

## Ready to Roll!

The Classification & Compensation program will go into effect this spring for non-represented salaried employees. They will soon learn details about their job family, salary band and PDQ rating. Some will also be eligible for salary adjustments. When negotiations are complete with UMPSA, the program will go into effect for represented employees.

## Job Families & Salary Band Facts

- ◆ Positions responsible for performing similar kinds of work are grouped into the same job family.
- ◆ Within a job family, different positions require significantly different duties, responsibilities, and qualifications.
- ◆ Each salaried position is assigned to the appropriate salary band based on the duties and responsibilities of the position, not the capabilities or performance of the employee who holds the position.

## How are Points Determined?

- ◆ Each position is rated on seven factors (See p. 2.)
- ◆ Each factor has several levels of increasing skill or responsibility. Higher levels of a factor have more points.
- ◆ Added together, the points for all factors give the total points for the position.

**This Issue:**  
**How Jobs are Evaluated**

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**Market Analysis**

## How Jobs are Evaluated

Suzy completes a PDQ and submits it to Fred, her supervisor, who fills out the second part of the form. Fred sends both forms to the Office of Human Resources.

A Human Resources staff member evaluates Suzy and Fred's PDQ responses using the Point Factor Instrument (PFI) and assigns Suzy's position to the job family that matches it best. The PFI turns PDQ responses into points for factors that measure required knowledge, skills, abilities, and other job responsibilities. (For more about the factors, see page 2.)

Suzy's total points from the factors and job family combine to determine her salary band.

## Important Message from UMPSA

UMPSA and the University of Maine System are making good progress toward implementation of the Salary Program. A meeting is scheduled for March 29, and we hope to resolve the remaining issues at that time.



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# POINT FACTOR INSTRUMENT

The PFI rates responses to the Position Description Questionnaire (PDQ) on the factors of jobs that represent their value to the university and in the labor market. Each factor has several levels; increasing levels have higher points. Higher points are associated with higher salary bands within job families.

## **KNOWLEDGE** (education, experience and licensure/certification)

This factor looks at what employees must know or know-how-to-do in order to successfully perform the duties of the position. Knowledge can be obtained in many different ways such as formal education, in-the-position training and experience. Knowledge includes the ability to read and understand instructions, interpret the meanings of research and written materials, apply scientific/mathematical principles, and produce finished work. Evaluation is based upon the depth and complexity of the concepts, the variety of knowledge areas as well as the application of the knowledge or skills.

## **SCOPE** (complexity, judgment, problem-solving and interpersonal/communication skills)

Scope assesses the analysis, complexity, judgment, initiative, communication, and ingenuity required to perform the duties and responsibilities of the position. Evaluation is based on the level of problem solving and the difficulty in achieving solutions. Scope also includes the extent to which the position requires the employee to enforce existing policies or to resolve problems, and interpret and develop policies and methods. Finally, this factor assesses the extent and level of the communication skills needed in the position.

## **IMPACT** (decision responsibility and effect of errors)

Impact considers the type of decisions faced and discretion exercised when making decisions. Evaluation is based on the scope, complexity, and importance of decisions. The extent to which the decisions influence university-wide practices, policies and methods of operations is also taken into consideration. In addition, this factor examines the likely effect of an error that could be expected to occur as an employee in the job carries out responsibilities in the regular course of his or her work. Consideration is based on how easily the error can be detected and then corrected as well as the cost of the error in terms of resources such as money, time, or the image of the university. Errors consider only typical problems, not “worst case” scenarios.

## **CONTACT** (external and internal)

Contact involves gaining cooperation and agreement, meeting and dealing with others. Evaluation is based on the frequency and regularity of establishing and maintaining contacts; the purpose, importance and variety of contacts; the importance of resulting actions; and the level of sensitivity involved in providing services to various groups.

## **WORK ENVIRONMENT**

Condition 1. Conditions due to lifting requirements, detailed visual work, ice, dirt/dust, extreme heat or cold, fumes/odors, keyboarding, wetness/humidity, vibration, poor lighting, confined spaces, and/or unusual travel/stress. While there may be potential health or safety issues, normal vigilance and care usually are sufficient to avoid or largely minimize long-term effects.

Condition 2. Conditions involving risk of serious injury or death even when normal precautions are taken. These may include chemical hazards, mechanical/electrical hazards, fire, explosives, and/or elevated heights.

## **AUTHORITY** (supervision and fiscal responsibility)

### **A. SUPERVISION**

Supervision is the responsibility to direct/guide the work of others. This factor measures the amount of direct responsibility for planning, directing, instructing and coordinating other people to promote effective use of their time and abilities. It considers four facets: (1.) The level and skill of those supervised; (2.) The difficulty of the activities supervised; (3.) The diversity of functions supervised; and, (4.) The total number of persons supervised directly and indirectly.

### **B. FISCAL RESPONSIBILITY**

This factor measures a position’s responsibility for monitoring, analyzing and/or administering a university budget, whether E & G, auxiliary, grant or contract. It also measures responsibility for external fund raising. The levels of fiscal responsibility are administering, analyzing, and monitoring a budget. To administer a budget, the position must have “total control” of the budget in terms of formulating, requesting, securing, monitoring, verifying, analyzing, or delegating any of these responsibilities AND, the position must also ensure full compliance with institutional budget rules and regulations. To analyze a budget means to separate the budget into elements and critically examine it to arrive at a conclusion, and, to study all the factors in order to determine a financial solution or outcome. To monitor a budget means to watch and check the budget for a specific purpose. External fund raising is defined as the degree of responsibility for bringing funds and/or other resources into the university.