

**DATE:** 10/15/14

**TITLE:** Adopt the MCWD 2014 Classification and Compensation Study

**RESOLUTION NUMBER:** 14-084

**PREPARED BY:** Jeff Spartz

**E-MAIL:** @minnehahacreek.org **TELEPHONE:** 952-641-4521

**REVIEWED BY:**  Administrator  Counsel  Program Mgr. (Name): \_\_\_\_\_  
 Board Committee  Engineer  Other

**WORKSHOP ACTION:**

<input type="checkbox"/> Advance to Board mtg. Consent Agenda.	<input type="checkbox"/> Advance to Board meeting for discussion prior to action.
<input type="checkbox"/> Refer to a future workshop (date): _____	<input type="checkbox"/> Refer to taskforce or committee (date): _____
<input type="checkbox"/> Return to staff for additional work.	<input type="checkbox"/> No further action requested.
<input checked="" type="checkbox"/> <b>Other (specify):</b> <u>FINAL ACTION on October 23, 2014</u>	

**PURPOSE or ACTIONS REQUESTED:**

1. Adopt the 2014 Compensation and Class Study.
2. Direct the District Administrator to make mid-year salary adjustments for the staff in accordance with the recommendations provided by Springsted and the Management Team, retroactive to April 1, 2014.
3. Direct the District Administrator to work with Springsted and the Management Team to develop and implement a performance pay plan for 2015.

**PAST BOARD ACTIONS:**

February 13, 2014 – Approval of Springsted to complete Compensation and Class Study for 2014  
May 29, 2014 - Springsted provides Board of Managers draft Human Resources Audit and Draft Hierarchy

**SUMMARY:**

On February 13, 2014, the Board of Managers authorized the execution of a contract with Springsted, to complete a Compensation and Class Study for any proposed salary increases being effective April 1, 2014. Springsted presented the study to the Management Team on October 14, 2014 and to all staff on October 20, 2014. After discussion, the Management Team recommended that the proposed Compensation and Class Study be forwarded to the Board of Managers with a recommendation for approval to the October 23, 2014 meeting.

Below is a summary of the major components of the Springsted recommended compensation program:

The recommended classification and compensation system for the Minnehaha Creek Watershed District (MCWD) provides an objective framework for determining how employees will be paid. The compensation program structure establishes a series of pay philosophy concepts that include:

1. Providing fair and equitable compensation to employees;
2. Maintaining a competitive pay structure that promotes retention, while taking into consideration the District's fiscal resources;
3. Ensuring that employee compensation is based on individual performance that meets or exceeds expectations, and reflects changing economic conditions;
4. Providing consistent administration of pay policies and procedures among all District departments;
5. Evaluation of additional compensation and fringe benefits in comparison with comparable employers;
6. Recommendations for modifications to the current compensation system that address issues of internal equity and external market competitiveness, and which meet the requirements of the State of Minnesota Local Government Pay Equity Act.

*Key Pay Plan Factors:*

The foundation of the pay plan developed rests upon three key factors:

- Internal Job Evaluation: District employees and their supervisors completed Position Analysis Questionnaires (PAQs) which provided information on job factors applicable to their respective positions. Job descriptions were also revised or created, to reflect current essential functions and other job requirements. Positions were then evaluated by Springsted using the Systematic Analysis and Factor Evaluation (SAFE<sup>®</sup>) system, an instrument that provides a consistent and objective approach to evaluating jobs by applying standard criteria to the training and experience needed to perform the job, the level of complexity in the work performed, working conditions, the impact of end results and the consequences of error. A sample PAQ is included as **Attachment A**. A sample job description is included as **Attachment B**. Components of the SAFE System are contained in **Attachment C**.
- A Compensation and Benefit Survey of Comparable Regional Employers: Materials were distributed to public and private organizations similar to MCWD. Responding organizations are included as **Attachment D**.  
The survey was position-specific to gain actual compensation data about the respondents' best job matches. Although time-consuming, this survey method matches MCWD positions to real positions in the immediate market. It is a departure from past MCWD survey practices that utilized data from published compensation reports. These reports aggregate jobs in a way that cause the nuances of unique positions to be lost. MCWD staff were instrumental in assisting Springsted with survey response.
- Individual Employee Job Performance: This compensation plan assumes employee movement within the range be based (in part) on individual employee performance. Employees should receive wage increases if their performance is satisfactory or better.

*Salary Ranges*

The recommended compensation plan was designed as an open range system with 21 pay grades and a 7 percent spread between grades. An open range system has a defined minimum wage for each range, a midpoint of the range and a maximum wage for each range. The open range structure for the pay plan allows the District the flexibility in the placement of employees upon hire based on experience and market conditions. The system also allows flexibility in the movement of employees through the range based on economic

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**DRAFT for discussion purposes only and subject to Board approval and the availability of funds.  
Resolutions are not final until approved by the Board and signed by the Board Secretary.**

conditions and on individual employee performance. The midpoint of each pay grade generally corresponds with the market as defined by the salary survey. There is a 40% spread between the minimum and the maximum of each grade. The recommended 2014-2015 Pay Scale is contained as **Attachment E**.

*Status of Position Assignments and Market Adjustments*

The majority of positions at MCWD have been assigned a pay grade on the pay scale. Springsted will continue to work with the Leadership Team to determine the few remaining assignments, as well as an implementation plan that adjusts for market increases retroactive to 4/1/2014, and includes a performance component. Seven positions require expeditious adjustment to meet the minimum of the assigned pay grade.

MCWD minimum salaries are, on average 13.68% below the market, midpoint salaries are 11.34% below and the maximums of the salary ranges are 9.66% below the average maximums reported by the survey participants. After initial implementation is achieved, the District will need to develop administrative procedures that provide for annual salary adjustments based on market and economic conditions and individual employee performance. Job descriptions have been developed for all employees. These will be signed and included in their respective employment files at the conclusion of the study. A comprehensive Final Report including benefit information will be furnished to the Board of Managers, also at the conclusion of the study.

**RECOMMENDED ACTIONS:**

1. The MCWD Board of Managers adopts the proposed Compensation and Class Study.
2. The MCWD Board of Managers directs the District Administrator to make mid-year salary adjustments for the staff in accordance with the recommendations provided by Springsted and the Management Team retroactive to April 1, 2014.
3. The MCWD Board of Managers directs the District Administrator work with Springsted and the Management Team to develop and implement a performance pay plan for 2015.

**FISCAL IMPACT:**

The impact of revised salaries can be contained within the current budget.

**RESOLUTION**

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**RESOLUTION NUMBER: 14-084**

**TITLE: Adoption of the 2014 Classification and Compensation Study**

WHEREAS, Minnehaha Creek Watershed District (MCWD) Board policy requires that the District Administrator conduct a salary survey once every two years to determine if District salaries are competitive with similar positions; and

WHEREAS, on February 13, 2014, the MCWD Board of Managers , moved by Manager Calkins, seconded by Manager Casale, passing 7-0, authorized the execution of a contract with Springsted, a qualified Human Resource Consulting firm, to conduct a Compensation and Class Study and make determinations on salary structure and corresponding adjustments; and

WHEREAS, Springsted recommends the District establish a pay philosophy system founded on principles that include: Providing fair and equitable compensation to employees; Maintaining a competitive pay structure that promotes retention, while considering the District's fiscal resources; Ensuring that compensation is based on performance, and reflects changing economic conditions; Providing consistent administration of pay policies and procedures across District departments; Evaluating total compensation, including fringe benefits, against comparable employers; Providing internal equity, market competitiveness, while meeting the Local Government Pay Equity Act; and

WHEREAS, Springsted's compensation and benefit survey of comparable regional employers found that MCWD minimum salaries are, on average 13.68% below the market, midpoint salaries are 11.34% below and the maximums of the salary ranges are 9.66% below the average maximums reported by the survey participants.

WHEREAS, on October 14, 2014, the MCWD Management Team met to review the findings of Springsted and, upon discussion, recommended the approval of the 2014 Organizational Hierarchy and Compensation and Class Study by the full Board.

NOW, THEREFORE, BE IT RESOLVED, that the MCWD Board of Managers hereby adopts the 2014 the Compensation and Class Study included herein, and directs the District Administrator to work with Springsted and the Management Team to make the necessary salary adjustments retroactive to April 1, 2014.

BE IT FURTHER RESOLVED, that the MCWD Board of Managers directs the District Administrator to develop and implement a 2015 performance pay plan for use in any adjustments that are determined for the 2014 performance reviews.

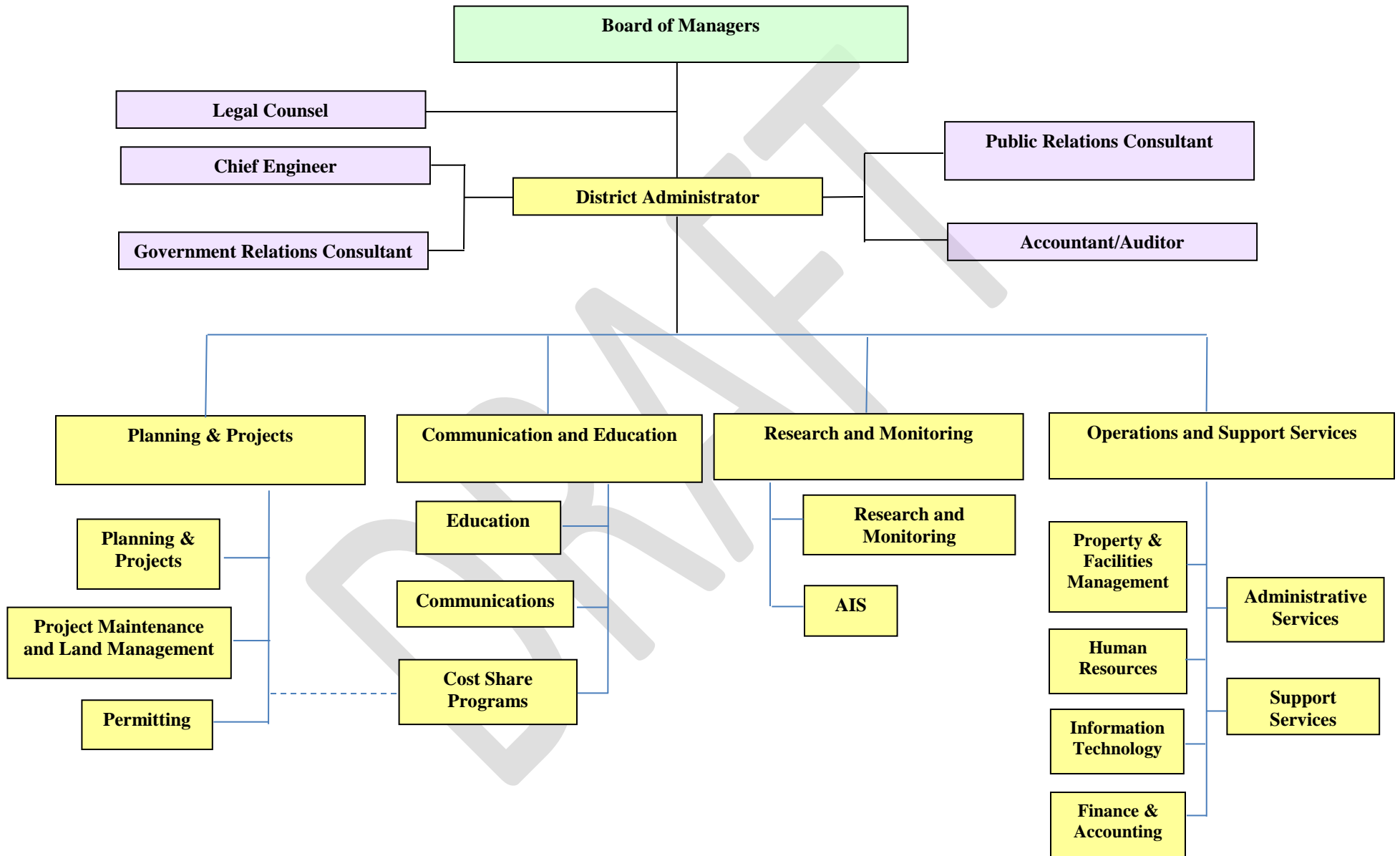
Resolution Number 14-084 was moved by Manager \_\_\_\_\_, seconded by Manager \_\_\_\_\_.  
Motion to adopt the resolution \_\_\_\_\_ ayes, \_\_\_\_\_ nays, \_\_\_\_\_ abstentions. Date: October 23, 2014.

\_\_\_\_\_  
Secretary Date: \_\_\_\_\_



# MCWD Organizational Chart

## Working Draft - 2014





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www.springsted.com

## MEMORANDUM

TO: Employees of the Minnehaha Creek Watershed District

FROM: Julie Urell, Springsted

DATE: March, 2014

SUBJECT: **Instructions for Completing Your Position Analysis Questionnaire**

Please read these instructions before completing your Position Analysis Questionnaire (PAQ). This form is used to obtain information about your position and will be used to develop a class description. The questionnaire consists of multiple-choice and fill-in-the-blank questions; please be clear, accurate and complete. For multiple-choice questions, please check only the appropriate box on the left-hand side of the document; the right-hand box is for your supervisor or department/division head to complete. **Please complete and return the PAQ to your supervisor within five business days.**

### **Tips for Completing Your PAQ**

- Spell out acronyms – acronyms may be exclusive to your department and mean something else nationally or to another part of the organization
- Minimum Requirements – Answer the questions based on the minimum requirements needed to perform the duties (you may have 10 years of experience, but what would a new hire need to do the job?)
- Priority/Description of Duties – Question number nine (9) is the most important question, which requests the priority and description of your duties. This question provides you the opportunity to explain your day-to-day duties in your words.
  - Give this question extra thought and provide your response as clearly and completely as possible, so that someone who has never met you or performed your duties may understand what your job entails.
  - Think about your day, week, month and even year on the job; some major duties are performed annually.
  - Begin with your most important duty and continue on down to the least important duty.
  - Try to keep the description to one-line or short phrases; begin each statement with a verb. Avoid paragraphs.
  - As a percentage, indicate the amount of time that it takes for you to complete each of the described tasks. Please keep in mind that the most important duty may not take the highest percentage of time.
  - Percentages should total 100%; it is strongly recommended that these percentages should be no smaller than 5%.

*If you need more space than what is allotted, please feel free to attach a separate piece of paper.*

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TO: Supervisors and/or Division/Department Heads

SUBJECT: **Instructions for Completing Position Analysis Questionnaire**

After each employee under your day-to-day supervision has completed a PAQ, they should return them to you for your review and verification. You will want to check the boxes on the right-hand side of every page, either agreeing or disagreeing with the boxes the employee has checked on the left-hand side. There is a section on Page 7 where you can comment on the accuracy and completeness of the employee's response. Please note any comments in this section and do not make any changes to employee responses.







**10. Primary Objectives of Job**

In a few short sentences, summarize the major job duties and responsibilities that indicate the primary purpose which your job fulfills in meeting the organizations service goals. (Supervisor's comments regarding this information may be provided on Page 7 in the Supervisor's Comments section)

Examples:

- Developing and maintaining financial records and reports, coordinating and supervising administrative functions of the finance office and preparing annual fiscal reports.
- Processing purchase requisitions and providing administrative support.
- Conducting building inspections and making determinations regarding compliance status with building codes, enforcing building and zoning codes and ordinances, providing information to the public and assisting them in achieving compliance with codes and ordinances.
- Maintaining records of grant and special aid programs revenue and expenditure reports for reimbursements and performing various administrative functions associated with grant and special aid programs.

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Attach a separate sheet if more space is needed.

**11. Education and Experience**

Please indicate the minimum education and minimum experience level needed to complete the normal, day-to-day tasks (Supervisor's comments regarding this information may be provided on Page 7 in the Supervisor's Comments section):

- Less than High School Diploma or GED.....
- High School Diploma or GED. ....
- Associates Degree .....
- Bachelors Degree .....
- Masters Degree.....
- PhD .....
- Other .....

Major/Coursework: \_\_\_\_\_

Type of Experience \_\_\_\_\_

Years of Experience

- None
- One to Three years
- Less than one year
- Three to Five Years
- Six or more

**12. Licenses, Certificates and Registrations**

Please indicate if there are any licenses, certificates and/or registrations required to perform your job (e.g. driver's license) (Supervisor's comments regarding this information may be provided on Page 7 in the Supervisor's Comments section)

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Are these required:  Upon Hire  Within 6 months  Within 1 year  Within 2 years

If requirement is specific to the license, certification or registration, please indicate timeframe by each one individually.

**13. Special Training**

Please indicate if there is any special training required to perform your job. (Supervisor's comments regarding this information may be provided on Page 7 in the Supervisor's Comments section)

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Are these required:  Upon Hire  Within 6 months  Within 1 year  Within 2 years

If requirement is specific to the training, please indicate timeframe by each one individually.

14. **Work Level**

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

- Handles everyday, 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 .....

15. **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. ....

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. **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.)

_____	_____
_____	_____
_____	_____
_____	_____

**19. Knowledge**

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

- (S) Some Basic knowledge of principles and terminology
- (G) General Sufficient knowledge to perform and deal effectively with normal and routine situations
- (T) Thorough Sufficient comprehension to deal with and resolve unusual and difficult problems
- (C) Comprehensive Mastery and understanding of the subject; most advanced degree of knowledge

**a. Comprehension Skills**

Please list the type(s) of manuals, texts, drawings, documentation, technical abilities, etc. to which you refer in the performance of your job (e.g.: *maintenance manuals, policy and/or procedure manuals, engineering or architectural drawings, electrical or mechanical diagrams, maps, etc.*). Please consider the level of knowledge required to comprehend and mark appropriately. (Supervisor's comments regarding this information may be provided on Page 7 in the Supervisor's Comments section)

S	G	T	C	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

**b. Information Processing Skills**

Please list the type(s) of records, reports, charts, graphs, technical abilities, etc. you prepare or process in the performance of your job (e.g.: *billing statements, attendance records, time sheets, vehicle maintenance reports, letters, flow charts/diagrams, technical reports, performance appraisals, meter readings, balance sheets, etc.*) Please consider the level of knowledge required to prepare the items and mark appropriately. (Supervisor's comments regarding this information may be provided on Page 7 in the Supervisor's Comments section)

S	G	T	C	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

**c. Equipment**

Please list the type(s) of machinery and/or equipment that you use or service in the performance of your duties. (e.g. standard office, specific law enforcement, specific fire fighting, bulldozer, garbage packer, container truck, lawnmowers, front loader, etc.). Please consider the level of knowledge to operate the items listed and mark appropriately. (Supervisor's comments regarding this information may be provided on Page 7 in the Supervisor's Comments section)

S	G	T	C	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Standard Office (computer, fax, telephone, copier, etc.)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

**d. Technology Hardware/Software Requirements**

Please list the type(s) of hardware and/or software that you use or service in the performance of your duties (e.g. spreadsheets, word processing, presentation, accounting, servers, CPUs, printers, etc.) Please consider the level of knowledge to operate the items listed and mark appropriately. (Supervisor's comments regarding this information may be provided on Page 7 in the Supervisor's Comments section)

S	G	T	C	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Standard Office Software (spreadsheets, word processing, presentations, databases, etc.)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Standard Accounting Software
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Are you performing troubleshooting prior to contacting your organizations IT/IS department or vendor?  Yes  No

**e. Mathematical Requirements**

What mathematical skills are required in order to perform your job?

- Ability to make arithmetic computations using whole numbers, fractions and decimals.
- Ability to compute rates, ratios and percentages
- Ability to understand and apply governmental accounting practices in maintenance of financial records
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**f. Other Required Knowledge, Skills, Abilities or Other Factors**

Are there other requirements required to perform your job not referenced in a-e?

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**20. 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 .....

**21. 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. ....

**22. 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 7 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 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 +             |

**23. Supervision and/or Oversight**

The scope and type of responsibility that you exercise as a supervisor or lead worker of other employees. (Supervisor's comments regarding this information may be provided on Page 7 in the Supervisor's Comments section)

Do you supervise or have oversight of other positions:  Yes, continue in this box  No, continue to next section

Please check all that apply:

- N/A  Work Group/Team  Unit/Section  Department  Division  Organization

List the positions by title, along with number of individuals within the position, that you have responsibility for:

_____	_____
_____	_____
_____	_____
_____	_____

For the positions listed above, do you effectively recommend or take action on the following:

- |                          |                          |                   |                          |                          |                                |
|--------------------------|--------------------------|-------------------|--------------------------|--------------------------|--------------------------------|
| Effectively Recommend    | Take Action              |                   | Effectively Recommend    | Take Action              |                                |
| <input type="checkbox"/> | <input type="checkbox"/> | Hire              | <input type="checkbox"/> | <input type="checkbox"/> | Suspend                        |
| <input type="checkbox"/> | <input type="checkbox"/> | Assign Work       | <input type="checkbox"/> | <input type="checkbox"/> | Terminate                      |
| <input type="checkbox"/> | <input type="checkbox"/> | Direct Work       | <input type="checkbox"/> | <input type="checkbox"/> | Discipline (Oral Reprimand)    |
| <input type="checkbox"/> | <input type="checkbox"/> | Reward            | <input type="checkbox"/> | <input type="checkbox"/> | Discipline (Written Reprimand) |
| <input type="checkbox"/> | <input type="checkbox"/> | Transfer          | <input type="checkbox"/> | <input type="checkbox"/> | Evaluate Performance           |
| <input type="checkbox"/> | <input type="checkbox"/> | Promote           | <input type="checkbox"/> | <input type="checkbox"/> | Demote                         |
| <input type="checkbox"/> | <input type="checkbox"/> | Adjust Grievances | <input type="checkbox"/> | <input type="checkbox"/> | Coach and/or Counsel           |
| <input type="checkbox"/> | <input type="checkbox"/> | Train             | <input type="checkbox"/> | <input type="checkbox"/> | Develop Staff Schedules        |
| <input type="checkbox"/> | <input type="checkbox"/> | Inspect Work      | <input type="checkbox"/> | <input type="checkbox"/> | Other                          |



# 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sit	<input type="checkbox"/>	<input 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 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 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 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 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Taste or smell	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 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 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 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.....
- 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 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 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 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 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 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extreme cold (non-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"/>
Extreme heat (non-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"/>
Risk of electrical shock	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work with explosives	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Breathing apparatus	<input 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 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"/>
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"/>
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)

Supervisor (verify job requirement)

- 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).....

# Components of the SAFE® Job Evaluation System

The Systematic Analysis and Factor Evaluation (SAFE®) System ensures a consistent and equitable method of evaluating jobs. The basis for the system is an arrangement of job groupings predicated on Characteristics of Work. A series of job factors are then applied to the work characteristics in order to determine a numerical value for each position. The system ensures that each element of job responsibility and each work characteristic is given proper consideration. The total of the points assigned represents the rank of the position in relation to all other positions within the organization.

## Characteristics of Work

Characteristics of work can be defined as the general character of the scope of the work performed by a position or class of positions that distinguishes it from other positions. There are 16 work characteristics that are grouped by skill level that, when used in conjunction with job factors, determine the value of a position as it relates to other positions within the organization. There are 6 skill levels. Following are the sixteen work characteristics (grouped by characteristic not skill level):

Manual	Human Support	Administrative Support
Semiskilled	Skilled Human Support	Skilled Administrative Support
Skilled Trades	Advanced Human Support	Administrative
Technical	Protective Services	Professional
Skilled Technical	Advanced Protective Services	Executive
Advanced Technical		

## Job Factors

There are 9 job factors which detail components of work that are present in most job classes. These factors are:

Training and Ability:	includes education and specialized training, licenses, certifications, and registrations which are required of the position.
Experience:	the time usually required for a person with the required training and ability to develop the necessary skills and abilities to perform the job.
Level of Work:	is the position entry level of the type of work performed, intermediate level, advanced/supervisory level, or a mastery/managerial level.
Human Relations:	the responsibility of working with or through other people, and the extent, frequency, and purpose of the contacts.
Physical Demands:	the job requirements which induce physical fatigue through exertion or strain.
Working Conditions and Hazards:	the extent of disagreeable or hazardous environmental or physical conditions or mental effort and/or stress and the frequency and duration of the undesirable conditions.
Independence of Actions:	how much freedom or independence is allowed or required of the position.
Impact of End Results:	the extent to which the job directly influences and affects actions impacting the end results, i.e. how much do the decisions or actions of the employee impact the organization and what are the consequences.
Supervision:	the responsibility for oversight or supervision over other employees.

The following factors are **not** considered in evaluating positions:

- Job performance
- Length of service
- Education or Degree unless it is a requirement of the job
- Current job evaluation rating
- Current rate of pay
- Market rates

### Job Description

**Position Title:** District Representative – Water Quality

**Accountable To:** Water Quality Manager

**FLSA Status:** Non-Exempt

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**Primary Objective of the Position:**

Performs intermediate technical work conducting lake and stream monitoring for the District, providing data to support management protection/improvement efforts of surface waters within the District and related work as apparent or assigned. Work is performed under the moderate supervision of the Water Quality Manager.

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**Qualification Requirements:**

*To perform this job successfully, an individual must be able to perform each essential function satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

**Essential Job Functions:**

Assists in coordinating and conducting District streams and lakes data monitoring.

Assists in maintaining monitoring equipment.

Assists in maintaining an organized/clean laboratory.

Assist in preparing water samples for shipment.

Assists in the management of large water quality data sets and provides data analysis and interpretation.

Assists in preparing an annual monitoring and technical reports.

**Education and Experience:**

Associates/Technical degree with coursework in environmental sciences, natural resources, or related field, or equivalent combination of education and experience.

**Knowledge, Skills and Abilities:**

Thorough knowledge of water quality QA-QC; thorough knowledge of water quality monitoring equipment; general knowledge of water quality standard operating procedures; ability to be an objective listener and respect the opinion of others; ability to develop and maintain a working knowledge of the District's operations and policies and state rules and regulations necessary to satisfactorily complete assigned responsibilities; ability to provide superior customer service and interaction in a friendly, professional manner; ability to maintain a flexible attitude toward job responsibilities and procedural changes, helping others as needed; ability to communicate effectively verbally and in writing; ability to operate standard office equipment and computer equipment including related hardware and software and job-specific devices; ability to make arithmetic computations; ability to trailer and operate

## **Job Description**

motorized watercraft; ability to work occasional evenings and weekends; ability to develop and maintain positive, cooperative, working relationships with all District employees/consultants, local and agency staff, and the general public.

### **Physical Requirements:**

This work requires the frequent exertion of up to 10 pounds of force and occasional exertion of up to 50 pounds of force; work regularly requires using hands to finger, handle or feel and reaching with hands and arms, frequently requires sitting, speaking or hearing, lifting and repetitive motions and occasionally requires standing, walking, climbing or balancing, stooping, kneeling, crouching or crawling, tasting or smelling and pushing or pulling; work requires close vision, distance vision, ability to adjust focus, depth perception, color perception and peripheral vision; vocal communication is required for expressing or exchanging ideas by means of the spoken word and conveying detailed or important instructions to others accurately, loudly or quickly; hearing is required to perceive information at normal spoken word levels and to receive detailed information through oral communications and/or to make fine distinctions in sound; work requires preparing and analyzing written or computer data, visual inspection involving small defects and/or small parts, using of measuring devices, assembly or fabrication of parts within arms-length, operating machines, operating motor vehicles or equipment and observing general surroundings and activities; work regularly requires exposure to outdoor weather conditions, frequently requires exposure to insects, animals and occasionally requires wet, humid conditions (non-weather), working near moving mechanical parts, working in high, precarious places, exposure to fumes or airborne particles, exposure to toxic or caustic chemicals, exposure to the risk of electrical shock, exposure to vibration, exposure to irritating plants and exposure to environmental toxins/disease; work is generally in a moderately noisy location (e.g. business office, light traffic).

### **Special Requirements:**

Water safety training.  
Trailer and operation of motorized watercraft.  
One to three years related experience preferred.  
Valid driver's license.

*The above is intended to describe the general content of and requirements for performance of this job. It is not to be construed as an exhaustive statement of duties, responsibilities or requirements.*

<b>Minnehaha Creek Watershed District Compensation and Benefit Survey</b>	
<b>Responding Organizations</b>	<b>Comments</b>
Hennepin County	Full information
Carver County	Full information
Scott County	Full information
Three Rivers Park District	Full information
Carver County Soil and Water Conservation District	Full information
Wenk Engineering	Full information
City of Bloomington	Partial information
City of Edina	Partial information
Capital Region Watershed	Pay scale only
Ramsey Washington Watershed	Pay scale only
City of Golden Valley	Pay scale only
<b>Supplemental information Used</b>	
League of Minnesota Cities	
Bureau of Labor Statistics	
2013 State of Minnesota Salary Plan	

## Minnehaha Creek Watershed District Pay Scale

% Between Grades:	7%
Range:	40.0%
Starting midpoint:	27,000

		Salary Range			
		Grade	Min	Mid	Max
-	-	1	21,600.00	27,000.00	32,400.00
-	-	2	23,112.00	28,890.00	34,668.00
-	-	3	24,729.84	30,912.30	37,094.76
-	-	4	26,460.93	33,076.16	39,691.39
-	-	5	28,313.19	35,391.49	42,469.79
-	-	6	30,295.12	37,868.90	45,442.68
-	-	7	32,415.78	40,519.72	48,623.66
-	-	8	34,684.88	43,356.10	52,027.32
-	-	9	37,112.82	46,391.03	55,669.23
-	-	10	39,710.72	49,638.40	59,566.08
-	-	11	42,490.47	53,113.09	63,735.70
-	-	12	45,464.80	56,831.00	68,197.20
-	-	13	48,647.34	60,809.17	72,971.01
-	-	14	52,052.65	65,065.82	78,078.98
-	-	15	55,696.34	69,620.42	83,544.51
-	-	16	59,595.08	74,493.85	89,392.62
-	-	17	63,766.74	79,708.42	95,650.11
-	-	18	68,230.41	85,288.01	102,345.61
-	-	19	73,006.54	91,258.17	109,509.81
-	-	20	78,116.99	97,646.24	117,175.49
-	-	21	83,585.18	104,481.48	125,377.78

Highest pointed position            718  
 Lowest pointed position            0  
 Min wage                                \$    10.38