



Position Classification System and Salary Structure Guide



Guidelines

Forms



**The School Board of Polk County, Florida
Human Resource Services Division**

Position Classification System

and

Salary Structure

Guide



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Revised

Foreword

- 1 The Polk County School Board's mission is to ensure rigorous, relevant learning experiences that result in high achievement for our students. The Board further recognizes that fair and just compensation is the cornerstone to hiring and retaining quality, competent, and caring employees, who will foster an atmosphere conducive to teaching and learning.
- 2 To ensure that its employees are fairly compensated The School Board of Polk County, Florida commissioned a comprehensive compensation study. The consulting firm of KPMG Peat Marwick conducted the study and presented it to the School Board for approval during the summer of 1998.
- 3 After reviewing the study the School Board recognized that certain inequities existed and pledged its support and available resources to address the issue of inequitable pay practices. On August 11, 1998, the Board adopted the final report and committed to bring all employees in compliance with the newly adopted pay plan within three years.
- 4 This document serves as a guide for maintaining fair and consistent application of our salary guidelines.

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**Design and Administration
For
Position Classification System and Salary Structure
Revised April, 2005**

Position Classification System Design and Administration

- 23 Membership of five to ten members includes representation for each function. The Classification Committee will meet at least annually to review job classifications and ratify new position assignments, and/or existing position reassignments (e.g. new jobs, jobs with changing duties and responsibilities and positions which are believed to be, by at least one committee member, inappropriately classified).
- 24 The Assistant Superintendent for Human Resource Services or designee will serve as secretary and the Chair will rotate among the other members.

Job Classification System Design and Administration

Definitions

- 25 *Salary Structure*—Salary ranges identified for each grade. Benchmark positions are assigned to one of 18 salary grades based on internal equity consideration and competitive data. Adjustments of the PCSB Non-Union salary ranges may be made annually based on cost-of-living and/or market competitiveness.
- 26 *Salary Budget*—Overall budget for salaries. Salary budget increase allocated annually may be a greater percentage than the adjustment in the salary structure (i.e., to enable employees to progress through salary ranges).
- 27 *Salary Administration*—Issues addressed by the Classification Committee. These include (1) how employees' progress through salary ranges; and (2) how special circumstances are addressed (e.g., new employees, promotions, significant inequities, etc.).
- 28 *New Jobs* – represent those jobs where at least 51% of the original essential responsibilities have changed, as identified in the Job Description. New jobs can be completely new job to the organization or can be the result of significant changes to an existing job whereby the job is no longer reflective of an existing position anywhere within the district.
- 29 *Promotion*— Movement from one job to another that is at least one salary grade higher. The promotion must be based on the employee's knowledge, skills and abilities, as well as business needs.
- 30 *Lateral Transfer*—Changes to positions with equivalent education, responsibility, or experience within the same salary grade or changes to jobs with equivalent education, responsibility or experience where the transferred employee's current salary is not above the maximum for the salary range in the new position.
- 31 The Superintendent has the authority to fill an opening by means of lateral or promotional transfer if it is within the same job title (e.g. Principal).
- 32 *Demotion*—Movement from one job to another that is at least one salary grade lower.
- 33 *Inequity*—Significant differences in an employee's salary from others in the same salary grade that cannot be explained by original placement, guidelines, and employee transfer or other policy or procedure outlined herein.
- 34 *Base Salary*—Salary for the regular workday plus any supplements for a new or different job that is part of the regular work day.

- 35 *Upgrade*- Changes in the job description, responsibilities, or educational requirements that result in an reclassification to a higher salary grade.
- 36 *Experience*—Documented work in a related field or position. Considerable experience is at least three years in such a field or position.

Salary Structure Design and Administration

Adjusting salaries below the salary grade minimum:

- 37 If a current salary is below a minimum level for the particular salary grade, an adjustment should be made. Individual salaries that fall below the new grade minimum should be increased to the appropriate level, if economically feasible.

Adjusting salaries above the salary grade maximum:

- 38 Typically, no position is worth more than the maximum established rate for its salary grade. Salaries should not be raised above the maximum for any position any individual occupies. In the event an incumbent is above the maximum established rate for their salary grade:
- 39 • Freeze the incumbent’s pay until their base pay is “recaptured” by subsequent adjustments in the maximum values of their jobs’ salary grades.
- 40 • Further increases can be made up to the range maximum.

Salary guidelines for new employees:

- 41 • New employees are generally started at the base salary for the position.
- 42 • New employees may be recommended at a starting salary up to eighty-five percent (85%) of the mid-point of the salary range. Any base salary recommendation above this threshold must be submitted in writing to the Classification Committee for determination, after careful consideration of education, experience and previous employment.
- 43 • Supervisors must provide reference salaries of current position incumbents prior to the committee reviewing the initial salary recommendation.
- 44 • Hiring managers may offer employment candidates, salaries or wages equal to 85% of the midpoint of the assigned salary grade without prior approval of Human Resources.
- 45 • If the Hiring Manager cannot attract a qualified candidate and has evidence of higher starting salaries in the competitive labor market, the Hiring Manager may petition Human Resources (in writing) to approve a salary or wage between 85% and midpoint of the assigned salary grade. The Assistant Superintendent of Human Resource Services has the authority to grant approval for a hiring salary or wage up to midpoint of the assigned salary grade.
- 46 • Any petition for a starting salary or wage that is above the midpoint of the range must be approved by the Assistant Superintendent of Human Resource Services and the Superintendent. If the position being hired is a direct report of the Superintendent, additional approval must be granted by the School Board.

Critical Hire Policy

- 47 • Jobs for which the District is consistently unable to attract acceptable candidates at the designated salary will be determined to be critical positions for not more than one year after review and approval by the Human Resources Department and the Superintendent's office.
- 48 • Once a position is deemed to be a critical position, pay will be governed by entirely market-driven salary grades with midpoints anchored at the jobs' 50th percentile market rate in the appropriate labor market as determined by the consulting agency.
- 49 • Continued qualification as a critical position will be reviewed annually by the Human Resources Department to determine the job's appropriate designation during the succeeding 12 months. If the Human Resource Department determines that the job is still a critical position it will be submitted for re-approved by the Human Resource Department and the Superintendent's office.
- 50 • If the position no longer qualifies as a critical position, it will continue at a wage that falls within the standard hiring policy. Those incumbents in the jobs formerly designated at critical hires within the District will then be subject to regular District policies.

Salary adjustments—transfers within the same salary grade:

- 51 Employees assigned to another position within the same salary grade with essentially the same position responsibility level should remain at their current salary level and grade to which they are currently assigned.

Salary Structure Design and Administration

Salary adjustments--promotions to higher grade:

- 52 Generally an employee who receives a promotion to a higher salary grade (either by taking on a new position or by the employee's current position being reclassified to a higher salary grade) should receive a salary increase effective on the date the promotion becomes official.

Salary adjustments—Position reclassification to lower grade:

- 53 If, as a result of a recommendation of the Superintendent and approval of the School Board, a position is reassigned to a lower salary grade, there should be no downward adjustment in salary during the contract period. If the employee's salary is above the range, the incumbent's pay will be frozen until the end of the incumbent's contract period or until upward adjustment to the salary structure itself results in the maximum for the range exceeding the incumbent's salary. Further increases can then be made as appropriate as long as the salary remains within the range.

Salary adjustments—transfers to lower grade:

- 54 If, based on Superintendent action, an employee transfer is to a lower salary grade, whether voluntary or involuntary, the employee will maintain their current salary through the end of the current fiscal year. In June of the current fiscal year the Salary Classification Committee will review and set the salary, within the range of the new position, based on the supervisor's recommendation, noting that there must be significant justification to recommend that the salary be placed at the high end of the Salary Range. An employee who does not receive a decrease in pay upon demotion, may not be eligible for future promotional increases if they return to the prior salary grade.

Salary adjustments—demotional transfers:

55 If, based on Superintendent action for cause, an employee transfer to a lower pay grade, the employee will be placed within the new salary grade on the effective date of the new position as if entering as a newly hired employee.

Salary Structure Adjustment – Yearly adjustment consideration:

56 Each year the consulting agency will recommend a Salary Structure Adjustment based on the “World at Work Salary Budget Survey.” In addition, every four years or as determined by the School Board a benchmark study will be conducted to maintain the competitiveness of the salary structure. Any adjustments to the structure will include a cost of living consideration.

Classification Committee Guidelines

Pre-Committee Meeting Actions:

57 Requests for classification action and salary recommendations beyond the base salary set for the position should be made by and through the supervisor with approval from appropriate assistant superintendent.

58 A Classification Review Request or Salary Placement and Inequity Review Request must be initiated by the person requesting the action and submitted to the appropriate supervisor. (See Attachments)

59 If the appropriate assistant superintendent believes the request merits consideration, he/she should forward it to the Assistant Superintendent of Human Resource Services in March of each year prior to the budget process. If a vacancy occurs prior to March, the request may be submitted earlier.

60 Classification requests must include:

- 61 ● Classification Review Request (attachment 1) (page 15)
- 62 ● Completed Position Description Questionnaire (attachment 2) (page 6)
- 63 ● Organizational chart of the job placement and department structure (Outlook)
- 64 ● Current (if applicable) or proposed job description; and
- 65 ● Any other supporting documentation.

66 Salary recommendation requests must include:

- 67 ● Salary Placement and Inequity Review Request
- 68 ● Documentation supporting the recommendation

69 The Assistant Superintendent of Human Resource Services or designee will review the request, meet with the submitting supervisor, and attempt to reach consensus relative to whether the position should be presented to the Committee. If either thinks the Committee should review a classification request, it should be presented to the Committee for final determination at the next regularly scheduled meeting.

Classification Committee Guidelines

70 The Assistant Superintendent of Human Resource Services or designee may provide for each Committee member the following information relative to each classification request:¹

- 71 ● The Classification Review Request,
- 72 ● The completed Position Description Questionnaire,
- 73 ● Skill Identification Form (for new job descriptions)
- 74 ● An organizational chart of the job placement and department structure
- 75 ● Current (if applicable) or proposed job description
- 76 ● Any supporting documentation
- 77 ● Results of the independent review, and
- 78 ● Documentation, if any, relative to conversation held between the Assistant Superintendent for Human Resource Services or designee and the submitting supervisor subsequent to the independent review.

Committee Operations:

79 The Committee should meet as necessitated by need to review classification requests.

80 A representative from each function may chair the Committee on a rotating basis. The rotation may change at least annually.

81 The Assistant Superintendent for Human Resource Services or designee should serve as secretary to the Committee, with responsibility for:

- 82 ● Distributing preparatory materials, including agendas, and
- 83 ● Taking and distributing minutes.

With regard to each classification request:

- 84 ● Department representative should make an initial presentation of highlights of the preparatory material and other pertinent information.
- 85 ● Department representative should respond to Committee questions.
- 86 ● Only Committee members should participate in further deliberations.
- 87 ● The results of the independent review should be presented.
- 88 ● The Committee should discuss and then vote on each position classification factor relative to the request.

Classification Committee Guidelines

With regard to each classification request (cont.)

- 89 ● The Committee should consider the matches between a position's duties and responsibilities with the classification factor definitions and to the factor assignments of other similar positions within the District.

- 90 ● Although the Committee should strive for consensus in decision-making, a majority vote should constitute a recommendation.
- 91 ● Votes by the Committee can result in a recommendation for no adjustment, an upward movement or downward movement in the classification of positions.
- 92 ● All recommendations should be forwarded to the Superintendent for review.
- 93 ● The Superintendent will recommend any changes to the Board for their approval.
- 94 ● All recommendations should be treated as confidential until finalized and submitted to the Board for approval.
- 95 ● All recommendations should be submitted to the committee at least 48 hours prior to the scheduled meeting. In an emergency situation a request may be submitted closer to the scheduled meeting after receiving the written approval of the Chairman of the Committee or the Assistant Superintendent for Human Resource Services.

With regard to each committee approved upgrade of a currently existing position:

- 96 ● All reclassifications and upgrades will be brought to the Committee once a year as part of the budget process, unless the position is vacant. A Board approved position upgrade shall be advertised.

With regard to each request to place employees above the minimum of the salary range:

- 97 The Senior Coordinator of Staff Allocations & Compensation will calculate the salary, according to policy, and submit the recommendation. The calculation of a salary will be based on the following policy:
- 98 ● The salary of a promoted employee shall be the greater of:
 - 99 1. The Base of the new salary grade,
 - 100 2. Five percent (5%) above the current salary. If a Masters Degree is required for the position, the degree supplement is excluded from the current salary.

Classification Committee Guidelines

Post Committee Meeting Action:

- 101 Classification consideration:
- 102 Upon receipt of classification recommendations by the committee, the Superintendent or his/her designee may accept, reject, or request reconsideration of all or portions of recommendations.
- 103 If the Superintendent concurs with a change, it should then be submitted to the School Board for final approval.
- 104 Regardless of the action, the Assistant Superintendent of Human Resource Services, or designee, communicates the final decision to the Classification committee and affected employee(s).

105 *Classification approval:*

106 If a recommendation is Board-approved, the Assistant Superintendent of Human Resource Services or designee should have the appropriate classification records and documents adjusted (e.g. the Salary Handbook). At this time, any adjustment to base salary levels should be processed as dictated by salary administration policies and procedures.

107 *Classification rejection:*

108 If a recommendation is rejected, the initiating supervisor may resubmit that classification request one additional time within the next 12 months. The complete review process outlined here should again apply.

109 *Classification reconsideration:*

110 If the Superintendent or his/her designee requests reconsideration of all or part of a specific classification determination, the outlined Classification Committee Guidelines processes should be repeated.

Salary Consideration

111 Salary consideration:

112 Upon receipt of recommendations by the Assistant Superintendent of Human Resource Services, the Superintendent or his/her designee may accept or reject the recommendation. If rejected, the initiator may begin the process again.

Classification Review Request

113 **Directions:** Complete for all new or changed positions and descriptions and all reclassification requests.
Submit completed form and all supporting documentation to the Assistant Superintendent for Human
Resource Services.

114 Initiation Supervisor: _____
115 (Signature) (Date)

116 Division: _____ Department: _____
117

Assistant Superintendent
Approval _____
118 (Signature) (Date)
119

Position Requested: _____
120 OR (Completed Title)

121 Position Inequity (explain):
122 _____
123 _____
124 _____

125 Rationale for Request:
126 _____
127 _____
128 _____
129 _____
130 _____
131 _____
132 _____
133 _____
134 _____
135 _____
136 _____

137 The first four items below must be included:

- 138 1. Completed Classification Review Request
- 139 2. Completed Position Description Questionnaire
- 140 3. Appropriate Organization Chart(s)
- 141 4. Appropriate Job Description(s)
- 142 5. Skill Identification Sheet (new position)
- 143 6. Other Support Documentation

Salary Placement

Request Above 85% of Mid Point

144 Complete for any request to place a new or promoted employee above 85% of the mid point for the
145 salary grade. Submit with all required documentation to the Assistant Superintendent for Human
Resource Services.

146 Position Title: _____

147 **Required documentation: job description and relevant supporting documentation, employment
history and educational background.**

148 Salary Grade: _____ Base Salary: _____ 85% Mid-Point _____

149 Employee: _____ SSN _____ - _____ - _____

150 Salary Recommended: _____ Percentage of The Mid Point _____

151 Direst Supervisor: _____ Date: _____

152 Rationale:
153 _____
154 _____
155 _____
156 _____
157 _____
158 _____
159 _____
160 _____
161 _____
162 _____
163 _____
164 _____
165 _____
166 _____
167 _____

Position Description Questionnaire

Required for new positions or reclassification requests.)

168 The Position Description Questionnaire is designed to obtain critical information about the new or
reclassified position that you are requesting. The questionnaire will provide comprehensive
documentation of the skills and related attributes necessary for creating and/or updating job descriptions.
The requested information for the associated knowledge and skill requirements of the position is used to
complete the system analysis.

169

NEW/RECLASSIFIED POSITION TITLE:

170

171

(Complete Title)

Directions:

172 Answer each question thoughtfully, thoroughly and frankly in a manner that best describes the position.

173 Complete the **General Information** section and proceed to the **Job Factors** section. For each factor,
please indicate with an "X" the one alternative that best describes the minimum requirements necessary
for performing your position effectively.

174 When you have completed the Job Factors section, **transfer the number for each response** to the
corresponding item number below.

- | | | | |
|-----|-----|--------------------------------|-------|
| 175 | 1. | Education | _____ |
| 176 | 2. | Experience | _____ |
| 177 | 3. | Complexity of Analysis | _____ |
| 178 | 4. | Seriousness of Error | _____ |
| 179 | 5. | Decision-Making Responsibility | _____ |
| 180 | 6. | Organizational Knowledge | _____ |
| 181 | 7. | Inside/Outside Contacts | _____ |
| 182 | 8. | Risk/Safety Factors | _____ |
| 183 | 9. | Independence of Action | _____ |
| 184 | 10. | Innovation Required | _____ |
| 185 | 11. | Overall Impact | _____ |
| 186 | 12. | Type of Supervision | _____ |
| 187 | | Total | _____ |

188

189 The **Skill Identification** section must also be completed if the request is for a new position.

190 **All completed documentation must be forwarded to the:**

191 **Assistant Superintendent, Human Resource Services**

Position Description Questionnaire

(Required for New Positions or Reclassification Requests)

192 **Section A:** Complete and submit for all requests to place new job descriptions on the appropriate salary
193 grade or to reclassify any position. Complete all information below:

194 Date: _____ Your Name: _____

195 Title of Requested Position: _____

196 Location/School/Department: _____

197 Supervisor
198 Requested Position _____ (Name) _____ (Title)

199 Number of Hours Position is Expected to Work per Week: _____

200 Please describe, in a sentence or two, the primary goal of the position, as you understand it.

201 _____

202 _____

203 _____

204 Please describe the typical decisions (policy budget, employment, scheduling, etc.) that are required and
205 the type of recommendations to be provided to others to assist them in decision-making.

206 _____

207 _____

Complete the following only if the position directly supervises other employees.

208	Title of reporting positions	Number in the Position	Full – time	Part - time
209	_____	_____	_____	_____
210	_____	_____	_____	_____
211	_____	_____	_____	_____
212	_____	_____	_____	_____
213	_____	_____	_____	_____
214	_____	_____	_____	_____
215	_____	_____	_____	_____

Position Description Questionnaire

Section B

216

Directions: For each factor, please indicate with an “X” the one alternative that best describes the minimum requirements necessary for performing the position effectively.

217

1. **Education:** This factor captures the general knowledge required for performing the job responsibilities, as measured by minimal acceptable education levels (not necessarily the desired education level.)

218

_____ 1. Up to and including a high school degree or GED

219

_____ 2. AA degree or equivalent vocation/technical training

220

_____ 3. BS degree, BA degree, or equivalent vocational/technical training

221

_____ 4. Advanced degree or equivalent technical certification (e.g., MA or Ph.D.)

222

2. **Experience:** This factor measures the minimal amount of experience required to competently fulfill the requirements of your job (not necessarily your current level of experience). Qualifying experience may have been acquired on related work or lower level jobs either with the Board or with former employers.

223

_____ 1. 0-2 years (i.e., sufficient experience to develop some familiarity with methods and terminology in common work situations).

224

_____ 2. 3-5 years (i.e., sufficient experience in the occupational field to perform a variety of work assignments within the occupational field with minimal supervision).

225

_____ 3. 6+ years (i.e., broad experience in both commonplace and unusual work situations and problems associated with the occupational field—sufficient to plan and administer work programs).

226

3. **Complexity of Analysis:** This factor describes the type of analysis typically required of the position.

227

_____ 1. The job requires minimal analysis; work tasks are straightforward and recurring.

228

_____ 2. The job requires some analysis, gathering of facts, and preliminary study of information. Some interpretation of information is required.

229

_____ 3. The job continually requires analysis and the integrating and coordinating of various elements in assigned problem areas. Interpretation of, and generalization from, information is required.

Position Description Questionnaire

230

4. **Seriousness of Error:** This factor measures the opportunity for making errors, the degree to which work is checked, and the probably effects of errors on the Board. Consider only reasonable, normal errors and resulting losses, which may be in terms of time, money, prestige, employee morale, etc.

231

- _____ 1. Standard check or routine crosscheck readily detects probable errors. Errors would be due to oversights in most instances. Cost of correction is negligible.

232

- _____ 2. Probably errors are generally confined to a single department, or phase of activities, but are not always detected in succeeding operations. Errors may affect the work of other within the unit. Considerable time may be involved to trace errors and make corrections.

233

- _____ 3. Probably errors typically cause inaccuracies in reports or records pertaining to numerous departments and/or the Board as a whole. Errors typically have significant internal and/or external implications. (E.g., the financial position of the Board may be affected and/or they may delay progress of significant programs or projects).

234

5. **Decision-Making Responsibility:** This factor indicates the specific management, administrative, and professional responsibilities of the job.

235

- _____ 1. Most decisions are referred to higher authority for approval. The job requires assigned plans and programs.

236

- _____ 2. The job requires the regular exercise of independent action within defined policy parameters in the area of specialty.

237

- _____ 3. The job requires decision-making that addresses major problems and policies that impact numerous departments, schools and/or the entire Board.

238

6. **Organizational Knowledge:** This factor evaluates the level of in-depth knowledge of the Board required by the job.

239

- _____ 1. The job requires understanding the policies, work procedures, programs, plans, and organizational relationships related to the immediate work area.

240

- _____ 2. The job requires understanding the policies, work procedures, programs, plans and organizational relationship of one or more department or schools and/or specific understanding of outside organizations.

241

- _____ 3. The job requires understanding and creating the policies, procedures, programs, plans, and organizational relational relationships of numerous departments, schools, and/or in depth understanding of outside organizations.

Position Description Questionnaire

242

7. **Inside/Outside Contacts:** This factor identifies whom you typically interact with in your job.

243

1. Contacts are typically limited to co-workers and supervisor. There is only minimal contact with other employees and/or external parties (i.e., students, citizens, and representatives from other organizations).

244

2. The job typically requires some contact with employees from outside the department, school and/or external parties (i.e., students, citizens and representatives from other organizations).

245

3. The job requires continuous contact with employees from throughout the Board and/or external, parties (i.e., students, citizens, and representatives from other organizations).

246

8. **Risk/Safety Factor:** This factor measures the level of risk to physical health and safety routinely required by this job.

247

1. There is little or no risk associated with this job.

248

2. The job requires exposure to moderate risk to physical health and/or physical safety. Risk to physical and/or mental health and safety (e.g., exposure to environmentally hazardous (i.e., toxic) material, assault and battery, communicable disease, etc.) up to 50% of the time.

249

3. The job requires exposure to significant risk to physical health and/or physical safety. Risk to both physical and/or mental health and physical safety (e.g., exposure to environmentally hazardous (i.e., toxic) material, assault and battery, communicable disease, etc.) more than 50% of the time.

250

9. **Independence of Action:** This factor evaluates the degree to which the immediate supervisor outlines the method to be followed or the results to be attained, checks the progress of work, or handles exceptional cases. Consider the extent and the closeness of the supervision.

251

1. The job typically requires work under the type of supervision where standard practice requires occasional checks on performance.

252

2. The job typically requires work under general supervision where broad work instructions are provided and only unusual cases are directed to your supervisor.

Position Description Questionnaire

253

10. **Innovation Required:** This factor identifies the degree to which innovation and creativity is regularly required by the job.

254

1. There are limited requirements for developing new ideas or changes in methods, procedures, or services.

255

2. The job is occasionally expected to recommend new solutions to problems, to improve existing methods/procedures/services, or generate new ideas.

256

3. The job is continuously/constantly expected to adapt or combine known methods, systems, services, or operating concepts and apply them to new situations, or develop new ideas or concepts.

257

11. **Overall Impact:** This factor measures the job’s impact on the entire Board relative to all other jobs. Consider your specific management, administrative and professional responsibilities.

258

1. The job has minimal impact on the Board’s resources and services both internally and externally.

259

2. The job has moderate impact on the Board’s resources and services both internally and externally.

260

3. The job has major impact on the Board’s resources and services both internally and externally through individual actions or decision involving significant changes in policy, programs, new services, asset/liability management, or other actions.

261

12. **Type of Supervision:** *This factor evaluates the degree of supervision exercised.*

262

1. The position is not responsible for supervising other employees (i.e. conduct performance evaluations for these positions).

263

2. Supervision is typically part-time with respect to instructing, assigning, and checking the work of others. Most time is typically spent performing the same work as subordinates. There is little or no responsibility for controlling costs and enhancing methods for performing work activity. This level applies to a position that is responsible for supervising one or two employees.

264

3. Supervision typically takes substantial time with respect to assigning, reviewing, and checking work. The position is responsible for addressing business and personal difficulties under stander procedures. This level applies to a position that is responsible for supervising three or more employees.

265

4. Supervision applies to one or more departments with full responsibility for results in terms of costs, methods, and personnel administration. This level applies to a position that is responsible for supervising managers, who in turn have responsibility for supervising staff.

266

The Position Description Questionnaire must be submitted to the Assistant Superintendent for Human Resource Services for all requests to place a new job description on the appropriate salary grade or to reclassify any position.

Skill Identification Form

267

Section C: Complete for new job descriptions

268

Directions: This section presents skill sets that may be required for the position. Skills are grouped under the following headings:

269

- Managerial/Supervisory

270

- Office

271

- Professional and Technical

272

- Communication

273

- Physical Demands

274

Review all the skills listed and determine which skills are a special requirements for the positions (i.e., the skill is important in determining if a candidate would be qualified for the position). Typically, a minimum of four or five skills and a maximum of twenty skills would describe the requirements of any position.

275

There are two categories associated with each skill: “not important” and “important”. Place an “x” in the appropriate category for each skill.

276

After completing the five skill sets, you may add any other essential skills needed for the position that are not included in the categories above.

277

Skills—Other Skills (list here)

278

1.

279

2.

280

3.

Circle each skill subset as important or not important. Explain why you marked any skill important.

281	Skills –Managerial/Supervisory Skills	Important	Not Important
282	Developing multi-year strategic and/or operational plans	I	NI
283	Developing annual budgets	I	NI
284	Policy development	I	NI
285	Controlling expenses	I	NI
286	Coordinating resources	I	NI
287	Interpersonal (working with groups)	I	NI
288	Negotiating and/or persuading others to take action	I	NI
289	Promoting safety	I	NI
290	Supervising, coaching and developing employees	I	NI

291 Other:

292 Other:

293

For each managerial/supervisory skill identified as “important,” please indicate why you made that choice in the space below:

294

295

296

297

298

299

300

	Skills – Office Skills	Important	Not Important
301	Checking grammar/punctuation	I	NI
302	Filing	I	NI
303	Perceiving detail in checking information/forms	I	NI
304	Reading comprehension (high school level)	I	NI

305	Skills – Office Skills	Important	Not Important
306	Operating word processing software	I	NI
307	Operating a computer terminal for data entry	I	NI
308	Operating automated spreadsheet software	I	NI
309	Scheduling appointments and/or travel	I	NI
310	Taking and distributing messages	I	NI
311	General mathematical—adding, subtracting, multiplying, etc	I	NI
312	Other: _____		
313	Other: _____		
314			

For each office skill identified as “important,” please indicate why you made that choice in the space below:

315 _____

316 _____

317 _____

318 _____

319 _____

320 _____

321 _____

322 _____

323 _____

324 _____

325	Skills—Professional and Technical Skills	Important	Not Important
326	Accounting—high school level	I	NI
327	Accounting/finance—college level	I	NI
328	Advanced math—algebra, statistics, geometry	I	NI
329	Architecture	I	NI
330	Computer operations	I	NI
331	Contract interpretation	I	NI
332	Craft skills (electrical, etc.)	I	NI

333

Skills—Professional and Technical Skills	Important	Not Important
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334	Drawing—figures/drafting	I	NI
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335	Engineering—civil	I	NI
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336	Engineering—electrical	I	NI
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337	Engineering—environmental	I	NI
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338	Engineering—mechanical	I	NI
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339	Graphic arts	I	NI
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340	Landscaping	I	NI
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341 Other:

342 Other:

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For each professional and technical skill identified as “important,” please indicate why you made that choice in the space below:

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Skills—Communication Skills	Important	Not Important
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351	Oral communication—exchanging or expressing ideas by means of the spoken word	I	NI
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352	Presentations—transmitting information in a formal setting	I	NI
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353	Foreign communication—using a language other than English to communicate in writing or orally	I	NI
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354	Written communication—preparation of manuscripts, speeches Detailed plans, letters, policies, etc.	I	NI
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355	Editing written documents for content	I	NI
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		Important	Not Important
356	Skills—Communication Skills		
357	Reading comprehension—understanding technical or scientific blueprints and charts	I	NI
358	Public speaking	I	NI
359	Dispatching personnel in response to customer needs	I	NI
360	Other: _____		
361	Other: _____		
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For each communication skill identified as “important,” please indicate why you made that choice in the space below:

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		Important	Not Important
369	Skills—Physical Demands		
370	Balancing—maintaining body equilibrium to prevent falling when walking, standing, or crouching	I	NI
371	Carrying—transporting an object, usually holding it in the hands or arms or on the shoulder	I	NI
372	Climbing—ascending or descending ladders, stairs, ramps, scaffolding, poles, ropes, and the like, using the feet and/or hands and arms	I	NI
373	Color—match or discriminate colors	I	NI
374	Fingering—picking, pinching, or otherwise working with the fingers primarily (rather than with the whole hand or arm as in handling)	I	NI
375	Feeling—perceiving such attributes of objects and materials as size, shape, temperature, or texture, by means of receptors in the skin, particularly those of the fingertips.	I	NI
376	Handling—seizing, holding grasping, turning or otherwise working with the hand or hands (fingering not involved)	I	NI

377	Skills—Physical Demands	Important	Not Important
378	Hearing—perceiving the nature of sounds by the ear or receiving detailed information through oral communication, or making fine distinctions in sound	I	NI
379	Lifting—raising or lowering an object from one level to another (includes upward pulling)	I	NI
380	Pulling—exerting force upon an object so that the object moves toward the force (includes jerking)	I	NI
381	Pushing—exerting force upon an object so that the object moves from the force (including slapping, striking, kicking, and treadle actions)	I	NI
382	Reaching—extending the hands and arms in any direction	I	NI
383	Seeing—obtaining impressions through the eyes of shape, size, distance, motion, color, or other characteristics of objects or people	I	NI

384 Other: _____

385 Other: _____

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For each physical skill identified as “important,” please indicate why you made that choice in the space below:

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393 List other skills for any area on page 1.