

PERSONNEL COMMITTEE

Monday, January 9, 2017

6:00 P.M.

**McFarland Municipal Center
Conference Room A**

AGENDA

1. CALL TO ORDER.
2. APPROVAL OF MINUTES
 - a. Motion to approve the draft minutes of the October 3, 2016 Personnel Committee meeting.
 - b. Motion to approve the draft minutes of the October 17, 2016 Special Personnel Committee meeting.
3. BUSINESS
 - a. Discussion and possible action regarding a proposed Background Investigation Policy for new hires.
 - b. Discussion and possible action recommending approval to the Village Board regarding the Position Description for the Parks Crewperson position, including the establishment of the pay grade and directing Village Staff to fill the position.
 - c. Announcement of recently hired Deputy Clerk position.
4. ADJOURNMENT

- NOTES:** 1) Persons needing special accommodations should call 838-3153 at least 24 hours prior to the meeting.
2) A quorum of the Village Board may attend this meeting for the purpose of gathering information relevant to their responsibilities as Village Trustees. No matters shall be considered nor shall any action be taken by said Village Board members at this meeting.
3) More specific information about agenda items may be obtained by calling 838-3153.

This agenda was posted, or caused to be posted, by my hand on the 6th day of January, 2017 at the following three (3) posting places in the Village of McFarland, to wit: McFarland Municipal Center, 5915 Milwaukee Street; E.D. Locke Public Library, 5920 Milwaukee Street; and the McFarland State Bank, 5990 Highway 51.

Cassandra Suettinger, Clerk/Deputy Treasurer

**VILLAGE OF MCFARLAND
PERSONNEL COMMITTEE
October 3, 2016**

1. Call to order.

President Brad Czebotar called the October 3, 2016 meeting of the Personnel Committee to order at 6:30 p.m. in Conference Room A of the McFarland Municipal Center.

Members present: President Brad Czebotar and Trustee Dan Kolk; citizen members Ken Machtan, Steven Kilpatrick, Peter Morehouse, and Chris Spanos.

Staff present: Village Administrator Matt Schuenke, Clerk/Deputy Treasurer Cassandra Suettinger and Police Chief Sherven

2. Motion to approve the draft minutes of the August 1, 2016 Personnel Committee meeting.

Minutes approved for the June 6, 2016 Personnel Committee meeting. Approved unanimously by acclamation.

3. Discussion and possible recommendation to the Village Board on organization structure of administrative office.

Village Administrator Schuenke provided an overview of the structure as proposed, include a historical summary of the changes in the administrative office over time. The proposed structure provides for 5.5 full time employees.

Changes within Finance Director section of the organizational chart:

1. Establish the position of Finance Clerk through a new job description and classify the position as regular part-time.
2. Classify the Utility Clerk as regular part-time with an indirect link to the Finance Director. This position will report to the Public Works Director but also have assigned duties from the Finance Director as they relate to utility billing and collections. Position will remain indefinitely at Public Works facility.

Motion by President Czebotar, second by Kilpatrick to approve the finance portion of the organization structure as submitted on appendix D in the packet. Motion carries 6-0 by acclamation.

Changes for Clerk/Deputy Treasurer section of the organizational chart:

1. Assign the duties of Deputy Clerk to a represented 40 hour EMT
2. Establish the full-time position of Clerk III/Administrative Assistant through a new job description and authorize recruitment for the position.
3. Provide for possible temporary help from an administrative assistant during busy portions of the year.

The committee discussed concerns with the consequences of assigning the duties of a non-represented position to a represented position because the duties of Deputy Clerk are not included

in the current AFSME contract. Additionally, the Committee discussed a disconnect with combining the duties of Deputy Clerk to an EMT. The main job responsibility of an EMT is to serve as an EMT. Any additional tasks assigned to those EMTs are secondary to that main job function. The Committee directed staff to discuss the concerns with the labor attorney and bring the issue back for discussion at special Personnel meeting on October 17th at 6:00 p.m.

4. **Presentation and discussion of the 2017 Budget regarding personnel related issues.**
Administrator Schuenke provided an overview of the 2017 budget as it related to personnel issues.
5. **Adjournment.**
Motion by Czebotar, seconded by Kilpatrick, and carried 6-0 by acclamation to adjourn the meeting at 7:36 p.m.

**Respectfully submitted,
Cassandra Suettinger
Clerk/Deputy Treasurer**

DRAFT

**VILLAGE OF MCFARLAND
SPECIAL PERSONNEL COMMITTEE MEETING
October 17, 2016**

1. Call to order.

President Brad Czebotar called the October 17, 2016 meeting of the Personnel Committee to order at 6:00 p.m. in Community Room of the McFarland Municipal Center.

Members present: President Brad Czebotar and Trustee Dan Kolk; citizen members: Steven Kilpatrick, Peter Morehouse, and Chris Spanos.

Staff present: Village Administrator Matt Schuenke and Clerk/Deputy Treasurer Cassandra Suettinger.

2. Discussion and possible recommendation to the Village Board on organization structure of administrative office as it relates to the structure under the Clerk/Deputy Treasurer.

Village Administrator Schuenke provided an updated organization structure that included a full-time Deputy Clerk position and an EMT/Clerk III position.

Motion by President Czebotar, second by Kilpatrick, to recommend approval to the Village Board on the organization structure of the administrative office as it relates to the structure under the Clerk/Deputy Treasurer as presented, and move that the vacant Deputy Clerk position be filled. Motion carries 6-0 by acclamation

3. Adjournment.

The meeting was adjourned at 6:14p.m.

**Respectfully submitted,
Cassandra Suettinger
Clerk/Deputy Treasurer**

Matt Schuenke

From: Kyle J. Gulya <KGULYA@vonbriesen.com>
Sent: Wednesday, January 04, 2017 7:13 PM
To: Matt Schuenke
Subject: Re: Background Check Policy

I think the village can vary the type of background based on position and practically speaking should do so. The intensity of a background of a law enforcement candidate is substantially time consuming. That is not required for a DPW laborer.

Attorney Kyle J. Gulya
von Briesen & Roper, s.c.
10 E. Doty St., Suite 900
Madison, WI 53703
(608) 316-3177

On Jan 4, 2017, at 6:55 PM, Matt Schuenke <Matt.Schuenke@mcfarland.wi.us> wrote:

Thank you, this seems reasonable glancing through it. I will read it more carefully tomorrow before we send it to Committee. Do you think we should do this or just do everyone's backgrounds the same regardless of position, level, etc.?

The issue is the extent that the Police Dept does background checks now and their thoroughness. For non-public safety checks, we could just have them tone it down and then everybody is the same regardless. Before we get to far with this, I was trying to read between the lines below and whether or not you think this is a good idea or we should stay away from it. Thanks.

From: Kyle J. Gulya [<mailto:KGULYA@vonbriesen.com>]
Sent: Saturday, December 31, 2016 2:01 PM
To: Matt Schuenke
Subject: RE: Background Check Policy

Dear Matt,

Please see the attached redline which includes comments for your consideration.

We recommend the Village exercise caution as the primary legal issues involve negligent hiring and discrimination. In negligent hiring claims, courts will focus on an employer's up-front assessment of foreseeable risks that a particular position carries and the scope of the background investigations when assessing whether the employer exercised a reasonable level of care. Through our comments, we are trying to enforce the concept that each position is unique and, therefore, each position requires an analysis of the skills, experience, and risks to others associated with it. We added some language at the beginning of the Form that alerts the Village's employees who will be utilizing the Form of these considerations so as to ensure they are not simply using the Form in a cookie-cutter fashion for all positions that are seasonal, part-time, etc. These persons should be trained to properly deploy this program. Finally, we deleted

some of the references to specific language within the “levels” that referenced “entry-level, mid-level, seasonal,” etc. to provide the Village with more flexibility under the Form.

After reviewing, please call me with any questions.

Happy New Year to you!

Kyle

Kyle J. Gulya
von Briesen & Roper, s.c.
10 East Doty Street, Suite 900
Madison, WI 53703

Direct: 608-316-3177
Fax: 414-238-6557
kgulya@vonbriesen.com | vcard | bio
vonbriesen.com

From: Matt Schuenke [<mailto:Matt.Schuenke@mcfarland.wi.us>]
Sent: Thursday, December 15, 2016 3:53 PM
To: Kyle J. Gulya
Subject: Background Check Policy

Kyle,

For some time now, Staff has been working on a policy regarding the completion of background checks for new employees. I believe the issue started to get looked at more with all the hiring they were doing earlier this year, big surprise I know. In any event, the Police Department was utilized in all of those cases with exception of me and there were some communication issues between the Department and the Staff member requesting the investigation as to how extensive it needed to be based on the position type. Attached is a version prepared by the Police Chief that I updated to provide for a cover sheet making the request and the selection of the level based on the type of position it is. Some examples are described in the different levels to give you an understanding. Can you review this and let us know if there are any issues with the implementation of this kind of policy? If acceptable, we would like to bring to the Personnel Committee on January 9th.

To make it more clear, we also plan to link the levels to the different positions as they exist in the pay ranges. This way when the offer is being put together there is a reference to the background that is needed. Also considering adding it to job descriptions so that it is memorialized in another area as well going forward.

Lastly, a question was raise about promotions. If this is looking good, we want the ability to be able to conduct further background checks for promotions if there were necessary at the discretion of the Village Board or Department Head. Say I was hired as a position that received a Level 2 review and then was later promoted to Level 3 in the future. Doesn't happen often and I'm not sure if we would actually go through with it, but the ability to complete the reviews of a Level 3 that were not done for Level 2's if that makes sense.

Let me know if you have any questions.

Thanks,
Matt

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Village of McFarland – Police Department *Pre-Employment Background Investigation*

Request Instruction Sheet

Listed below are suggested levels of background investigations required as part of the pre-employment screening. Descriptions and positions discussed under each level are merely suggestions. The level selected should be determined on a position-by-position basis, and each determination should take into consideration the special skills, experience, or potential safety hazards and level of care associated with each position. For example, if a position is entry level, part-time, or seasonal, but the position involves exposure to at-risk individuals such as children or the elderly, a higher level of background investigation should be selected for that particular position than for positions which are similar (*i.e.*, entry level or seasonal) but do not involve such exposure.

Background screenings, personality assessments, and drug tests, if utilized, must be administered before a conditional offer of employment is made to a candidate, regardless of position.

After exercising the necessary discretion detailed above, please select the level of background investigation that should be conducted on the prospective employee and discuss with the Village Administrator. [The Village Administrator has sole discretion as to which level of background investigation is implemented and reserves the right to implement any level that he or she determines is most appropriate, regardless of the suggestions and guidelines below, and regardless of levels implemented in the past for particular positions.]

After discussing the selected level with the Village Administrator, this form should then be forwarded to the Chief or the Chief's designee within the Police Department, containing the signatures from the Department Head and Administrator requesting the investigation.

The background investigation will take between 1-3 weeks to complete, depending upon the level selected and the availability of investigative staff. Please remember that investigative staff has other responsibilities besides conducting backgrounds, and the time it may take to complete it varies dependent upon their schedule at the time it is submitted. It is helpful for the Department Head to provide advance notice of an anticipated investigation well before requesting the background, as this may shorten the time it takes to complete it.

Comment [vBRUser1]: What is key here is that none of these levels are a one-size fits all deal. Each open position must be assessed with regard to the risks, skills, experience, etc. associated with the position to determine the level needed.

For example, you might have a volunteer who is retired or a stay-at-home parent who is interested in volunteering on a daily basis over a long-term period. As a result, he or she has heightened exposure to the community and could foreseeably cause more damage if he or she were to engage in wrongdoing than a part-time employee potentially could because the volunteer is more heavily involved in the Village's affairs.

Thus, the Village's analysis should focus on the individual positions and the foreseeability of possible harm that could be caused should that employee engage in wrongdoing due to the skills, expertise, and risks associated with that position, as that is what courts will look for when determining whether the Village adequately vetted candidates prior to hiring them.

Comment [vBRUser2]: This may seem like an obvious statement; however, what I am trying to get at is that just because an individual selects a Level 1 investigation, for example, does not mean the Village Administrator has to sign off on it if the position in question demands a different level due to a change in circumstances from the last time a candidate was brought in for that position. In other words, just because the last 3 secretaries hired were only subjected to a Level 1 investigation does not mean all secretaries are required to be subject to Level 1 investigations if new factors present themselves.

Village of McFarland – Police Department
Pre-Employment Background Investigation

Request Form

Background Requestor: _____ Department: _____

Prospective Employee: _____ Position: _____

Please include the following:

Original Application (Copy)	<input type="checkbox"/>
Driver's License (Copy)	<input type="checkbox"/>
Social Security Card (Copy)	<input type="checkbox"/>
Signed Information Release Waiver	<input type="checkbox"/>
Personal Information Form	<input type="checkbox"/>

Background Level Requested:

Level 1	<input type="checkbox"/>
Level 2	<input type="checkbox"/>
Level 3	<input type="checkbox"/>
Level 4	<input type="checkbox"/>
Level 5	<input type="checkbox"/>

Anticipated Date of Hire: _____

Please list any items or types of checks you would like added to or removed from the level you have selected:

Please list any special information, instructions for investigator.

Department Head:

Village Administrator:

Signature

Date

Signature

Date

Village of McFarland – Police Department
Pre-Employment Background Investigation

Level 1

Description

This investigative level is designed for employees that work very limited hours and have no access to confidential information, currency, financial information, Village databases, property belonging to citizens, or at-risk individuals such as children or the elderly. Investigator will utilize application materials provided by Department Head in order to complete the investigation.

Positions

Examples may be crossing guards or summer lawn mowing employees. Volunteers may be subjected to this level of background if they will be representing the Village.

Investigative Activities:

	Investigation Requested ¹	Completed By ²	Date Completed ³	Results Attached ⁴
Criminal History				
Sex Offender Registry				
Driving Record				
Police Dept Database				
References				

1 – Investigation Requested: Please indicate which Department will be responsible to complete the Investigate Activity listed.

2 – Completed By: Once assigned, the individual completing the Investigative Activity should initial when the work is complete.

3 – Date Completed: the individual completing the Investigate Activity should list the date that work was completed.

4 – Results Attached: Final results or records related to the Investigative Activity should be attached to this form to confirm completion and acknowledge the findings for that item.

Village of McFarland – Police Department
Pre-Employment Background Investigation

Level 2

Description

This investigative level is designed for employees that may have low-level, limited access to confidential information, currency, financial information, Village databases or property belonging to citizens. Investigator will utilize application materials provided by Department Head in order to complete the investigation.

Positions

Examples may be paid on call Fire Fighters, paid on call EMT's, election workers, other regular part-time clerical staff, and volunteers with exposure to at-risk individuals, such as children or the elderly.

Investigative Activities:

	Investigation Requested ¹	Completed By ²	Date Completed ³	Results Attached ⁴
Criminal History				
Sex Offender Registry				
Driving Record				
Police Dept Database				
References				
Current/Past Employers				
Professional/Personal Contacts				

1 – Investigation Requested: Please indicate which Department will be responsible to complete the Investigate Activity listed.

2 – Completed By: Once assigned, the individual completing the Investigative Activity should initial when the work is complete.

3 – Date Completed: the individual completing the Investigate Activity should list the date that work was completed.

4 – Results Attached: Final results or records related to the Investigative Activity should be attached to this form to confirm completion and acknowledge the findings for that item.

Village of McFarland – Police Department
Pre-Employment Background Investigation

Level 3

Description

This level is designed for employees that have access to confidential information, currency, financial information, Village databases or property belonging to citizens. Investigator will utilize application materials provided by Department Head and Personal History Questionnaire provided by Applicant in order to complete the investigation.

Positions

Examples may be part and/or full time office staff, Public Works Staff, and other general employees. [Additional examples include positions, regardless of whether full-time or part-time, which involve exposure to at-risk individuals, such as children or the elderly.]

Investigative Activities:

	Investigation Requested ¹	Completed By ²	Date Completed ³	Results Attached ⁴
Criminal History				
Sex Offender Registry				
Driving Record				
Police Dept Database				
References				
Current/Past Employers				
Professional/Personal Contacts				
Co-Workers				
Credit History Report				
High School, College Transcripts				
Civil Judgement				
Police Contacts				
Probation, Parole Records				
Wants, Warrants				
Various Internet Checks				

Comment [vBRUser3]: Moved this from Level 1 to Level 3 because they are employees, not volunteers, and they have access to children/elderly. To limit liability for the Village, differentiating the process for those individuals who will have exposure to at-risk individuals shows the Village is taking all necessary steps to recognize the fact that these employees have a greater ability to wreak greater havoc on the community if they go rogue /engage in wrongdoing. A court would give favorable weight to the Village's efforts to recognize the risks involved with those positions, should a negligent hiring claim ever arise.

1 – Investigation Requested: Please indicate which Department will be responsible to complete the Investigate Activity listed.

2 – Completed By: Once assigned, the individual completing the Investigative Activity should initial when the work is complete.

3 – Date Completed: the individual completing the Investigate Activity should list the date that work was completed.

4 – Results Attached: Final results or records related to the Investigative Activity should be attached to this form to confirm completion and acknowledge the findings for that item.

Village of McFarland – Police Department
Pre-Employment Background Investigation

Level 4

Description

This investigative level is designed for employees that have significant influence upon policy making, budgeting activities, supervision and direction of staff and planning. Investigator will utilize application materials provided by Department Head and Personal History Questionnaire provided by Applicant in order to complete the investigation.

Positions

Examples may be Department Head or Director positions and high level supervisory staff such as Lieutenant of Police.

Investigative Activities:

	Investigation Requested¹	Completed By²	Date Completed³	Results Attached⁴
Criminal History				
Sex Offender Registry				
Driving Record				
Police Dept Database				
References				
Current/Past Employers				
Professional/Personal Contacts				
Co-Workers				
Credit History Report				
High School, College Transcripts				
College Instructors				
Neighbors at Current Address				
Family Members				
Civil Judgement				
Police Contacts				
Probation, Parole Records				
Wants, Warrants				
CIB Fingerprint Check				
Various Internet Checks				

1 – Investigation Requested: Please indicate which Department will be responsible to complete the Investigate Activity listed.

2 – Completed By: Once assigned, the individual completing the Investigative Activity should initial when the work is complete.

3 – Date Completed: the individual completing the Investigate Activity should list the date that work was completed.

4 – Results Attached: Final results or records related to the Investigative Activity should be attached to this form to confirm completion and acknowledge the findings for that item.

Village of McFarland – Police Department
Pre-Employment Background Investigation

Level 5

Description

This level is designed for the use of a third party private investigator to complete the background investigation of regular high level, full-time managers and department heads that have significant influence upon the leadership of the Organization and/or their Department. This level may only be used if authorized at the discretion of the Village Board. It will at the very minimum include the same Investigative Activities as Level 4, but may expand the investigation beyond these activities as determined by the Village Board. Investigator will utilize application materials, Personal History Questionnaire, and any other information required by the Investigator in order to complete the investigation.

Position

Examples may be Village Administrator/Treasurer, Police Chief, Fire/EMS Chief, and other similar positions as determined by the Village Board.

Investigative Activities:

	Investigation Requested ¹	Completed By ²	Date Completed ³	Results Attached ⁴
Village Board Approval				
Private Investigator Contracted				
Investigation Completed				

1 – Investigation Requested: Please indicate which Department will be responsible to complete the Investigate Activity listed.

2 – Completed By: Once assigned, the individual completing the Investigative Activity should initial when the work is complete.

3 – Date Completed: the individual completing the Investigate Activity should list the date that work was completed.

4 – Results Attached: Final results or records related to the Investigative Activity should be attached to this form to confirm completion and acknowledge the findings for that item.

PARKS CREW PERSON (full-time)

POSITION DESCRIPTION

Position: **Title:** Parks/Crewperson **FLSA:** Non-Exempt
Department: Parks/Public Works Department **Represented:** No
Reports to: Assistant Director/Public Works Director **Employment Category:** Full-time

POSITION SUMMARY

Distinguishing Characteristics of the Class

This position is responsible for performing a wide variety of unskilled and semi-skilled work associated with the operation and maintenance of parks, conservancies, playgrounds, park/Village facilities, tree trimming, facility grounds maintenance streets, storm sewers. The work includes construction, operation, repair, maintenance, and involves the operation of a variety of different vehicles, machinery and equipment.

Supervision Received

Performs under the general supervision of the Assistant Director, Public Works Director.

Supervision Exercised

None.

DESCRIPTION OF WORK

Essential Duties and Responsibilities

- Mows and trims grass and weeds, rakes and collects leaves, and trims trees and shrubs.
- Applies herbicides, fertilizers and other turf maintenance products.
- Maintains and cleans parks, recreational facilities, playgrounds and equipment, natural areas, drainage ways.
- Maintains Village owned or leased buildings, grounds, and parking lots, including plumbing, lighting, painting, staining and HVAC systems.
- Insures the proper maintenance of equipment and tools by cleaning and checking them after use.
- Patches potholes, installs street signs, and paints street markings.
- Operates a variety of machinery and equipment, including tractors, loaders, rollers, mowers, trimmers, pumps, compressors, generators, and related small engine equipment.

- Drives trucks, light utility vehicles of various sizes in the loading, hauling, and unloading of various equipment and materials including snow removal and ice control operations
- Assists Public Works crew members with Village projects and holiday decorations.
- Performs other related duties as required.

Equipment Used

A variety of motorized vehicles and equipment, including dump trucks, utility vehicles, and construction equipment, trailers, mowers and trimmers; chain saws, pumps, compressors, and generators; snow plows and snow blowers; compactor; common hand and power tools; telephone, mobile and portable radio.

Work Environment and Working Conditions

Works in a normal shop setting and under uncontrolled field conditions; some additional hours required, including periodic weekend work; subject to 24-hour emergency call-in; may be required to work extended periods at a time.

While performing the duties of this job, the employee frequently works near moving mechanical parts and in a work environment where the noise level is moderately noisy. The employee regularly works in outside weather conditions and may be exposed to extreme heat or cold, wet and/or humid conditions, or snow and/or ice conditions. The employee is occasionally exposed to fumes and toxic/caustic chemicals.

As a CDL holder, the employee is subject to pre-employment reasonable suspicion, post-accident, and random drug and alcohol testing under the Omnibus Transportation Employee Testing Act of 1991.

TECHNICAL REQUIREMENTS

Knowledge of

- * Methods, materials, tools, and equipment used in the construction, operation and maintenance of public works and park facilities.
- * Ability to read drawings including building drawings, maintenance manuals, safety and training materials.
- * Methods used in the general maintenance of facilities, grounds, parks, recreational facilities, playgrounds, natural areas, and storm water management areas.
- * The operation of construction equipment and power tools.
- * Occupational hazards and standard safety precautions common to this field of work.

Ability to

- † Operate and care for a variety of vehicles, equipment, hand and power tools.
- † Perform heavy manual tasks for extended periods of time.
- † Interpret and work from charts, technical manuals, diagrams, and construction plans.
- † Maintain accurate records and complete required reports.
- † Establish and maintain effective working relationships with those contacted in the course of work.
- † Maintain a valid Wisconsin driver's license with applicable CDL endorsements.

COMPETENCIES

The employee must use power and hand tools, frequently lift and/or move up to 25 pounds, and occasionally lift and/or move up to 75 pounds. Specific vision abilities required by this job include close vision, color vision, and the ability to adjust focus.

In addition, the employee must be able to satisfy the following competency requirements.

- ◆ **ANALYTICAL SKILLS:** Identify problems and opportunities; review possible alternative courses of action before selecting one; utilize information resources available when making decisions.
- ◆ **COMMUNICATION SKILLS:** Communicate ideas and information effectively in both written and oral form.
- ◆ **PROBLEM-SOLVING SKILLS:** Develop feasible, realistic solutions to problems; recommend actions designed to prevent problems from occurring; refer problems to supervisor when necessary.
- ◆ **PLANNING AND ORGANIZATIONAL SKILLS:** Establish systematic methods of accomplishing goals.
- ◆ **READING ABILITY:** Effectively read and understand information contained in memoranda, reports, technical manuals, bulletins and construction plans.
- ◆ **ABILITY TO COMPREHEND AND FOLLOW INSTRUCTIONS:** Effectively follow verbal or written instructions from supervisor.
- ◆ **MATHEMATICAL ABILITY:** Calculate basic arithmetic problems (addition, subtraction, multiplication, division) without aid of a calculator.
- ◆ **TIME MANAGEMENT SKILLS:** Set priorities in order to meet assignment deadlines.

DESIRED QUALIFICATIONS

Graduation from high school; five (5) years of related experience in the maintenance of parks and public works, operation of vehicles and equipment commonly used in this type of work; or any equivalent combination of training and experience which provides the required knowledge, skills, and abilities. Must possess or be able to obtain a valid Wisconsin drivers' license with applicable Commercial Driver's License endorsements.

11-30-16

Village of McFarland

NOTES

- 1. The job duties listed herein are intended only as illustrations of the types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related, or a logical assignment to the position.*
- 2. The work environment characteristics and physical demands described herein are representative of those that the employee encounters or must meet while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*
- 3. The job description does not constitute an employment agreement between the employer and employee and is subject to change by the employer as the needs of the employer and requirements of the job change.*

I hereby acknowledge that I have received a copy of and do understand the requirements of this position description.

Employee Signature

Department Head Signature

Matt Schuenke

From: Allan Coville
Sent: Tuesday, January 03, 2017 12:47 PM
To: Matt Schuenke
Subject: Parks - Crew Person Survey Form
Attachments: 20170103123528619.pdf

Matt,

As discussed. See attached Parks Crew Person Survey Form. The only difference between the parks form and the public works form is that the parks does not require water license and the public works does not require urban forestry training and / or membership. Everything else should be the same.

Allan

13. Work Level

Level of work required to complete your normal, day-to-day duties satisfactorily.

- Handles every day, reoccurring basic assignments and problems
- Handles a variety of typical assignments and problems independently
- Senior or supervisory level; handles all assignments and problems except those requiring policy or procedural change
- Managerial in nature; directs all assignments and deals with all problems

14. Work Complexity

Complexity and difficulty level associated with the tasks necessary to complete your work. Consider the level of judgment, analytical ability and creativity required and whether there are standards, policies and procedures that guide your actions.

- Regular and repetitive tasks, processes or operations requiring the selection and execution of actions based on defined procedures
- Fairly standard procedures and tasks where basic analytical ability is required, such as comparison of numbers and facts to select the correct actions. Detailed guidelines and procedures are generally used to make decisions or determine actions
- Requires the application of a variety of procedures, policies and/or precedents and moderate analytic ability in adapting standard methods to fit facts and conditions.
- Considerable analytical ability is needed to select, evaluate and interpret data from several sources; interpretation of guidelines, policies and procedures is required.
- Widely varied and involving many complex and significant variables, requiring analytical ability and inductive thinking in adapting policies, procedures and methods to fit unusual and complex situations.

15. Interpersonal Skills and Communication Skills

Skills required during your day-to-day duties:

- Little or no contact required except with immediate associates and direct supervisor
- Regular contact within the department and periodic contacts with other departments, outside agencies and the general public.
- Regular contact within the department and other departments, outside agencies and general public (supplying or seeking information) on specialized matters.....
- Outside and inside contacts to carry out organization programs or occasional contacts with officials at higher levels on matters requiring cooperation, explanation and persuasion, or work requiring enforcement of laws, ordinances, policies and procedures.....
- Regular contact with persons of importance and influence involving considerable tact, discretion and persuasion.
- Continuing contact involving difficult negotiations calling for well-developed sense of timing and strategy; representing department or organization in policy settings.....

Please list people or groups with whom you must interact and/or communicate in the performance of your job.
(e.g.: citizens, customers, clients, elected officials, supervisors, subordinates, consultants, engineers, etc.)

<u>citizens</u>	<u>supervisor</u>
<u>engineers</u>	<u>consultants</u>
<u>elected officials</u>	<u>customers</u>
<u>sales people</u>	<u>public</u>

16. Working Conditions

Conditions you are subjected to during your day-to-day duties:

- Absence of disagreeable conditions
- Involves occasional exposure to some disagreeable elements (*dust, heat, fumes, cold, noise, vibration or wetness*) and accidents are improbable other than minor injuries.....
- One or more elements above; involves frequent exposure to hazards where lost-time accidents are definitely possible
- Several elements above are occasionally present to the extent of being objectionable or regular exposure to work situations that could result in incapacitating accidents or, on occasion, loss of life.....
- One or more of the above elements are regularly present and objectionable, or continuing exposure to work situations that could result in incapacitating accidents or periodic exposure to situations involving hazards that could result in total disability, critical illness or loss of life.....
- Continuous exposure to work situations involving hazards that could result in total disability, critical illness or loss of life, despite the provision and/or implementation of available safety measures.

17. Mental Stress and/or Effort

Conditions you are subjected to during your day-to-day duties:

- Limited mental effort and/or stress.....
- Some mental effort and stress involved resulting in inconvenience and frustration.....
- Considerable mental effort and stress.....
- Serious mental stress involved that could, over a period of time, result in temporary nervous disorder and severe mental anguish.....
- Severe mental stress involved that could result in permanent nervous disorder/mental instability.....

18. Level of Responsibility

How much freedom or independence is required or allowed in the performance of your normal day-to-day duties:

- Close supervision, or tasks are so routine and standardized that they do not require supervision.....
- Moderate supervision within standard operating procedures; supervisor or senior workers are generally nearby to answer questions, make "judgment calls" and/or prioritize work.....
- Limited supervision with general autonomy in determining how objectives are achieved; supervisors generally set operating benchmarks, goals and objectives.....
- General direction, based on broad goals and policies.....
- Involves setting policies and goals for the department or organization operation.....

19. Organizational Impact and Consequences

How your day-to-day duties impact the organization and the consequences of those duties:

- Supportive, informational, recording or other services to assist others in producing correct and effective results; minor consequences....
- Assisting and supporting others or individually providing data or facilitating services for use by others; minor to moderate consequences
- Daily actions or services affect individual clients/citizens; activity has moderate impact on specific cases in service area.....
- Participating with others (within and/or outside of community/agency) in program development, service delivery and supervision of subordinate staff; moderate to serious impact.....
- Major individual impact on and accountability for end results affecting organizational unit or total community/agency.....

20. Financial

Please indicate the dollar amount over which you have accountability, approval and/or authority. (Supervisor's comments regarding this information may be provided on Page 5 in the Supervisor's Comments section)

- | | | |
|---|--|---|
| <input type="checkbox"/> \$0 (N/A) | <input type="checkbox"/> \$20,000 - \$49,000 | <input type="checkbox"/> \$1,000,000 - \$4,999,999 |
| <input checked="" type="checkbox"/> \$1 - \$999 | <input type="checkbox"/> \$50,000 - \$99,999 | <input type="checkbox"/> \$5,000,000 - \$19,999,999 |
| <input type="checkbox"/> \$1,000 - \$4,999 | <input type="checkbox"/> \$100,000 - \$499,999 | <input type="checkbox"/> \$20,000,000 - 49,999,999 |
| <input type="checkbox"/> \$5,000 - \$19,999 | <input type="checkbox"/> \$500,000 - \$999,999 | <input type="checkbox"/> \$50,000,000 + |

Americans with Disabilities Act Supplemental Information Form

In order to assist in developing class descriptions which recognize and accommodate the requirements of the Act, each employee is requested to complete the attached ADA supplemental information form. Please check only those physical requirements or activities and sensory requirements that are absolutely necessary to perform the essential functions of your job and those environmental conditions which apply. If options provided are not applicable, please do not check the corresponding box.

The employee should check the appropriate box on the left side of the form. Supervisors should review information provided by the employee and verify the requirements of the position by checking the appropriate box on the right side of the form.

1. The physical requirements of this position.

Does this job require that weight be lifted or force be exerted? If so, how much and how often? Check the appropriate boxes below.

	Employee Amount of Time				Supervisor's Input			
	None	up to 1/3	1/3 to 2/3	2/3 & up	None	up to 1/3	1/3 to 2/3	2/3 & up
Up to 10 pounds of force	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Up to 25 pounds of force	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Up to 50 pounds of force	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Up to 100 pounds of force	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In excess of 100 pounds of force	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>					

What is being lifted: _____

2. The physical activity of this position.

How much on-the-job time is spent in the following physical activities? Show the amount of time by checking the appropriate boxes below.

	Employee Amount of Time				Supervisor's Input			
	None	up to 1/3	1/3 to 2/3	2/3 & up	None	up to 1/3	1/3 to 2/3	2/3 & up
Stand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Walk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sit	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speak or hear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use hands to finger, handle or feel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Climb or balance	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stoop, kneel, crouch or crawl	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reach with hands and arms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Taste or smell	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Push or pull	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lifting	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Repetitive Motions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Employee (check all that apply)

Supervisor (verify job requirement)

3. The sensory requirements of the position are:

Visual Acuity

- Standard vision requirements.....
- Close vision
- Distance vision
- Ability to adjust focus
- Depth perception.....
- Color perception
- Night vision
- Peripheral vision.....

Vocal Communication

- Expressing or exchanging ideas by means of the spoken word.....
- Detailed or loud talking to convey detailed or important spoken instructions to others accurately, loudly or quickly.....

Hearing Perception

- Ability to recognize information at normal spoken word levels
- Ability to receive detailed information through oral communications and/or to make fine distinctions in sound.

Sensory Utilization

- Preparing and analyzing written or computer data.....
- Visual inspection involving small defects and/or small parts
- Use of measuring devices
- Assembly or fabrication of parts within arms length
- Operating machines, including office equipment.....
- Operating motor vehicles or equipment
- Observing general surroundings and activities.....

4. The environmental conditions the worker will be subject to in this position.
How much exposure to the following environmental conditions does this job require? Show the amount of time by checking the appropriate boxes below.

	Employee Amount of Time				Supervisor's Input			
	None	up to 1/3	1/3 to 2/3	2/3 & up	None	up to 1/3	1/3 to 2/3	2/3 & up
Wet, humid conditions (non-weather)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work near moving mechanical parts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work in high, precarious places	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fumes or airborne particles	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Toxic or caustic chemicals	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Outdoor weather conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extreme cold (non-weather)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extreme heat (non-weather)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Risk of electrical shock	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work with explosives	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vibration	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Breathing apparatus	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exposure to blood borne pathogens	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: severe weather	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: traffic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Typical Noise Level

Employee (check only one)

- Very Quiet (e.g. park trail, storage or file room).....
- Quiet (e.g. library, private offices).....
- Moderate Noise (e.g. business office with typewriters and/or computer printers, light traffic)
- Loud Noise (e.g. heavy traffic, large earth-moving equipment)
- Very Loud Noise (e.g. jack hammer work, garbage recycle plant)

Supervisor (verify job requirement)

5. Characteristics of Work by Skill Level

Characteristics of work can be defined as that general of the scope of the work performed by a position or class of positions that serves to distinguish it from other positions and serves to designate the position in an organizations classification system.

Listed and defined below are sixteen (16) work characteristics grouped by skill level that, when used in conjunction with the nine (9) job factors, determines the value of the position or class of positions as it relates to all other positions within the organization. As the first step of job evaluation the work characteristic and skill level for the position must be determined.

Skill Level I

Manual – work requiring the use of basic physical skills in performing uncomplicated tasks.

Skill Level II

Administrative Support – work requiring the use of basic language, mathematical and social skills in the orderly reproduction, processing, recording and maintenance of informational and financial documents requiring word-processing, data entry and/or typing skills.

Human Support – work requiring the use of basic social and physical skills in aiding in the care, comfort, and well-being of human beings.

Semiskilled – work requiring the use of specialized physical skills in performing routine to complicated tasks.

Skill Level III

Skilled Administrative Support – work requiring the use of highly developed language, mathematical, social and specialized skills in the orderly production, processing, recording and maintenance of informational and financial documents and requiring word-processing, data entry and/or spreadsheet skills.

Skilled Human Support – work requiring the use of specialized social and physical skills in aiding in the care, comfort, and well being of human beings.

Skilled Trades – work requiring the use of specialized physical skills and heavy and specialized equipment in performing complicated tasks.

Technical – work requiring the use and application of basic technical procedures and techniques in performing and responding to routine tasks, situations or problems. Work may also require specialized physical skills.

Skill Level IV

Administrative – work requiring the application of specialized procedural knowledge and communication skills in the planning, organizing, coordinating, supervising, managing, and or directing programs, department or division activities, procedures and practices.



Advanced Human Support – work requiring the use of highly developed and specialized social and physical skills in aiding in the care, comfort and well-being of human beings.

Protective Services – work requiring the use of basic and specialized social and physical skills and the application of specialized knowledge in the protection of life and property from criminal, negligent or natural acts in accordance with federal, state and local laws, regulations and procedures.

Skilled Technical – work requiring the use and skilled application of detailed technical procedures and techniques to recurring situations or problems. Work may also require specialized physical skills.

Skill Level V

Advanced Protective Services – work requiring the use of highly developed and specialized social and physical skills and the application of specialized knowledge in the protection of life and property from criminal, negligent or natural acts in accordance with federal, state and local laws, regulations and procedures.

Advanced Technical – work requiring the use and application of highly developed and detailed technical procedures and techniques to a variety of situations or problems. Work may also require specialized physical skills.

Professional – work in providing highly developed planning or implementation of professional activities requiring the application of advanced knowledge and communication skills, research, data the analysis, client assistance and/or other activities.

Skill Level VI

Executive – work requiring the application of advanced knowledge, communication skills, personal integrity, creativity, judgment, evaluation or related input to the solution of complex problems or situations.

Training and Ability This factor evaluates the job requirements in terms of training and ability which an employee must have acquired to satisfactorily perform the essential functions of the position, whether acquired in school or by independent study.

Point Value

10 **Less than High School Diploma/GED**
 Can read sentences with common vocabulary; can copy information from one record to another accurately; can add, subtract, multiply and divide whole numbers. (Equivalent - less than high school graduation.)

20 **High School/GED**
 Can read and prepare a variety of written or non-technical reports; communicates effectively with others; can make a variety of mathematical calculations, such as fractions, decimals and percentages, or can operate machines, tools or equipment requiring extended instruction and some formal on-the-job training; comprehends moderately complex technical instructions and graphic material. (Equivalent to high school/vocational school graduation.)

40 **Associates/Technical**
 Fundamental study of a specialized field such as sociology, accounting, sub-professional engineering, recreation, business studies; or high school diploma or GED and completion of specialized training, and/or attainment of required licenses and certifications; able to research and compose related original material; able to apply basic theoretical principles in the solution of practical problems; or the knowledge and ability to operate highly specialized machinery, tools or equipment requiring extended theoretical study and training. (Equivalent to completion of technical school/junior college graduate.)

80 **Bachelor's**
 Thorough study of a social, technical or artistic field of study (i.e., business, social work, art, engineering, nursing, journalism, accounting, etc.); or Vocational/Associates Degree, and completion of specialized training, and/or attainment of required licenses and certifications; must be able to define problems, collect data, establish and interpret facts and draw valid conclusions; manipulates data with complex mathematical or other systems related to the field of work. (Equivalent - Bachelor's degree.)

1.5 times Bachelor's **Master's**
 Advanced study of the principles, philosophies, methods, procedures, management and administration of a complex field of study. Able to develop theories and approaches to solve highly complex or technical problems. (Equivalent - graduate degree.)

2.0 times Bachelor's **PhD**
 Comprehensive study of a specialized and complex field of study requiring extensive independent research and creative work; ability to write and edit complex theoretical and informational material; ability to define and resolve complex and intricate problems and to develop corresponding theory. (Equivalent - postgraduate degree.)

+ 10 pts
 for
 Urban
 Forestry

Experience

This factor evaluates the time usually required for a person with the requisite educational background to develop the necessary skills and abilities to do a specific job under normal supervision. Only that experience acquired through related work qualifies for consideration.

Minimal Experience

Experience sufficient to enable an employee to acquire some familiarity with the methods and procedures found in common work situations of the occupational field. Usually less than one year of related experience.

Moderate Experience

Experience sufficient to enable an employee to acquire moderate familiarity with the methods and procedures found in common work situations of the occupational field. Usually one to three years of related experience.

Considerable Experience

Experience sufficient in an occupational field to enable an employee to perform work as assigned with little direct supervision; work calls for a journeyman comprehension of standard work situations. Usually three to five years related experience.

Extensive Experience

Broad experience in both commonplace and unusual work situations and problems of the occupational field; sufficient to enable an employee to plan and administer major work programs. Usually six years or more related experience.

Experience Level	Skill Level					
	I	II	III	IV	V	VI
None	0	0	0	0	0	0
Minimal	5	10	15	20	30	40
Moderate	10	20	30	40	50	60
Considerable	15	25	35	50	65	85
Extensive		35	45	65	95	125

Level of Work

This factor, when applied to the characteristic of work/skill level, determines a uniform foundation upon which the balance of the factor evaluation process builds. It also serves to refine and evaluate the position or rank of the specific position to all positions in the organization.

Basic

Typically entry level of the type of work performed requiring the incumbent to handle a restricted scope of fundamental assignments or problems.

Intermediate

Intermediate level of the type of work performed requiring the incumbent to handle a variety of assignments or problems independently.

Difficult

Advanced and often supervisory level of this type of work requiring the incumbent to handle all assignments or problems except those requiring unit or departmental policy or procedural change.

Complex

Highest level of mastery of this type of work and is an expert and often a managerial position. It requires the incumbent to handle or direct the handling of all assignments or problems including the establishment of policy and procedures, in the field of work.

Experience Level	Skill Level					
	I	II	III	IV	V	VI
Basic	10	15	20	35	45	60
Intermediate	15	20	30	45	60	80
Difficult	0	30	40	60	80	100
Complex	0	40	55	80	110	140

Human Relations Skills

This factor evaluates the responsibility for working with or through other people to achieve the desired results. The rating should be based on the extent, frequency and purpose of the contacts and the importance of the resulting actions.,

Point Value

- 0 **Limited**
Little or no contact required except with immediate associates and direct supervisor.
- 10 **General**
Requires regular contact within the department and periodic contacts with other departments, outside agencies and the general public, supplying or seeking information on non-specialized matters.
- 15 **Reactive**
Requires regular contact within the department and periodic contacts with other departments, outside agencies and the general public, supplying or seeking information on specialized matters.
- 30 **Proactive**
Requires outside and inside contacts to carry out organization programs and to explain specialized matters or occasional contacts with officials at higher levels on matters requiring cooperation, explanation and persuasion or work requiring continuing personal contact with the public involving the enforcement of laws, ordinances, policies and procedures.
- 50 **Influential**
Requires regular contacts with persons of importance and influence involving considerable tact, discretion and persuasion in obtaining desired actions and/or the handling of difficult interpersonal relationships.
- 80 **Managerial**
Requires continuing contacts involving difficult negotiations calling for well-developed sense of timing and strategy and detailed explanation and interpretation of policies, rules and regulations and/or the handling of very difficult interpersonal relationships.



Physical Demands

This factor measures the job requirements which induce physical fatigue through exertion and strain.

Point Value

- 0 **Sedentary**
Requires little or no physical effort or exertion.
- 10 **Light**
Requires light physical effort working almost exclusively with light weight materials (up to 25 pounds) or short periods in difficult work positions.
- 20 **Medium**
Requires moderate physical effort working regularly with light weight materials and occasionally with heavy weight materials (over 60 pounds) or occasional requirements for continuing periods in difficult work positions.
- 40 **Heavy**
Requires considerable physical effort working continuously with average and frequently with heavy weight or frequent requirements for long periods in difficult work positions.
- 50 **Substantial**
Requires heavy physical effort continually working with heavy weight materials for the entire work period.

Medium to Heavy

30

Working Conditions and Hazards

This factor measures the surroundings and environmental or physical conditions under which the job must be done and/or the hazards present on the job, even though all reasonable safety precautions have been taken, the frequency and duration of undesirable conditions or hazards encountered are also taken into consideration. The mental effort and/or stress of the position is included under this factor.

Point Value

- 0 **Excellent**
Working conditions with absence of disagreeable conditions and little or no accident or health hazards (or) limited mental effort and/or stress.
- 5 **Good**
Working conditions, may be slightly dirty or involve occasional exposure to some disagreeable elements (dust, heat, fumes, cold, noise, vibration or wetness) and accidents are improbable other than minor injuries such as abrasions, cuts or bruises; health hazards negligible (or) some mental effort and stress involved resulting in inconvenience and frustration.
- 15 **Somewhat Disagreeable**
Working conditions due to exposure to one or more of the elements listed above; may be exposed to one element regularly or several elements occasionally, but usually not at the same time; work involves frequent exposure to hazards where lost-time accidents are definitely possible, such as injuries to a hand or foot, etc.; some exposure to health hazards, although not incapacitating (or) considerable mental effort and stress involved which could result in tension or anxiety.
- 25 **Disagreeable**
Working conditions where several of the above elements are occasionally present to the extent of being objectionable or regular exposure to work situations which could result in incapacitating accidents or health hazards that could result in serious injury or, on occasion, loss of life (or) serious mental stress involved which could, over a period of time, result in a temporary mental disorder and/or physical illness.
- 45 **Hazardous**
Working conditions where one or more of the above elements are regularly present and objectionable, or continuing exposure to work situations which could result in incapacitating accidents or periodic exposure of work situations involving hazards that could result in total disability, critical illness or loss of life, despite the provision and/or implementation of available safety measures (or) severe mental stress involved that could result in a serious mental disorder and/or impair physical health.
- 70 **Very Hazardous**
Constant exposure to work situations involving hazards which could result in total disability, critical illness or loss of life despite the provision and/or implementation of available safety measures.



Independence of Actions

This factor evaluates the extent to which the job requires or allows the employee to work independently.

Prescribed

Work subject to direct and detailed instruction with close supervision.

Standardized

Work subject to general instructions, established routines and/or standardized practices and procedures with supervision of progress and results.

Directed

Work subject to general policy direction, practices and procedures covered by precedents and general supervisory review.

Broad

Work, by nature and scope, is subject to functional policies and goals under general managerial direction.

Strategic

Work, by reason and scope, complexity and effect on overall organizational results, is subject only to broad policy and general management guidance.

Experience Level	Skill Level					
	I	II	III	IV	V	VI
Prescribed	0	0	10	20	30	40
Standardized	5	10	20	30	40	50
Directed	15	20	30	40	60	80
Broad	-	-	40	60	80	100
Strategic	-	-	-	80	100	120

Impact of End Results

This factor evaluates the extent to which the job directly influences and affects actions impacting the end results.

Incidental

Supportive, informational, recording or other service to assist others to meaningful and correct end results. (Minor consequences).

Advisory

Work efforts and actions assisting and supporting others or individually providing data or facilitating services for use by others. (Moderate consequences).

Operational

Daily actions or services affect individual clients/citizens, activity has meaningful impact on specific cases within service area. (Moderate consequences).

Contributory

Participating with others (within and/or outside organizational unit) in program development, service delivery and supervision of subordinate staff. (Serious consequences).

Primary

Major individual impact on and accountability for end results affecting organizational unit or total organization. (Serious consequences).

Experience Level	Skill Level					
	I	II	III	IV	V	VI
Incidental	0	5	15	20	30	40
Advisory	0	15	20	30	40	50
Operational	5	20	30	40	60	80
Contributory	-	-	40	60	80	100
Primary	-	-	-	80	120	140

Supervision Exercised This factor evaluates the employee's responsibility for exercising supervision over other employees. The determination of the point rating for supervisory responsibility is based on the organizational level, the size and the work characteristics of the group over which the supervision is exercised and the level of supervisory responsibility of the position.

Number of Staff	Point Value
0	0
1-5	5
6-10	15
11 - 19	30
20 - 49	40
50 - 99	50
100 - 199	60
200 - or more	70

Occasional or Limited Supervision

Above value x 0.5

Continuous and/or Full Supervision

Above value

Division Head or Assistant Department Head

Above value x 1.5

Department Head

Above value x 2.0

Supervision of Volunteers

Utilize occasional or limited supervision value multiplied by percentage of time involved in supervision of volunteers.

6. Job Factors

Listed and defined below are the nine (9) job factors that, when used in conjunction with the skill level of the work characteristic, determine the value of the position as it relates to all of the positions in the organization. The sum of the numerical values for each factor determines the total point value for each position.

Factors	Point Brackets	Parks Crewperson
I. Training and Ability	10 - 160	30
II. Experience	0 - 125	35
III. Level of Work	10 - 140	30
IV. Human Relations Skills	0 - 80	15
V. Physical Demands	0 - 50	30
VI. Working conditions and Hazards	0 - 70	15
VII. Independence of Action	0 - 120	30
VIII. Impact on End Results	0 - 140	30
IX. Supervision Exercised	0 - 140	0
		<u>215</u>

It should be noted that some factors have degrees at "0" point value, indicating that the factor may not be present at all in some positions. Other factors are presumed to be present at least to some extent, in all positions.

PW Crewperson = 215

Village of McFarland

Job Factor Scoring Matrix

Department	Position	Skill	Train	Exp	Level	HR	Phys	Cond	Ind	Imp	Spv	Points
Administration	Administration Clerk III	Skilled Administrative Support	20	30	30	15	10	5	30	25	0	165
Administration	Deputy Clerk	Skilled Administrative Support	20	30	35	30	10	5	30	30	2.5	192.5
Administration	Senior Accountant	Skilled Technical	80	58	70	50	10	10	60	60	7.5	405.5
Administration	Village Administrator	Executive	80	105	140	80	10	20	120	140	30	725
Administration	Village Clerk/Deputy Treasurer	Skilled Technical	80	58	70	65	15	10	70	70	7.5	445.5
Cable	Production Assistant	Technical	20	15	30	10	15	5	25	25	0	145
Cable	Program Manager	Skilled Technical	40	40	60	40	15	5	50	50	10	310
Cable	Senior Production Assistant	Technical	40	23	35	23	15	5	30	30	2.5	203.5
Cable	Technical Manager	Skilled Technical	40	40	60	40	20	5	50	50	10	315
Community Development	Building Inspector	Advanced Technical	40	65	80	40	15	10	70	70	0	390
Community Development	Community Development Clerk II	Administrative Support	20	25	20	23	10	5	20	20	0	143
Community Development	Community Development Director	Professional	80	80	110	65	10	15	90	100	10	560
Fire and Rescue	Administrative Captain	Advanced Protective Services	60	80	80	40	45	45	80	80	40	550
Fire and Rescue	Fire Inspector/Public Education Specialist	Technical	60	30	35	30	50	45	30	30	7.5	317.5
Fire and Rescue	Fire/EMS Chief	Advanced Protective Services	80	80	110	80	30	25	100	120	60	685
Library	Assistant Library Director/Technical Services Supervisor	Skilled Technical	80	45	60	30	15	10	50	50	15	355
Library	Library Assistant I	Administrative Support	40	10	20	13	10	5	10	15	0	123
Library	Library Assistant II	Administrative Support	40	20	20	23	10	5	20	20	7.5	165.5
Library	Library Director	Administrative	120	50	70	65	15	5	70	70	30	495
Library	Shelver	Administrative Support	10	0	15	0	5	0	10	15	0	55
Library	Technology Services Assistant	Technical	20	30	30	23	15	5	20	25	0	168
Library	Youth Services Librarian	Technical	80	23	35	23	10	5	35	35	5	251
Library	Youth Services Page	Administrative Support	20	0	15	5	5	5	5	10	0	65
Municipal Clerk	Judicial Assistant/Court Clerk III	Skilled Administrative Support	40	33	30	23	10	5	30	30	0	201
Police	Chief of Police	Professional	80	95	110	80	20	20	100	120	60	685
Police	Confidential Administrative Assistant	Skilled Administrative Support	40	35	40	23	10	5	30	35	2.5	220.5
Police	Police Clerk I	Administrative Support	20	20	20	15	5	5	15	18	0	118
Police	Police Lieutenant	Advanced Protective Services	80	80	95	40	20	35	80	80	30	540
Police	Police Sergeant	protective service	40	50	60	40	30	35	50	50	30	385
Public Works/Utilities	Clerk III	Skilled Administrative Support	20	35	35	23	10	5	35	30	2.5	195.5
Public Works/Utilities	Director of Public Works/Utilities	Advanced Technical	80	95	110	80	10	10	100	120	60	665
Public Works/Utilities	Mechanic	Technical	30	35	35	23	40	15	35	35	0	248
Public Works/Utilities	Parks Manager/Assistant Director of Public Works	Advanced Technical	80	80	80	40	20	10	80	80	22.5	492.5
Public Works/Utilities	Parks Crewperson	Skilled Trades	30	35	30	15	30	15	30	30	0	215
Public Works/Utilities	Public Works Lead Maintenance Worker	Skilled Trades	30	45	35	30	30	20	35	35	7.5	267.5
Public Works/Utilities	Public Works Crewperson	Skilled Trades	30	35	30	15	30	15	30	30	0	215
Public Works/Utilities	Utility Clerk I	Administrative Support	20	20	20	15	5	5	10	18	0	113
Senior Outreach	Case Manager	Skilled human support	40	15	30	30	10	10	30	30	0	195
Senior Outreach	Nutrition Site Manager	Semiskilled	20	20	15	15	10	5	15	18	5	123
Senior Outreach	Senior Outreach Director	Administrative	80	40	60	65	10	5	60	60	30	410

% Between Grades:	6%
Range:	30.0%
Starting midpoint:	25,958.63

Pts		Grade	Salary Range		
			Min	Mid	Max
0 - 55	1	22,572.72	25,958.63	29,344.54	
56 - 68	2	23,927.09	27,516.15	31,105.21	
69 - 83	3	25,362.71	29,167.12	32,971.52	
84 - 103	4	26,884.47	30,917.14	34,949.81	
104 - 124	5	28,497.54	32,772.17	37,046.80	
125 - 145	6	30,207.39	34,738.50	39,269.61	
146 - 167	7	32,019.84	36,822.81	41,625.79	
168 - 189	8	33,941.03	39,032.18	44,123.34	
190 - 211	9	35,977.49	41,374.11	46,770.74	
212 - 235	10	38,136.14	43,856.56	49,576.98	
236 - 262	11	40,424.31	46,487.95	52,551.60	
263 - 292	12	42,849.77	49,277.23	55,704.69	
293 - 325	13	45,420.75	52,233.86	59,046.98	
326 - 361	14	48,146.00	55,367.90	62,589.79	
362 - 400	15	51,034.76	58,689.97	66,345.18	
401 - 442	16	54,096.84	62,211.37	70,325.89	
443 - 487	17	57,342.65	65,944.05	74,545.45	
488 - 532	18	60,783.21	69,900.69	79,018.17	
533 - 577	19	64,430.20	74,094.73	83,759.26	
578 - 622	20	68,296.02	78,540.42	88,784.82	
623 - 667	21	72,393.78	83,252.84	94,111.91	
668 - 712	22	76,737.40	88,248.01	99,758.62	
713 - 757	23	81,341.65	93,542.89	105,744.14	
758 - 802	24	86,222.15	99,155.47	112,088.79	
803 - 847	25	91,395.47	105,104.80	118,814.12	

4

As of 2015

New Range

↓ As of 2017
↑ 3%

39,280.22

51,064.29

45,170.26