS AND COMMUNICATIONS

CONTEXT OF INTERACTIONS AND COMMUNICATIONS	LEVEL	OUTCOMES AND EFFECTS				
		A	B	C	D	E
Responses are provided to others' requests for basic, general information	1					
Requests are answered and contacts initiated to exchange basic, general information	2					
Specialized information and/or recommendations are provided to others regarding an area of expertise	3					
Actively persuades and/or directs others toward achievement of expected outcomes	4					
Interactions are frequently focused on complex issues of major importance to the organization	5					
Interactions are consistently focused on critical operational and/or governance issues	6					

# PROCESS DIRECTIONS

## WORK ENVIRONMENT

In applying this factor, first determine the potential for injury in performing the job being evaluated. Also determine what recognized health hazards regularly exist in the typical work environment of the job being evaluated.

Second, determine the physical requirements to perform the job being evaluated as expected and within established organizational policies related to good safety practices.

Low The position requires a low degree of physical effort.

Medium The position requires regular physical effort performed in at least half or more of the job.

High The position requires physical activity that requires continuous, major effort that could be most, if not all, of the position.

## WORK ENVIRONMENT

POTENTIAL FOR ACCIDENTS AND/OR HEALTH HAZARDS IN THE REGULAR WORK ENVIRONMENT	LEVEL	PHYSICAL REQUIREMENTS		
		LOW	MEDIUM	HIGH
Minimal	1			
Limited potential for accidents and some exposure to one or two recognized health hazards	2			
Some potential for accidents and some exposure to multiple recognized health hazards	3			
Potential for lost-time accidents and regular exposure to multiple recognized health hazards (or frequently to one)	4			
Frequent potential for lost-time accidents and continuous exposure to health hazards	5			
Continuous potential for severe / lost time accidents and/or intense exposure to recognized health hazards	6			

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# POINT FACTOR VALUES

## FORMAL PREPARATION AND EXPERIENCE

	A	B	C	D	E	F	G	H
1	50	58	65	75	86	99	114	131
2	58	65	75	86	99	114	131	150
3	65	75	86	99	114	131	150	172
4	75	86	99	114	131	150	172	198
5	86	99	114	131	150	172	198	228
6	114	131	150	172	198	228	262	301
7	150	172	198	228	262	301	346	398
8	198	228	262	301	346	398	458	527

## DECISION MAKING (IMPACT)

	-A-				-B-			
1	50	58	65	75	65	75	86	99
2	65	75	86	99	86	99	114	131
3	86	99	114	131	114	131	150	172
4	114	131	150	172	150	172	198	228
5	150	172	198	228	198	228	262	301
6	198	228	262	301	262	301	346	398
	-C-				-D-			
1	86	99	114	131	114	131	150	172
2	114	131	150	172	150	172	198	228
3	150	172	198	228	198	228	262	301
4	198	228	262	301	262	301	346	398
5	262	301	346	398	346	398	458	527
6	346	398	458	527	458	527	606	697

## THINKING CHALLENGES AND PROBLEM SOLVING

	A	B	C	D	E
1	50	65	86	114	150
2	58	75	99	131	172
3	65	86	114	150	198
4	75	99	131	172	228
5	86	114	150	198	262
6	99	131	172	228	301
7	114	150	198	262	346

## INTERACTIONS AND COMMUNICATIONS

	A	B	C	D	E
1	50	65	75	99	131
2	58	75	86	114	150
3	65	86	99	131	172
4	86	114	131	172	228
5	114	150	172	228	301
6	150	198	228	301	398

## WORK ENVIRONMENT

	L	M	H
1	50	65	86
2	58	75	99
3	65	86	114
4	75	99	131
5	86	114	150
6	99	131	172