

# INTERNAL EQUITY ANALYSIS

## POINT FACTOR EVALUATION PROCESS

The Point Factor Method breaks jobs down into identifiable “compensable factors” by assigning levels and points to specific evaluation criteria. These criteria are then used to evaluate positions throughout the county. The point factor method provides uniformity of evaluations, determines relative value of different jobs, and addresses comparable worth issues. This process is intended to evaluate positions equitably and fairly for current positions and at the time a new position is requested.

### Steps

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1. In conjunction with the supervisor (if applicable), thoroughly review the job description of the position to be evaluated for completeness and accuracy. Don't consider the person in the position, consider the minimum requirements based on current duties.
  - a. Feel free to include staff in the review.
  - b. If multiple individuals perform the same function it's not necessary to complete this for every person, just the position.
2. Using the Point Factor Descriptions and the Points Assigned to Factors and Levels, determine the appropriate level of each factor for each position. If you are reviewing multiple positions it may be helpful to work through all positions for each individual factor before moving on to the next factor. This allows you a side-by-side comparison for each position.
3. Record the factor level and associated points for each factor on the Point Factor Evaluation Form.
4. Total the number of points assigned to that position and record in the upper right hand corner.
5. (For Personnel) Develop spreadsheet to clearly highlight points assigned to each position. This will identify the relative value of each job to every other job within the county.

**POINTS ASSIGNED TO FACTORS AND LEVELS**

**POSITION TITLE:** \_\_\_\_\_

**EVALUATOR:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

FACTORS		LEVELS					Maximum
		1	2	3	4	5	
<b>1. KNOWLEDGE</b>							
a. Education		20	40	60	80	100	100
b. Experience/Job Knowledge		30	60	90	120	150	150
<b>2 RESPONSIBILITY</b>							
a. Supervisory		30	60	90	120	150	150
b. Management/Leadership		30	60	90	120	150	150
c. Public/Customer Relations		10	20	30	40	50	50
d. Government Relations		10	20	30	40	50	50
e. Safety of Others		20	40	60	80	100	100
f. Complexity/Impact		30	60	90	120	150	150
<b>3. WORKING CONDITIONS</b>							
a. Environmental		10	20	30	40	50	50
b. Physical Demands/Hazards		10	20	30	40	50	50
		<b>100.0%</b>	<b>Total Points:</b>				<b>1,000</b>

## FACTOR DESCRIPTIONS

### 1A. KNOWLEDGE: Education

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This factor considers the basic knowledge requirements in terms of formal education, information, and mental development necessary to perform a job satisfactorily. It includes knowledge of: steps, procedures, practices, rules, policies, theories, and concepts, as well as the ability to communicate, reason and problem solve. This knowledge can be acquired through formal schooling, independent study, short courses or on-the-job training. Specialized technical training for licensing or certification is included. It is assumed that all jobs require basic skills in reading, writing, and arithmetic (add, subtract, multiply and divide, decimals and fractions).

Consider the job requirement knowledge only and not the education the employee may have acquired or hiring policies relative to educational level or that "educational requirements must reflect advancement potential." To assist in determining the requirements, the degrees are expressed in relation to formal education steps.

**Level 1:** Requires the ability to understand and follow standard practices and instructions, keep routine records, operate standard office equipment, use a computer to enter and/or obtain information; ability to check, proof, post and file; knowledge of standard practices and procedures including clerical routines. Equivalent to a high school diploma.

**Level 2:** Requires the ability to read and understand written instructions, standard practices and procedures; some knowledge of or training in a specialized field or process; intermediate administrative support skills, bookkeeping/accounting or office routines, data entry; ability to compose and/or edit standard business correspondence. Also includes basic knowledge of mechanical or technical equipment. Equivalent to a high school diploma plus additional training in a specialized or technical field.

**Level 3:** Requires knowledge of a general or technical field such as accounting, information technology, manufacturing operations, quality control, advanced administrative support, data base and other computer applications, mechanics, and maintenance. Equivalent to two years of college or an associate degree.

**Level 4:** Requires thorough knowledge or training in a profession, or in a specialized or technical field such as financial analysis, accounting, business administration or management, clinical (nursing/specialized healthcare), social services, agriculture, computer science/programming/MIS, marketing, human resources, engineering, physical plant management, and chemical or biological sciences. Equivalent to a bachelor's degree.

**Level 5:** Requires a broad knowledge of an advanced and technically specialized field, formal research, and schooling beyond the bachelor's level. Equivalent to a master's degree, special licensure, or certification (CPA, JD, etc.).

## **1B. KNOWLEDGE: Experience or Job Knowledge**

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This factor considers the amount of previous similar or related work experience necessary to do the job under normal supervision. This factor appraises the length of experience to enable an average employee, with the necessary education, to perform the work proficiently. The level should include all essential preparatory training in subordinate occupations and be based on continuous progress rather than elapsed time.

**Level 1:** Up to one year

**Level 2:** One to three years

**Level 3:** Four to six years

**Level 4:** Seven to nine years

**Level 5:** 10 years or more

## **2A. RESPONSIBILITY: Supervisory**

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This factor considers the extent and level of supervisory responsibility as evaluated by the level and extent (number) of employees supervised, both directly and indirectly. (Numbers subject to change based on the size of each county.) Considers the types of supervision involved, and the responsibility that goes with the job for planning, instructing, directing, appraising, organizing, coordinating, and interpreting. It measures the authority exercised, including the degree of responsibility for functions, costs, methods, personnel, and policies.

**Level 1:** Is considered an individual contributor and is responsible for own work assignments. May provide training or assistance to others.

**Level 2:** Is considered a lead worker and is responsible for assigning, monitoring, planning, and some scheduling of the work activities of others within the same department performing similar work.

**Level 3:** Is considered a technical expert and/or supervisor and has authority within their field. Others are required to seek advice, approval and/or direction before acting. Technical expertise is provided and used by managers and officials in the decision making process. May supervise or provide work direction and guidance to team members in area of specialty.

**Level 4:** Is considered a manager and has operational authority for a major department and is responsible for operational results through direct supervision of staff and/or functional oversight, i.e., IT, HR, Highway, Forestry and Parks. Delegates work, controls processes and methods, evaluates employee performance, and initiates employment actions, collaborates with other departments.

**Level 5:** Is considered an executive leader and has the highest level of management responsibilities and is accountable for multiple functions. Manages and provides direction and oversight to department managers and operational units through direct supervision and/or operational oversight.

## **2B. RESPONSIBILITY: Management/Leadership**

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This factor evaluates the requirement for organizing, budgeting, guiding, planning, coordinating, and controlling a variety of the leadership and administrative activities for a unit, department, division, or organization. A decision maker for the department.

**Level 1:** Leadership and administrative responsibilities are uncomplicated and routine. Position involves some functional responsibility, generally limited to providing occasional functional advice and guidance to a limited group. No authority exercised over operation decisions. No budget responsibility.

**Level 2:** Leadership and administrative responsibilities are moderately complex involving the same or similar moderately complex functions which may occasionally be difficult. Position involves frequent rendering of functional advice and guidance with limited authority and within standard operating procedures. Generally without responsibility for control or follow-up. May include submitting limited budget recommendations.

**Level 3:** Leadership and administrative responsibilities are generally complex involving varied and moderately complex operations. Responsibilities include developing and administering a unit or department budget. Position involves frequent rendering of functional advice, counsel to widely diversified groups, and has functional authority to ensure operational efficiencies and effectiveness.

**Level 4:** Leadership and administrative responsibilities are complex, highly diversified and involve multiple units or departments of an organization's operations. Responsibilities include total budget control including allocation of resources. Position involves complex functional control and significant leadership responsibilities multiple functions and/or departments.

**Level 5:** Leadership and administrative responsibilities are at the highest level. Responsible and accountable for multiple departments, divisions or the entire organization. Establishes strategic direction and related goals and objectives. Provides oversight to the leadership of major departments and support functions. Position involves ultimate functional control and leadership responsibilities.

## **2C. RESPONSIBILITY: Public/Customer Relations**

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This factor considers the degree and impact of required interactions with the public and internal customers at the County.

**Level 1:** Minimal contact with the public/customers or with others outside of their assigned work group. Interactions are generally limited to routine departmental issues and the focus is mainly on tasks (vs. customer service).

**Level 2:** Public/customer relations are a required element of the job with internal customers and/or the public served. Interacts with others, screens for needs or issues, provides/gathers information, handles common requests, or directs them to the appropriate resources.

**Level 3:** Public/customer relations involves the explanation of programs and directing individuals to appropriate points of contact. Interactions are usually within a defined program responsibility. Typically does not entail authority to negotiate changes or agreements.

**Level 4:** Public/customer relations involves the explanation of complex programs or county services, various requirements, rules, and guidelines. Where conflicting interpretations may exist possesses limited authority to negotiate changes or agreements.

**Level 5:** Public/customer relations is at the highest responsibility and is a critical and continuous part of the job. Requires frequent interaction on collaborative efforts to develop understanding, interpret complex policies and impact on others, solve problems, mediate conflicts, and negotiate agreements. Where conflicting interpretations may exist possesses full authority to negotiate changes or agreements. Involves strategic approach to policy formulation and initiatives, skillful practice of collaboration and persuasion, at an organization and county level.

## **2D. RESPONSIBILITY: Government Relations**

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This factor considers job responsibilities related to interacting with other non-county governmental agencies/officials. Includes assessing and responding to their influence on county policy, rules/regulations, and laws/legal developments.

**Level 1:** Minimal involvement with other non-county governmental agencies/officials. Applies understanding of governmental rules, regulations and guidelines in performance of job duties.

**Level 2:** Limited involvement with other governmental agencies/officials in carrying out prescribed activities or job requirements. May serve as a resource/contact person for outside agencies/entities for clarifying rules.

**Level 3:** Serves as the primary resource/contact person for outside agencies/entities for clarifying and interpreting rules and the impact of law changes. Provides recommendations for law/rule/regulatory changes.

**Level 4:** Assesses and interprets law/rule/regulatory changes from other governmental agencies/entities and determines the appropriate county response in area(s) of responsibility. Interacts extensively with others (internal and external to the county) to interpret and influence the change process and communicate accordingly.

**Level 5:** Serves as the highest level of authority and has responsibility for interpreting legal/legislative changes and their impact on the county where no clear precedence exists. Assesses or responds to changes. Requires a high level of understanding and influence of the political process.

## **2E. RESPONSIBILITY: Safety of Others**

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This factor accounts for the responsibility for safety of others, both the public served and staff.

**Level 1:** Minimal responsibility for the safety of others. Job is performed using simple equipment and the materials involved are of such a nature that the probability of injury to self or others is remote.

**Level 2:** Modest amount of responsibility for the safety of others. Compliance with established safety regulations for the job performed should mitigate exposure to injury to self or others.

**Level 3:** Responsible for the safety of others on the job. Provides oversight of work groups and/or public served where there is a moderate exposure to physical hazards or threats. Implements and enforces safety standards for self and others. Requires routine training for common workplace or public safety concerns.

**Level 4:** Responsible for the physical safety of the public served. Requires extensive training and involves front-line response to public safety and/or health threats. Provides input into safety policies and procedures.

**Level 5:** Responsible for the overall responsibility of county employees and public served. Establishes and interprets policy for public safety. Responds to media for high profile incidents.

## **2F. RESPONSIBILITY: Complexity of Duties & Impact of Decisions**

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This factor evaluates the complexity of the work in terms of independent action extent to which duties are standardized, exercise of sound or independent judgment, types of decisions made, exercise of discretion, closeness of supervision required or received, resourcefulness or creative effort and planning required by the job.

**Level 1:** Duties are routine. Requires the ability to understand and follow instructions. Assignments are largely repetitive or standardized work; practices and procedures are specified. Exercises ordinary judgment, limited authority to select alternative work methods, work is closely supervised. Limited analytical or independent decision-making.

**Level 2:** Duties are semi-routine. Requires the ability to perform repetitive or generally standardized duties, works from instructions given or follows standard, general procedures. Makes decisions involving good judgment, and requires ordinary analysis of standard data. Work is checked, but not continuously.

**Level 3:** Duties are of a somewhat diversified nature involving a variety of applications where the employee is responsible for choice of action within prescribed limits or precedents. Works towards assigned objectives. Acts independently and uses good judgment to plan work, set priorities, assemble information, analyze facts or conditions regarding individual problems and situations, and to determine what action to take within limits of standard organization practice. Seeks advice on nonstandard situations. Moderate responsibility for decisions which usually affect daily operations of a single process. Work is reviewed for application of sound judgment.

**Level 4:** Diversified work of a technical and involved nature requiring the use of analytical ability and independent thinking and judgment to complete assignments where only general practice, precedents, and functional principles are applicable. Significant responsibility for decisions and final recommendations usually affect more than one department. Authority to make decisions at the departmental level. Work is reviewed for departmental results obtained.

**Level 5:** Ability to plan and perform a wide variety of duties with general knowledge of organization policies, practices, methods, and procedures. Performs both difficult and/or unusual work that requires considerable independent judgment to solve problems, devise methods, modify, and adapt procedures to meet different or changing circumstances. Uses considerable initiative and ingenuity. Authority to make decisions which affect departmental, administrative or technical operations. Decisions impact the entire organization in a demonstrable way. Work is reviewed primarily through results obtained.

### **3A. WORKING CONDITIONS: Environmental**

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This factor considers the environmental surroundings and conditions under which the job must be performed and the extent to which those conditions impact physical comfort. Consider exposure to weather, dust, dirt, heat, fumes, cold, wet, odors, noise or other conditions, including ventilation, and long or unusual working hours.

**Level 1:** Normal office working conditions within minimal exposure to disagreeable elements.

**Level 2:** Limited exposure to disagreeable elements such as dirt, temperature fluctuation, and/or limited exposure to weather conditions. Limited travel.

**Level 3:** Moderate exposure to environmental conditions that impact physical comfort such as poor ventilation and temperature extremes. May require specialized clothing or use of common personal protective equipment. Damage to clothing possible. Occasional travel.

**Level 4:** Regular exposure to disagreeable and environmental conditions. Spend the majority of working time outside in all types of weather conditions. Exposed to one or more particularly disagreeable elements such as continuous high noise level, considerable dust, heat, and humidity. Personal protective equipment regularly used. Regular travel.

**Level 5:** Significant and frequent exposure to disagreeable and environmental conditions. Requires use of extensive or specialized clothing and/or personal protective equipment.

### **3B. WORKING CONDITIONS: Physical Demands/Hazards**

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This factor considers the physically demanding nature of the work performed.

**Level 1:** Normal mental and visual attention is required. Minimal physical demand with minimal exposure to workplace hazards.

**Level 2:** Normal mental and visual attention is required. Light physical demands to include bending, twisting, turning, and light lifting. Limited exposure to workplace hazards.

**Level 3:** Close mental and visual attention is continuously required. Moderate physical demands typically found in trades work with moderate exposure to workplace hazards. Requires regular lifting, bending, twisting, turning, and use of power equipment.

**Level 4:** Regular and continuous physical demands and continuous mental and visual attention to work environment. Requires regular lifting, bending, twisting, turning, and use of power equipment and heavy equipment. Exposure to workplace hazards.

**Level 5:** Significant physical demands typically found in heavy industry or construction work, and with significant exposure to workplace hazards. Regular and frequent lifting, moving, bending, twisting, and turning

## Point Factor Evaluation Form

**Position Title** \_\_\_\_\_

**Total Points** \_\_\_\_\_

Factor	Description/Comments	Level	Points
Education			
Experience			
Supervisory			
Management/ Leadership			
Public/Customer Relations			
Government Relations			
Safety of Others			
Complexity/Impact			
Environmental			
Physical Demand/ Hazards			

Evaluated by \_\_\_\_\_ Date: \_\_\_\_\_

Reviewed by \_\_\_\_\_ Date: \_\_\_\_\_