NU VALUES

PROGRAM MANUAL

COMPETENCY-BASED

HUMAN RESOURCES MANAGEMENT

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INTRODUCTION

NU Values – Competency-Based Human Resource Management

The University of Nebraska is changing its perspective on pay and job responsibilities through a program called NU Values. This program intends to create a more flexible and efficient classification and compensation system as well as an improved linkage between pay and performance.

The University of Nebraska’s NU Values Human Resource Management program changes the way we look at and administer pay for all managerial/professional and office/service staff system-wide. The purpose of the salary plan is to provide effective and equitable rates of compensation to the incumbents of Office/Service and Managerial/Professional positions. NU Values is a system that focuses pay on contribution and performance.

The following pages will:

- Describe the change NU Values will bring to the University of Nebraska and explain how the change will be managed.
- Define competencies and commensurate key behaviors.
- Explain how competencies apply at NU.
- Explain how the selected competencies will help achieve NU’s mission and goals.
- Show how the key behaviors further define NU’s competencies.
- Define job families.
- Explain how NU’s competencies and key behaviors relate to each job family.
- Describe the process and tools for managing performance according to the competencies and key behaviors.
- Explain how market relevance is incorporated into the NU Values program.
- Provide policies and procedures that support the NU Values program.

This manual explains the NU Values program and provides critical information on how the program works. The pages in this manual are organized as building blocks, each chapter adding to the previous, helping the reader to understand the program elements. Certainly the NU Values program means change, therefore, the first chapter deals with change management—a plan for coping with the dramatic change that NU Values will bring to the work place. Subsequent chapters build on the program, starting with competencies and ending with the potential impact on how pay will be determined in the future.
NU Values – Changing the Way the University Thinks about Pay and Performance

What: The University of Nebraska is changing its perspective on employee pay and job responsibilities for managerial/professional and office/service staff through a program called NU Values. NU Values is a compensation system that establishes work competencies and focuses on identifying and rewarding effective performance in relationship to established job characteristics.

Why: NU employee surveys have indicated that there is a desire to develop different approaches in determining pay, and to create new ways of thinking about career growth, performance expectations and performance evaluation. Leaders have indicated that they needed more flexibility in rewarding good performance. The current NU classification and compensation system needs to be updated in order to adequately reflect changing job markets, employee skills and abilities.

What this means for employees: No one’s pay will be decreased and no one should expect a pay increase as an immediate result of implementing this program. Instead, NU Values will change how jobs are defined, how performance is measured and how pay is determined. Defining jobs and recognizing performance will establish a framework for career pathing, training and development and performance management. NU Values is an open, flexible system that will present employees and supervisors with clear objectives and paths for career growth. Its goal is to empower employees to increase personal responsibility of job accomplishments.

What this means for supervisors: Supervisors are key to the success of NU Values. They will take an active role in defining jobs and implementing career growth, training and development and effective performance management. Supervisors will utilize communication and coaching skills and have a greater interactive leadership capacity within their unit. NU Values enhances creativity, decision-making and flexibility in career management for both the supervisor and the employee.

What this means for administrators: Utilized properly, NU Values will increase effectiveness and efficiency of staff, actively reward individual and team strengths, address weaknesses and align individual and departmental activities with organizational priorities and directions. In many cases compensation decisions that were previously made by the Human Resources department will now rest with a department or college. Administrators will take an active role in supporting supervisors and employees in recruiting and retention, career growth and development, performance management and increasing effective communication. Organizational unit leaders and administrators will be responsible for making decisions that are in compliance with employment laws, regulations and University policies.
DEFINITION OF COMPETENCIES AND THEIR APPLICATION TO NU

What is a Competency?

**Competency:** The combination of observable and measurable knowledge, skills, abilities and personal attributes that contribute to enhanced employee performance and ultimately result in organizational success. To understand competencies, it is important to define the various components of competencies.

- Knowledge is the cognizance of facts, truths and principles gained from formal training and/or experience. Application and sharing of one’s knowledge base is critical to individual and organizational success.

- A skill is a developed proficiency or dexterity in mental operations or physical processes that is often acquired through specialized training; the execution of these skills results in successful performance.

- Ability is the power of aptitude to perform physical or mental activities that are often affiliated with a particular profession or trade such as computer programming, plumbing, calculus, and so forth. Although organizations may be adept at measuring results, skills and knowledge regarding one’s performance, they are often remiss in recognizing employees’ abilities or aptitudes, especially those outside of the traditional job design.

- Individual attributes are properties, qualities or characteristics of individuals that reflect one’s unique personal makeup. Individual attributes are viewed as genetically developed or acquired from one’s accumulated life experiences. Although personal characteristics are the most subjective of the components, a growing, significant body of research links specific personality traits to successful individual and organizational performance.

Individually recognizing and rewarding any of these sources of expertise provides a strong basis for individual performance management. However, it is their combination that results in the unleashing of resources that are all too frequently untapped.

When utilizing competencies, it is important to keep the following in mind:

- Competencies do not establish baseline performance levels; rather they are used to raise the bar on employee performance. They provide employees with road maps to increase their capabilities incrementally.

- Competencies focus on an organization’s culture and values. Consequently NU has selected a unique set or combination of competencies that support and facilitate its mission.

- Competencies reflect the organization’s strategy; that is, they are aligned to short-term and long-term missions and goals.

- Competencies focus on how results are achieved rather than merely the end result. In this manner they bridge the gap between performance management and employee development and are an integral component of personal development plans.

- Competencies close skill gaps within the organization.

- Competency data can be used for employee development, compensation, promotion and training decisions.
How Will Competencies Be Used at NU?

At NU, competencies are the foundation for the compensation and performance management programs. NU’s philosophy in recognizing and rewarding specific competencies is the key to NU’s continued and growing success. Accordingly, development and proficiency of competencies leads to:

- Distribution of monetary awards through salary adjustments.
- Creation of employee development and succession planning opportunities.
- Development of customized training modules and identification of already available training programs.
- Establishment of market-relevant salary bands.

Because competencies are aligned to an organization’s strategy, they must be carefully selected. Accordingly, NU has identified and determined competencies that are critical to its short-term and long-term success. These competencies are applicable to all managerial/professional and office/service jobs within the entire University. Definitions of competencies have been developed to ensure a common understanding of the competencies across campuses and organizational units within the University. Competencies were applied to the job families to develop a performance management tool and will be used to ensure reliable and valid competitive data when market pricing is applied to job skills, credentials and responsibilities. To do all of this, the NU competencies are further defined in terms of specific behaviors (observable measures) and consequent levels of expectation.

Developing Key Behaviors

Competencies were selected to help support and drive NU’s strategic goals. Because these competencies are so critical to the performance management and employee development programs, it is important to provide measures of these competencies that reflect actual behaviors and responsibilities. From a motivational point of view, it is critical to communicate to employees key performance expectations and provide actionable feedback regarding their performance relative to the competencies. In order to do this, objective and observable measures were developed. We call these measures key behaviors.
The eight University of Nebraska competencies and their definitions are shown below.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accountability</td>
<td>Accepts responsibility for own actions and decisions and demonstrates commitment to accomplish work in an ethical, efficient and cost-effective manner.</td>
</tr>
<tr>
<td>Adaptability</td>
<td>Adjusts planned work by gathering relevant information and applying critical thinking to address multiple demands and competing priorities in a changing environment.</td>
</tr>
<tr>
<td>Communication</td>
<td>Effectively conveys information and expresses thoughts and facts. Demonstrates effective use of listening skills and displays openness to other people’s ideas and thoughts.</td>
</tr>
<tr>
<td>Customer/Quality Focus</td>
<td>Anticipates, monitors and meets the needs of customers and responds to them in an appropriate manner. Demonstrates a personal commitment to identify customers’ apparent and underlying needs and continually seeks to provide the highest quality service and product to all customers.</td>
</tr>
<tr>
<td>Inclusiveness</td>
<td>Fosters respect for all individuals and points of view. Interacts appropriately with all members of the campus community, campus visitors and business and community partners without regard to individual characteristics. Demonstrates a personal commitment to create a hospitable and welcoming environment.</td>
</tr>
<tr>
<td>Occupational Knowledge/Technology Orientation</td>
<td>Demonstrates the appropriate level of proficiency in the principles and practices of one’s field or profession. Demonstrates a commitment to continuous improvement, to include understanding and application of technology (hardware, software, equipment and processes).</td>
</tr>
<tr>
<td>Team Focus</td>
<td>Works cooperatively and effectively with others to achieve common goals. Participates in building a group identity characterized by pride, trust and commitment.</td>
</tr>
<tr>
<td>Leadership</td>
<td>Communicates the University’s vision in ways that gain the support of others. Mentors, motivates and guides others toward goals.</td>
</tr>
</tbody>
</table>

**JOB FAMILIES - Aligning Jobs That Fit Together**

**What is a Job Family?**

Job families are groupings of jobs related by common vocations/professions. Accordingly, they have many similarities, most of which directly relate to competencies. Jobs in a job family are similar in that they:

- Require similar knowledge, skills and abilities (competencies).
- Have a continuum of knowledge, skills and abilities that represent a career path from the lowest to the highest level job.
- Have similar market competitive pay characteristics and conditions.
**Why Job Families?**

When determining the pay for a particular job, as it relates to all other jobs in an organization, there are differing ways to make that assessment. One way is to develop a universal set of criteria that defines value to the organization and measures all jobs against that single set of criteria. Another way is to group like jobs into job families and then assess their value relative to what the market pays those jobs. Yet another way is to combine elements from both. Which is the best way? It is not so much a determination of "best" as it is that each is suited to different types of organizations. Each way of organizing jobs has its strengths and weaknesses.

Based on internal study and external research, NU has developed a compensation philosophy that makes the organization of jobs into families a necessary step. In order to meet compensation objectives--"increased flexibility of program operation, enhanced growth and advancement opportunities, and improved competitiveness with the labor market"--it was necessary to create a new way to organize jobs. We needed something different from having all jobs arranged into a series of grades based upon a single set of criteria. Arranging jobs into job families is a widely used process, and it is the best solution for accomplishing our compensation objectives. For example, when labor market pay pressures affect an organization's ability to attract and retain talented workers, grouping jobs into families makes it easier to respond to those pressures.

As part of the NU Values program, jobs have been grouped into families. Moreover, we anticipate that, over time, job titles will be consolidated. The goals of consolidating job titles are to:

- Establish clear and meaningful distinctions among job titles.
- Support cross training.
- Encourage a multi-skilled staff that works across traditional job boundaries.

In order to develop appropriate and meaningful key behaviors, job experts from all four campuses and Varner Hall gathered in job-family-based groups to develop and refine them. An editor from the University of Nebraska Press reviewed all of the key behaviors and recommended changes to standardize the format and language usage. The university-wide NU Values project team completed the process by making a final edit of key behaviors. The key behaviors for the University of Nebraska are shown in the following pages.
Index of Key Behavior Statements by Competency

**Accountability**

Accepts responsibility for own actions and decisions and demonstrates commitment to accomplish work in an ethical, efficient and cost-effective manner.

**Assistant**
- Manages time well.
- Proficiently performs all assigned job duties.
- Continually reviews work to ensure accuracy, timeliness and overall quality.
- Follows through on commitments.

**Associate**
- Assists in the establishment, accomplishment and continuous evaluation of goals.
- Assumes responsibility for the accuracy of work processes and flow of multiple tasks.

**Specialist**
- Assesses multiple demands and competing priorities and identifies necessary resources to handle critical work demands.
- Serves as a positive role model.
- Monitors outcomes of the unit/departmental programs.
- Analyzes and recommends cost-effective ideas and work processes.
- Accepts responsibility for decisions and actions of immediate work team in the completion of duties.

**Senior**
- Assumes responsibility for the actions and decision of staff.
- Interprets, designs and accepts responsibility for policies and processes.
- Removes obstacles to efficient use of resources.
- Sets and exemplifies high ethical standards and holds self and others accountable for conduct.

**Adaptability**

Adjusts planned work by gathering relevant information and applying critical thinking to address multiple demands and competing priorities in a changing environment.

**Assistant**
- Seeks direction, responds positively and readily adapts to a change in the work environment.
- Changes behavior in response to feedback and learns from experience.

**Associate**
- Responds effectively to multiple demands.
- Functions effectively in uncertain or stressful situations.
- Balances and prioritizes competing needs and demonstrates/promotes flexibility in a changing environment.

**Specialist**
- Anticipates and adjusts for environmental changes and emergent situations.
- Develops flexible resources to meet current and future needs.
Senior
- Acts as a change agent by promoting and embracing responsible change to further university mission.
- Balances university-wide initiatives with unit goals and provides direction for implementing necessary changes.
- Motivates staff to respond constructively to change.

Communication
Effectively conveys information and expresses thoughts and facts. Demonstrates effective use of listening skills and displays openness to other people's ideas and thoughts.

Assistant
- Communicates in a clear and effective manner, using appropriate technology when applicable.
- Listens actively to evaluate situations and responds effectively and creatively.

Associate
- Listens and understands others, adjusting communication style to suit situation and audience.
- Assimilates information and communicates alternatives.

Specialist
- Establishes contacts and works with them to assemble and disseminate information.
- Communicates to diverse constituents, ensuring that all forms of communication are clear, concise and accurate.

Senior
- Represents the university and department in fostering internal and external partnerships and alliances.
- Evaluates communication strategies and fosters improvement and growth.

Customer and Quality Focus
Anticipates and meets the needs of customers and responds to them in an appropriate manner. Demonstrates a personal commitment to identify customers' apparent and underlying needs and continually seeks to provide the highest quality service and product to all customers.

Assistant
- Demonstrates consideration, cooperation and generosity in providing service.
- Comprehends customers’ needs and works within appropriate guidelines and resources to meet those needs.

Associate
- Ensures quality of products and services provided.
- Anticipates internal and external customers’ needs.
- Takes responsibility for addressing customer requests and follows through to resolution.

Specialist
- Optimally addresses multiple and sometimes competing customer needs.
- Designs tools to evaluate quality of services.
- Reviews quality standards and recommends improvements accordingly.

Senior
- Anticipates issues and opportunities and acts as a resource for creative problem solving.
- Gathers input and analyzes, designs, evaluates and implements quality process changes.
- Establishes the service philosophy for the organization.

**Inclusiveness**
- Interacts appropriately with all business and community partners and members of and visitors to the campus community, without regard to individual characteristics.
- Demonstrates a personal commitment to create a hospitable and welcoming environment. Fosters respect for all individuals and points of view.

Assistant
- Treats others with dignity and respect.
- Demonstrates a welcoming attitude at all times.

Associate
- Demonstrates sensitivity to the needs, concerns and opinions of others.
- Incorporates inclusiveness into work products/services.
- Cultivates a broad and diverse network to exchange ideas and make decisions.

Specialist
- Models inclusive behavior when interacting with staff, students and the community.
- Values and promotes full utilization of workforce diversity.
- Successfully manages differences in primary language and culture.

Senior
- Encourages and promotes a work environment in which all individual differences are valued, respected and welcomed.
- Seeks or provides resources to promote and support inclusiveness.
- Resolves complex issues by balancing needs of diverse groups.

**Occupational Knowledge and Technology Orientation**

Demonstrates the appropriate level of proficiency in the principles and practices of one's field or profession. Demonstrates a commitment to continuous improvement, to include understanding and application of technology (hardware, software, equipment and processes.

Assistant
- Attains and maintains appropriate licenses and certifications.
- Demonstrates proficiency in use of common tools and technology of profession.
- Seeks advice for development of additional skills.
Associate

- Independently and proficiently applies occupational knowledge and skills in area of expertise.
- Explores, implements and integrates new technologies.
- Demonstrates commitment to a continuing involvement in training, certification and professional organizational activities.

Specialist

- Explores current and emerging practices, trends and theories in field through continuing education and involvement in professional organizations.
- Adopts technological advancements and facilitates mastery of occupational skills.

Senior

- Coordinates or acquires necessary resources to facilitate both short and long-term research goals.
- Provides leadership and expertise to unit, university and professional colleagues by promoting new ideas and technology that benefit customers or the unit.
- Furnishes opportunities and resources for training and developmental activities.

Team Focus

Works cooperatively and effectively with others to achieve common goals. Participates in building a group identity characterized by pride, trust and commitment.

Assistant

- Understands how individual job tasks, responsibilities and projects relate to the departmental goals.
- Participates actively and contributes personal knowledge, skills and abilities to achieve team goals.
- Performs assigned duties and communicates status of progress to other team members.

Associate

- Respects contributions of all team members.
- Participates in the development of team goals.
- Cooperates with other units to attain common goals.

Specialist

- Shares expertise and facilitates team interactions to achieve objectives.
- Assembles team based on strengths and talents of each individual.

Senior

- Rewards and recognizes the contributions of team members.
- Shifts team resources to optimize team performance.
- Commands resources necessary to perform team functions and accomplish goals while fostering an environment where teamwork is valued and rewarded.
- Considers university missions and strategies in developing and defining project objectives.
Leadership
Communicates personal vision and the university's vision in ways that gain the support of others. Mentors, motivates and guides others toward goals.

Assistant
- Sets appropriate personal and professional standards for self.
- Projects a positive image when representing the university.

Associate
- Acts as a resource, coach and mentor.
- Serves as a role model, leading by example.
- Demonstrates ability to manage unit workload, employee relations and personnel functions.

Specialist
- Identifies and removes barriers that reduce efficiency or effectiveness.
- Serves as an advocate for the interests and needs of the unit.
- Motivates others to accomplish unit goals.

Senior
- Recommends ways to integrate university's mission with unit services.
- Fosters an optimal working environment that recognizes and rewards success.
- Uses participatory decision making and encourages others to take initiative and reach their full potential.
- Monitors the unit’s progress through competitive benchmarking.
University of Nebraska Job Families & Brief Description

**Administrative and Business Operations**
Manages, designs and/or supports sound administrative processes that support the attainment of fiscal and operational objectives and compliance with regulatory statutes.

**Advising/Career/Student Services**
Provides guidance to students, faculty, staff, patients and alumni on academic, personal, or career issues.

**Educational/Outreach Programs**
Develops content and/or presents educational materials and programs to a broad array of NU constituents.

**Facilities Planning and Operations**
Plans, designs, manages or performs activities related to the maintenance, construction, repair or installation of facilities, grounds, infrastructure, equipment and/or vehicles.

**Food Service/Dietary**
Provides services relating to food preparation and delivery and general nutrition information.

**Healthcare**
Provides direct/indirect medical treatment, conducts clinical studies or performs medical support functions.

**Information Technology**
Analyzes, develops or instructs information technology for faculty, staff, students or clients of the University. For example; programming, systems analysis, database development, and network administration. This does not include individuals who are sophisticated end users of technology.

**Library Services**
Acquires, catalogs, provides access to recorded knowledge, as well as assists and instructs patrons on the usage of library materials and resource center facilities.

**Materials Management/Print Production**
Distributes and maintains inventories of materials and transports people. Prints and binds published materials.

**Museum/Arts**
Manages or supports the acquisition, exhibition, preservation and/or presentation of art, cultural, historic or natural history objects.

**Public Relations/Marketing/Development**
Increases awareness and promotes NU’s image, projects and programs through all forms of media. Generates revenue, manages donor funds and creates marketing strategies. Acquires and/or edits materials for publication.

**Public Safety**
Manages or enforces campus security, adherence to laws and codes of conduct.

**Research and Agriculture**
Manages, conducts or supports research in areas such as science, medicine, agriculture, natural history, sociology or business.

**Sports and Recreation**
Develops programs and/or provides coaching or instruction to intercollegiate athletes or campus recreation participants.

**Television, Radio and Video Production**
Creates, develops, delivers or provides technical support for the production of radio, television or video programming.
Defining Key Behaviors—Putting the Pieces Together

Job Zones, Competencies and Key Behaviors

Job families are composed of related jobs, some of which are more complex than others and require higher-level competencies. It is important to broadly define differing levels of competencies for each job family so career paths can be established. Without this information, employees will not know what steps to take next in order to progress into higher level jobs and earn greater pay. IN NU Values, these differing levels of competencies are called zones.

The question that comes to mind is “How many zones?” The answer depends on the scope of the job family. However, one goal of the compensation system is to minimize administrative burden, therefore, these zones reflect large as opposed to narrow distinctions. Typically, even for the broadest of job families, three or four zones sufficiently encompass all levels of competency development.

Human Resources has pre-slotted the jobs in each job family into zones. The zones have the following titles:
- Assistant
- Associate
- Specialist
- Senior

Developing Key Behaviors for Different Zones
Since there are various levels of jobs within a job family, key behaviors were developed for each job zone. A job family has four zones (levels of jobs); four sets of measures were developed for each competency within the job family. Naturally, one would expect to note differences in skill development, knowledge and abilities as you contrast a lower level key behavior to the higher level ones within each competency.

Key Behaviors Factors

- At least two key behaviors were written for each zone of each competency.
- Key behaviors must be measurable.
- Key behaviors must be written clearly so that both employees and supervisors understand the expectations.
- Key behaviors must be written as succinctly as possible.
- Key behaviors drive the successful performance of the competency. There must be a meaningful difference in skills, abilities and knowledge requirements reflected in the behaviors from one zone to the next. In many instances, the same behavior was used for more than one zone by adjusting magnitude, frequency level, and so forth from one zone to the next. In some instances, different behaviors that measure and reflect distinct skill sets were used to differentiate one zone from the next. When using different behaviors, the behaviors used for higher job zones truly reflect enhanced levels of skill and knowledge than the behaviors used to describe lower zone job requirements and expectations.
Job Analysis—The Way Jobs Are Valued

What is job analysis?

In the NU Values program, the process for analyzing jobs changes dramatically from the current system. The current processes, referred to as classification and reclassification, will be replaced by steps that are more flexible, easier to understand and simpler to administer. These steps will enable the leadership of each organizational unit to recommend the placement or movement of a position within the system. The placement/movement decision will have direct impact on the position’s job title, rate of pay and ultimately its relationship to other positions.

Job analysis defines the organization of the jobs within a job family. This structure identifies paths of progression for employees interested in improving their opportunities for increasing compensation. This system places a relative value on the differing contributions, scope, expectations and other factors that distinguish one job from another. For the purpose of setting pay, job analysis identifies the relative value of positions that are not specifically surveyed in the labor market to those whose values are known.

Prior to NU Values, the method used to analyze jobs was a point-count factor ranking approach. In NU Values, the method is closer to a whole-job ranking approach. While the nature of the methodology does not have an impact on its value, it plays a large part in defining the mechanics of the process. The point-factor approach can be very complex and requires a centralized application of judgment about the compensable factors that make up each job. The whole-job ranking approach is generally not as complex.

Development and maintenance of current and accurate position descriptions are critical to the initial conversion and ongoing success of NU Values. Without current and accurate information, comparing new or changing positions to existing positions will not be meaningful and could result in incorrect placement in the job family band/or zone.

How will job analysis work?

There are generally two situations that require organizational unit leadership to request an analysis of a job: 1) a new position is needed or 2) an existing position has changed. While the conditions that indicate the need for a new position are often clear, there is less clarity when determining that an existing job has changed enough to warrant a review. Often change is gradual, such as adding duties and responsibilities to a position as the incumbent grows. In these cases it can be difficult to know when to review and reassess the position. Other changes can be dramatic, such as a reorganization of an organizational unit. Here it is clear that position descriptions should be rewritten and reassessed. In some situations where change is dramatic, it can be difficult to identify when an existing position has changed to such a degree that it appears to be a new position. Human Resources is available to assist unit leadership in making these determinations.

Table #1 below gives a partial list of examples of situations that unit leadership may face and the possible resulting course of action. These are only samples of the possible scenarios and the possible resulting actions are guidelines. The ultimate decision on the handling of job placement and the assignment of people to positions rests with the Human Resource Office. Human Resources will assist leaders to analyze situations in which job change has occurred or is needed and help leaders to determine an appropriate course of action.
<table>
<thead>
<tr>
<th><strong>Work Place Situation</strong></th>
<th><strong>Possible Resulting Action</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Workload in the unit increases to the point where workers cannot keep up, even when overtime is worked.</td>
<td>Create a new position that is similar/identical to existing ones. New position is in the same job family and zone.</td>
</tr>
<tr>
<td>Workload of a job shifts dramatically causing changes to over 50% of the duties of the position.</td>
<td>Create a new position reflecting the changed duties. Review position for job family and zone placement and adjust pay accordingly.</td>
</tr>
<tr>
<td>Workload of a job shifts moderately causing changes to 25%-50% of the duties of the position.</td>
<td>Update the position reflecting the changed duties. Consider making a pay adjustment within the zone.</td>
</tr>
<tr>
<td>Workload shifts causing change to a new job family.</td>
<td>Create a new position reflecting the changed duties. Review position for job family and zone placement and adjust pay accordingly.</td>
</tr>
<tr>
<td>Employee’s knowledge, skills and abilities grow to a point where the work responsibilities are performed with greater speed, quality, effectiveness, etc.</td>
<td>Document the increased performance and the level of displayed competency. Consider making a performance based pay increase.</td>
</tr>
<tr>
<td>Employee’s knowledge, skills and abilities grow to a point where the work responsibilities change and are equivalent to other positions. (career ladder)</td>
<td>Update the position reflecting the changed responsibility. Review position for job family and zone placement.</td>
</tr>
</tbody>
</table>
Job Documentation—Describing the Job

What is a Position Description and Why is One Necessary?

A position description is a written statement that describes the work that is to be done and the knowledge, skills and abilities needed to perform the work. Information from the position description can be used in a variety of human resource processes.

Position Description Benefits
- Enhances the understanding of what is expected and required in a job.
- Improves performance and work efficiency.
- Provides a basis for job-related selection and performance appraisal standards.
- Provides a basis for identifying career paths.
- Provides a basis for salary survey comparisons.
- Provides a basis for legal defense (such as FLSA exemption status, equal pay act compliance and definition of essential functions under the American with Disabilities Act and other regulatory standards.)

Position Descriptions Can Be Used to:
- Introduce new employees or applicants to the position.
- Provide basic documentation used in job analysis and compensation planning.
- Set performance standards and help employees understand what is expected of them.
- Provide a basis for setting goals and objectives.
- Identify and document essential job functions to ensure compliance with ADA.
- Comply with other legal and workplace requirements.

Position Description General Guidelines:
- Describe the position/role/work to be performed, not the incumbent.
- Do not make the position description too detailed or complex. The position description should define the minimum standards for effective job performance.
- Write clearly and concisely.
- Position description should not be interpreted too rigidly; they are not intended to be used as limitations or restrictions on employee roles.

What to Write in a Position Description?

In the NU Values Program, each position will have a position description describing the duties, qualifications, nature of the work, know-how, interactions and supervision received/exercised. See the attached form.
Managerial/Professional or Office/Service Position Description

General Information
This section provides the general demographic data of the position to be described. Enter the appropriate information.

Basic Function and Responsibility
This section describes why the position exists. The summary should state the role the position plays in achieving the department, division, and NU’s mission, goals and objectives. This statement is often used as the basis for describing the position when advertising for candidates. The summary should be concise, no more than four sentences. (It may be easier to write the general summary after completing other sections of the position description).

Characteristic Duties and Responsibilities
This section lists, in order of importance, the principle responsibilities assigned to the position. Include the percentage of time devoted to each functional area of responsibilities. The total percentage must equal 100 percent. Because this is the most important section of the position description, some general rules of construction follow:
- Write in a consistent format.
- Use clear and concise language.
- Use present tense, action verbs to begin each item.
- Avoid gender-based language.
- Avoid unnecessary words. Example: “Transports inter-office mail to locations throughout facility.”

To meet the legal requirements of ADA, identify essential functions of the position. (ADA defines essential functions as (a) reason the job exists, (b) a limited number of employees available to distribute work, or (c) functions are highly specialized and require expertise). As a general guideline, any single duty/task that occupies 20 percent or more of the incumbent’s time is considered essential. Place an asterisk “*” next to all duties considered to be essential.

Minimum Qualifications
The purpose of this section is to identify the knowledge, skills and abilities (KSAs) and experience necessary for entry into a position, including:
- Education, licenses, vocational/special training
- Work experience, both type and amount
- Physical skills and mental abilities
- Core competencies

Make sure KSAs represent bona fide occupational qualifications.
- Be specific and realistic to ensure legal defensibility.
- Relate job specifications to what, why and how work is done. Guard against inflated specifications.
- List the education, work experience, and technical/professional skills required to be able to perform the job rather than those that describe the ideal candidate.

Position Description Form
The position description form appears on the next four pages. Pages 20 to 23.
## General Information

<table>
<thead>
<tr>
<th>Working Job Title:</th>
<th>Job Family:</th>
<th>Job Family Zone:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Position Number:</th>
<th>Department Name:</th>
<th>SAP Organization Unit Number:</th>
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</thead>
<tbody>
<tr>
<td>new</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Employee’s Name:</th>
<th>Date of Last Update:</th>
<th>Title of Supervisor:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>SAP Personnel #:</th>
<th>Last Updated By:</th>
<th>Name of Supervisor:</th>
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</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

## Position Summary


## Duties & Responsibilities

Indicate % of time spent and indicate with an "*" the duties & responsibilities that are essential functions of this job. Arrange this list of duties in order of importance.

<table>
<thead>
<tr>
<th>% of Time</th>
<th>Essential Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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<tr>
<td></td>
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</tr>
</tbody>
</table>

## Zone Definition Factors

### Nature/Complexity of Work


### Problem Solving/Decision-making 20


### Strategic Impact


### Know How


### Interactions


Supervision
This position exercises ________ Supervision over _________.
This position receives ________, Supervision* from _____________.

Minimum Qualifications
LEVEL OF EDUCATION, YEARS & TYPE OF EXPERIENCE:

Physical Requirements
1. General Physical Requirements  Indicate the appropriate response for an eight hour day:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Intermittent</th>
<th>Constant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sit</td>
<td>0 1 2 3 4 5 6 7 8</td>
<td></td>
</tr>
<tr>
<td>Stand</td>
<td>0 1 2 3 4 5 6 7 8</td>
<td></td>
</tr>
<tr>
<td>Walk</td>
<td>0 1 2 3 4 5 6 7 8</td>
<td></td>
</tr>
<tr>
<td>Drive Motor</td>
<td>0 1 2 3 4 5 6 7 8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Explain</td>
<td></td>
</tr>
</tbody>
</table>

2. THIS POSITION REQUIRES:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Occasionally (less than 2 hrs daily)</th>
<th>Between 2 - 5 hrs daily</th>
<th>Over 5 hrs daily</th>
</tr>
</thead>
<tbody>
<tr>
<td>Squatting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bending</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kneeling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reaching</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overhead</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Forward</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Low</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Twisting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crawling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Climbing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ladder</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stairs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Walking on rough ground</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exposure to changes of environment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Temperature/humidity</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Exposure to dust/fumes/gases/chemicals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Being near moving machinery</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working from heights</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. THIS POSITION REQUIRES EMPLOYEE TO:

<table>
<thead>
<tr>
<th>Activity</th>
<th>LIFT=L</th>
<th>CARRY=C</th>
<th>PUSH=P</th>
<th>PULL-PL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 2 hrs daily</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Up to 2 hrs daily</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Between 2-5 hrs daily</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Over 5 hrs daily</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

4. POSITION REQUIRES USE OF HANDS OR SPECIAL TOOLS/EQUIPMENT FOR:

<table>
<thead>
<tr>
<th>Activity</th>
<th>RIGHT</th>
<th>LEFT</th>
<th>BOTH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keyboarding</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Filing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. THIS POSITION REQUIRES ATTENDANCE AT THE WORKPLACE
In Each Section, please select one answer that best describes your job:

Knowledge Skills and Abilities:
_____ Requires the ability to understand and apply basic job skills, knowledge of several work routines and the ability to apply such routines with minimal interpretation. May possess knowledge of other, related work activities within own functional area. May require the operation of routine equipment/tools. [1]

_____ Requires the ability to understand, interpret, apply and communicate information within a specialization and the ability to apply limited analysis in the completion of general functional procedures. May possess knowledge of work activities outside functional area. May require the operation of moderately complex equipment/tools. [2]

_____ Requires the ability to utilize advanced information within a specialization. Within specialization, possesses the ability to assess/ analyze situations and make adjustments to achieve desired objectives. Possesses knowledge of work activities outside functional area. May require the operation of complex equipment/tools. [3A]

_____ Requires the ability to apply, integrate and communicate extensive theoretical information within a recognized professional field. Facilitates and/ or establishes the achievement of functional area objectives. Requires knowledge of all related functional areas. May require the operation of highly complex equipment/tools. [3B]

_____ Integrates extensive theories and techniques within related or diverse disciplines to achieve results and/ or establish overall strategic directions. Requires wide-ranging administrative and/or specialized knowledge. May require the operation of highly complex equipment/tools. [4]

Problem Solving/Decision-making:
_____ Decisions/problem resolutions are repetitive and simple and typically guided by standard operating policies and procedures/practices exist. Tasks are clear and specific to a single discipline. [1]

_____ Decisions/problem resolutions require gathering/reviewing information from several sources. Simple analysis of facts determines course of action to be taken within the limits of standard operating policies and procedures/practices. Tasks are varied and may cross several disciplines. [2A]

_____ Decisions/problem resolutions require interpretation, discretion and judgment based on precedent or standard operating policies and procedures. Tasks are diversified and may require some creativity in dealing with unprecedented activities. [2B]

_____ Decisions/problem resolutions require synthesis/analysis in the use of theories and accepted principles. Programs/projects are governed by broad objectives, policies and/or theories. Requires the use of creativity in dealing with unprecedented activities. [3]

_____ Decisions/problem resolutions require analysis and evaluation of major issues and courses of action impacting the overall direction of the functional area(s). Applies broad concepts and experience in making important decisions. May develop recommendations influencing long-term policies related to major organizational plans. [4]

Interactions:
_____ Regular contact involves receiving and/or referring inquiries as well as giving or obtaining routine information relating to work being done. Requires the use of common business courtesy. [1]

_____ Regular contact that involves giving or obtaining information as well as occasionally exchanging advice and opinions. Requires the use of common business courtesy, tact, discretion and some persuasion to maintain cooperative associations. [2]

_____ Regular contact that involves exchanging advice and opinions as well as occasionally conveying conceptual ideas of a critical and/or long-range nature. Requires the use of judgment, timing, and persuasion to gain cooperation in the face of differences of opinion or controversy. [3]

_____ Regular contact with major Programs/Teams or individuals. Overriding job requirement involves conveying conceptual ideas regarding matters of critical and long-range nature. Significant requirement for diplomacy, timing, and persuasion to gain concurrence or cooperation on operational issues in the face of significant differences of opinion or controversy. [4]
Supervision Received:
_____ Supervised by procedures or by supervisor through periodic monitoring of progress and performance. May have latitude to determine sequence of own work tasks to meet clearly established schedules. [1]

_____ Supervision by procedures or by supervisor through periodic monitoring of progress and performance. Determines sequence of own work tasks to meet established objectives. [2A]

_____ General direction by supervisor by checking on completed tasks. Establishes own work schedule to achieve program objectives. Makes recommendations to superior regarding efficient functioning of program. [2B]

_____ Responsible for conducting specialized assignments or developing programs under only general direction and guidance. [3]

_____ Extensive latitude to work independently in matters that have a broad effect on overall policies, programs and/or areas of specialization. [4]

Supervision Exercised:
_____ May provide incidental guidance to others. [1]

_____ Provides functional supervision that is usually limited to assigning/reviewing work or may serve as work team leader. [2A]

_____ Serves as work team leader. Distributes, schedules, and monitors the progress or work tasks of the program or project. May be involved in the recommendation of personnel actions to manager. [2B]

_____ Supervises the work of a project or program that may include hiring, discipline, transfers, promotions, or salary changes within a functional area. May integrate work of two or more programs or one major function/or project. [3]

_____ Establishes performance standards for designated programs and/or areas of specialization. Directs staff to include hiring, discipline, transfers, promotions, and salary changes. [4]

Impact:
_____ Actions and decisions in this job are limited to the scope of the job, which primarily affect the immediate work group, but occasionally may extend beyond the immediate work group. Errors reflect unfavorably on the individual and may have an adverse impact on the functional area. [1]

_____ Actions and decisions in this job have an impact which affects the immediate work group and also extends beyond the immediate functional area. Errors reflect unfavorably on the individual and the functional area. [2]

_____ Actions and decisions in this job have discernible impact to the short-term performance of the Program/Team and exerts some impact to its long-term success. Errors reflect unfavorably on the individual, the functional area, overall business operations and potentially other functional areas. [3A]

_____ Actions and decisions in this job have significant impact to the short-term performance of the Program/Team and exert an impact to its long-term success. The job exerts a considerable impact on decisions and final results typically affecting either an entire functional area or a major university activity; and may have unique accountability for financial and program or project objectives. Errors effect business operations, services and other individuals which may require special interventions to correct. [3B]

_____ Actions and decisions in this job exert broad and continuing impact on the future of one or more functional areas. The job exerts a major impact on decisions and final results affecting a major university activity; and/or has accountability for financial and program/project objectives and overall successes. Errors significantly interrupt business operations, services and potentially both internal and external constituents. [4]

<table>
<thead>
<tr>
<th>Summary: Zone Assignment=</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authorization: Name: Date:</td>
</tr>
<tr>
<td>Human Resources</td>
</tr>
<tr>
<td>Supervisor:</td>
</tr>
<tr>
<td>Administrator:</td>
</tr>
</tbody>
</table>
PERFORMANCE MANAGEMENT

The adoption of NU Values marks a change not only in the University's perspective on classification and compensation, but also in how performance is measured. The NU Values performance management system offers an improved linkage between pay and performance. It is designed to foster effective communication and to help good supervisors become even better supervisors. It will assist in enhancing creativity, decision-making and flexibility in career management for both supervisors and employees.

Performance evaluations in general have many uses. They indicate to the employee the evaluation of past performance--strong and weak points, how performance can be improved, and future expectations. They call attention to the need for training and career development. They support decisions granting salary increases. They support disciplinary actions and serve as official records for grievance hearings. In other words, they are critical to the employee and to the University and thus warrant careful attention.

The underlying principles of effective performance evaluations (fulfilling all those above-noted uses) are **communication** and **documentation**. Supervisors should be evaluating and discussing performance with employees all year so their employees are not surprised at the formal meeting. Documentation is much easier if the manager keeps a log for each employee (with the employee's knowledge) for the review period jotting down notes of general activities and progress as well as critical incidents. Managers must tell employees which incidents were truly important and exactly how the employee should change. Good managers continually document relevant observations and discuss them with employees in brief, regular progress meetings. Communication and documentation should not be separated.

Objectivity is paramount with performance evaluations; criteria used to evaluate an employee should be **observable, measurable, achievable, reasonable, and understandable**. It is useful, however, to look at the ways we impede objectivity. All people have biases. These biases come from social and family interactions and begin to form at an early age. It is imperative that managers who supervise and evaluate subordinates' performance recognize their personal biases in order to limit the influence they may have on performance appraisal. Rating errors can occur when the following types of biases enter into, the evaluation process.

**Performance Appraisal Biases**

**Halo Effect**: The appraiser gives favorable ratings to all job duties based on impressive performance in just one job function.

**Pitchfork Effect**: As the opposite of the halo effect, this error results in negative ratings because the appraiser views one behavior as inappropriate. It, thus, negatively colors all other behaviors and the rating.

**Central Tendency**: The rater avoids the extremes of the "excellent" category as well as the "unacceptable" category and assigns all ratings as "average." All people have stronger and weaker areas of performance, which must be acknowledged.

**Recency Error**: This error occurs when the appraiser does not take into account the performance for the review period, but instead recalls only recent events. Raters should record employee accomplishments and behavior throughout the review period.
Lenient Rater: Some individuals who seek to avoid conflict are lenient raters. They are reluctant to point out weaker areas of an employee's performance and give the employee average or better marks. The employee does not know of his or her weaknesses and need for improvement. Also, should the situation deteriorate and the supervisor wants to take action, he or she may not be able to because there is no documentation to support the action.

Severe Rater: Severe raters feel that no employee can live up to the high standards they have set for them. They often establish unrealistic, unachievable goals or objectives. Employees experience frustration and failure if they are never given credit for achieving objectives.

Third Party Effect: While the evaluator's primary task is to evaluate the employee's job performance, the evaluator is sometimes worried that his or her own judgments may also be evaluated by the next higher-level reviewer. When preparing the performance evaluation appraisal, the evaluator may see the reviewer as a more important audience than the employee and may communicate to the reviewer rather than the employee. The evaluator may even appraise the employee's performance according to the perceived needs of the reviewer. The employee has a similar double-audience problem, which is compounded by the fact that he or she is replying to an appraisal already flawed by the evaluator's sense of a double audience. When adding his or her comments to the performance evaluation appraisal, the employee may view the evaluator as a superior to be placated but, at the same time, sees the reviewer as an appeal process to whom reasons can be given as to why the appraisal is erroneous. In reality, most reviewers are uncomfortable with the position in which they are placed by the evaluator and employee. Reviewers usually prefer to have their roles remain discreet. Therefore, evaluators and employees should communicate to each other rather than the reviewer.

Secondary Reason Effect: When evaluating an employee's performance, the evaluator may have a variety of objectives in mind. Examples are performance measurement, performance development, and financial reward. Sometimes these objectives are conflicting. For example, a supervisor may falsify a performance evaluation on an employee to justify a salary increase. But the salary increase may be justified via market impact as opposed to meritorious performance. Secondary reasons should not dictate the appraisal grade.

Memory: Keep notes, a logbook of progress and incidents. Memory is notoriously biased. Without written reminders, one is left with one's none too scientific gut feeling.

Above all, approach the evaluation process and meeting with an open mind. Supervisors need to listen to what their employees have to say as well as the reverse. Managers and employees together make work happen successfully and the evaluation process can be a productive example of a team effort.

Guidelines for Conducting an Effective Performance Review

Prepare yourself and your employee:
- schedule ample time and a private place for the discussion
- notify the employee in advance, in writing
- review documentation (notes, letters, files, etc.) before working on the review
- remember that performance management is a key service to your employees and unit
Make it "priority time."

- create an agenda for the meeting.
- minimize interruptions
- set a tone of collaboration.
- start the discussion on a positive note
- encourage your employee's participation

Be clear about your purpose.

- reinforce that the discussion will address strengths and areas for improvement

Review performance expectations.

- discuss the position description, units' reasons for needing the position
- be clear about performance standards within your unit

Discuss performance that is below, meets, and exceeds expectations.

- use language that is clear and specific; use examples
- describe performance, not personality

Ask employee what he/she thinks.

- allow employee to speak freely before responding to his/her comments
- actively listen to your employee
- clarify your employee's concerns, then address them

Set goals to:

- improve performance in targeted areas
- build on strengths
- develop the employee's knowledge, skills, and abilities
- align the employee's work with the needs of the unit

Agree to follow up.

- schedule at least one interim check-in on performance during the year
- ask how your employee prefers to receive feedback (written, verbal)
- discuss how your employee likes to be recognized for good work

Close with encouragement.

- offer your help and support
- end on a positive note by summarizing employee strengths and contributions

The Performance Evaluation Forms can be found on the Human Resources web site at http://www.unomaha.edu/~wwwpsnl/nuvalues.html. Instructions on filling out the forms are included on the forms.
PAY RANGES

An important part of the NU Values program is to provide a high level of market responsiveness in determining pay. Market relevant pricing preserves competitiveness with other employers, reflects economic issues such as supply and demand, and recognizes differences in pay based on occupations.

To facilitate market relevant pay, salary ranges or bands have been created for each job family. This allows the band for an individual family to be adjusted as the market changes without affecting other families. The Human Resources Department will monitor market conditions by identifying and comparing benchmark positions at NU with positions in published salary surveys.

Furthermore, each band is broken up into four zones, which represent a recognizable and measurable difference in levels of responsibilities, skills and expertise within the specific job family. These zones will be sufficiently broad to accommodate pay increases for employee and job growth without requiring continuous movement between zones.

Contact the Human Resource Office for the most recent band and zone ranges.
University-Wide NU Values Administration Policy

It is important to understand that each campus has variable resources, campus-specific policies and procedures and department/organizational unit differences, and this will play a part in how NU Values is administered at each campus level.

Introduction

1.1 The University of Nebraska makes all decisions regarding recruitment, hiring, promotion, and all other terms and conditions of employment without discrimination on the basis of race, color, religion, sex, national or ethnic origin, age, disability, marital status, veterans status or individual characteristics other than qualifications for employment, quality of performance of duties, and conduct related to employment in accordance with University policies and rules and applicable law.

1.2 The NU Values program shall be applicable to all regular University of Nebraska Office/Service and Managerial/Professional positions.

1.3 The NU Values program is a compensation and performance management system for Office/Service and Managerial/Professional employees of the University of Nebraska. NU Values:

- Links performance of employees to the mission and the vision of the University.
- Focuses on job families as the basis for market relevance and equity in pay decisions.
- Provides the tools for growth and development of employees.
- Provides an open framework whereby the tools/processes used to make pay decisions are widely known.
- Utilizes a simple yet effective job evaluation system.
- Utilizes competencies as a basis for employee performance

The NU Values program groups all positions having similar characteristics into job families so that an effective, equitable and market relevant level of compensation may be identified. This categorization is based on an analysis of each position in order to determine the general function, the duties and responsibilities, the supervision received and exercised, and the educational background, training, and experience needed for the position.

Authorities and Responsibilities

2.1 The Vice President for Business and Finance is responsible for the maintenance and revision of the NU Values program.

2.2 The Director of Human Resources, Central Administration, coordinates the administration of the NU Values program and shall develop procedures, as required, to facilitate the consistent application and administration of policies related to NU Values.
2.3 The Chief Business Officers are responsible for the overall direction of the NU Values program at the campus level.

2.4 The Human Resources Directors are responsible for the day-to-day administration of the NU Values program at the campus level.

**Job Placement**

3.0.1 **JOB FAMILIES:** Job families are composed of jobs related through common vocations/professions. Jobs in a job family are similar in that they have a continuum of knowledge, skills and abilities from the lowest to the highest level job, key behaviors and similar market characteristics.

3.0.2 **BANDS:** Each job family has its own broad salary band. This band reflects the unique nature of each job family and has its own pay characteristics. The Central Administration Human Resources Department, in conjunction with the campus Human Resources Departments, will utilize labor market wage and salary surveys to determine the pay range for each band.

3.0.3 **ZONES:** Zones are established within each band to reflect groupings of positions based on major differences in scope, responsibilities, qualifications and competencies. The zones are labeled Assistant, Associate, Specialist and Senior.

3.0.4 **JOB ANALYSIS:** Job analysis places a relative value on the differing factors that distinguish one job from another: Nature and Complexity of work, Problem solving and Decision-making, Know-how, Interaction and Supervision received and/or exercised.

There are generally two situations that require analysis, either a new position is needed or an existing position has changed. All new and existing positions will be assigned to a job family and zone using the job analysis process. This process is designed to slot positions into families and zones based upon assigned duties, qualifications and competencies.

For the purposes of setting pay, job analysis identifies the relative value of positions that are not specifically surveyed in the labor market to those whose values are known. A simplified system will be used to determine appropriate job family, zone and working job title for a position.

3.0.5 **POSITION DESCRIPTION:** The development and maintenance of current and accurate position descriptions is vital to the job analysis process. The position description is a written statement that describes the work that is to be done and the knowledge, skills and abilities needed to perform the work. Position descriptions serve a variety of purposes. They introduce new employees or applicants to the position, provide basic documentation used in job analysis and compensation planning, set performance standards and help employees understand what is expected of them, provide a basis for setting goals and objectives, identify and
document essential job functions to ensure compliance with applicable laws and comply with other legal and workplace requirements.

Family / Zone Placement

3.1.1 No person will be assigned to any position until it has been properly allocated to a job family and zone.

3.1.2 If a filled position is reallocated to another job family/zone, the incumbent will not be automatically qualified to continue filling the position unless he or she possesses the minimum qualifications necessary to perform the work satisfactorily. The incumbent of a position reallocated to another family zone who is not qualified to remain in the position will be reassigned if warranted, or will be separated from the University.

Job Titles

3.2.1 The standard job title, created by combining the job family name and the zone name, is the job title that will be used on personnel documents. For example, if an employee were in the healthcare job family and in the associate zone, the standard job title would be “Healthcare Associate.” The organizational units are encouraged to use a working title that matches position responsibilities and reflect the job family, such as Dental Hygienist.

Appeal Procedures

4.1 If there is a disagreement regarding the job family/zone assignment of a position, a request for additional review may be made by following the procedures listed in campus-specific policies. Decisions regarding job family/zone assignment may not be appealed through the formal grievance process.
University-Wide General Salary Administration Policy

Office/Service and Managerial/Professional Employees

It is important to understand that each campus has variable resources, campus-specific policies and procedures and department/organizational unit differences, and this will play a part in how NU Values is administered at each.

Introduction

1.1 The salary administration policy of the University of Nebraska shall be applicable to all regular University of Nebraska Office/Service and Managerial/Professional positions. The purpose of the NU Values compensation program is to provide effective, equitable, and market relevant rates of compensation to the incumbents of Office/Service and Managerial/Professional positions. The program will identify salary levels needed to be sufficiently competitive in order to attract and retain highly qualified employees.

Authorities and Responsibilities

2.1 The Vice President for Business and Finance, with the advice and consultation of the Council of Business Officers, shall be responsible for the maintenance and revision of the University-wide NU Values.

2.2 The Director of Human Resources at Central Administration shall coordinate the administration of the NU Values Program to include conducting an annual salary survey to determine appropriate salary bands for the NU Values Program.

2.3 Revisions or amendments to the NU Values Program to include but not limited to Family Composition, Salary Bands, Zone determinations, Market Impact, and Program Training, shall be recommended by Central Administration’s Director of Human Resources, to the Vice President of Business and Finance with the consultation of the campus Human Resources Directors, at least annually. Any revisions or amendments to the NU Values Salary Structure will be reviewed by the campus Budget Officers as to the fiscal impact.

2.4 The Human Resources Directors shall be responsible for the day-to-day administration of the NU Values program at the campus level.

NU Values Salary Structure

3.1 The University-wide NU Values salary structure for Office/Service and Managerial/Professional staff shall consist of a prescribed set of salary bands and zones with minimum and maximum rates.
Administration of the NU Values Program

4.1 No employee shall receive a salary that is less than the minimum rate or greater than the maximum rate of the Job Family Zone to which their position has been allocated unless specifically authorized by the appropriate Administrative Office. Appropriate Administrative Office is defined as Chancellor, Dean, Vice Chancellor or the designee of said offices.

4.1.1 The hiring authority will be responsible for determining the starting salary for a new University employee. They are encouraged to utilize the criteria prescribed in the NU Values Program including, but not limited to:
- Market relevance
- Other University employee salaries
- Competencies of the new hire
- Fiscal resources available

4.2 When a campus Human Resources Director finds that economic or employment conditions make recruitment of qualified applicants within a Job Family Zone difficult, the Council of Business Officers may, subject to budgetary limitations, authorize maximum rate adjustments of a Job Family Zone.

4.2.1 Salary surveys shall be utilized in relevant labor markets. The University of Nebraska labor market is defined as an area of national, regional, or local scope encompassing a competitive market or relevant employer in which employees are either gained or lost.

4.2.1.1 Salary surveys shall be prepared at least annually under the direction of the Central Administration Human Resources Director. The survey will be used in the NU Values program as the basis to determine market relevance, per section 4.1.1, to justify request for salary increases of Office/Service and Managerial/Professional employees and to determine the allocation of salary increase funding to ensure equity in financial support.

4.2.2 Employees who are employed in a market-impacted position may have their rate of pay adjusted to the newly established range.

Administrative Changes in Salary

4.3.1 Advancement within the same Job Family Zone may occur because of the assignment and/or performance of additional duties within the same scope of their current position or an increase in the level of the employee’s competencies relevant and exercised in their position. Salary increases within a zone may warrant an increase in pay up to 10%. Increases of more than 10% require prior approval from the campus Human Resources Director.

4.3.2 Promotion to a higher zone in the same Job Family may occur when an employee accepts or is re-assigned to a position that is in a higher zone. Salary increases for promotions may warrant an increase in pay up to 20%. Increases of more than 20% require prior approval from the campus Human Resources Director.

4.3.3 Salary increases for purposes described in 4.3.1 and 4.3.2 or 5.0 may not exceed 2 occurrences in a fiscal year without prior approval from the campus Human
Resources Director. Salary Increases from the Legislature, normally given on July 1 each year, are not included in these two occurrences.

4.3.4 A Transfer occurs when an employee accepts a position in the same Job Family and Zone in a different Organizational Unit. Employees who transfer shall be treated as a new hire for pay purposes.

4.3.5 A Career Change occurs when an employee is re-assigned to a new Job Family. Employees who change careers shall be treated as a new hire for pay purposes.

4.3.6 A Voluntary Reduction occurs when an employee accepts or requests to be placed in a lower zone within the same Job Family. Voluntary reductions may require a pay reduction. Some circumstances, for example the rate of pay for other employees in the department, may be considered as reasons for a decrease in pay.

4.3.7 Demotions are corrective actions or disciplinary reductions in an employee’s job assignment or pay. In the case of a demotion for cause, a decrease in the employee’s pay is generally made. Organizational units must receive Human Resources approval before taking any disciplinary actions that affect an employee’s compensation or employment status.

Performance Increases

5.1 Employees may be granted increases in salary for performance. An employee must have worked in the same Job Family and Zone for at least six (6) months in order to be eligible for a performance increase. Performance increases shall be treated according to Sections 4.3.3 and 5.1 through 5.4. The total amount of performance increases given to an employee per year may not be greater than ten (10) percent.

5.2 All performance increases shall be supported by written evidence of the employee's performance, which is on file in the employee's personnel file.

5.3 Consistent with Executive Policy, performance increases shall only be granted on January 1 and July 1, if sufficient funds for such increases are available.

5.4 Performance increases granted under Section 5.0 are considered to be separate from any increase pursuant to the policies governing annual increases generated by legislative appropriations.

Other Salary Adjustments

6.1 Adjustments in salary may be made to address factors other than those listed in 4.3.1, 4.3.2 and 5.0. Some circumstances, for example to recruit or retain an employee as a result of an offer by another employer, may be considered as reasons for an increase in pay. Salary adjustments of this nature may not exceed the established zone.

Appeal Procedures

7.1 If there is a disagreement regarding the job family/zone assignment of a position, a request for additional review may be made by following the procedures listed in campus-specific policies. Decisions regarding job family and zone assignment may not be appealed through the formal grievance process.
<table>
<thead>
<tr>
<th>PERSONNEL ACTION</th>
<th>SALARY</th>
<th>ADMINISTRATIVE UNIT ROLE</th>
<th>OFFICE OF HUMAN RESOURCES ROLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment: The slotting of a position within family/zone</td>
<td></td>
<td>Completes the Position Description Form and submits to HR</td>
<td>Makes Assignment</td>
</tr>
<tr>
<td>New Hire</td>
<td>Starting pay within assigned Family/Zone</td>
<td>Determines starting pay</td>
<td>Provides consultation</td>
</tr>
<tr>
<td>Advancement: Within a zone, achieves a higher level of competencies relevant to the position</td>
<td>Maximum Increase of 10%</td>
<td>Determines raise in pay</td>
<td>Provides consultation</td>
</tr>
<tr>
<td>Promotion: Movement to a higher zone within job family</td>
<td>Maximum Increase of 20%</td>
<td>Must seek approval from HR</td>
<td>Approves or disapproves</td>
</tr>
<tr>
<td>Demotion: Disciplinary</td>
<td>Must Receive Decrease in Pay</td>
<td>Must seek approval from HR</td>
<td>Approves or disapproves</td>
</tr>
<tr>
<td>Voluntary Reduction: Movement to a lower zone in same job family</td>
<td>May Receive Decrease in Pay</td>
<td>Seeks consultation from HR</td>
<td>Provides consultation</td>
</tr>
<tr>
<td>Transfer: Movement to same job family/zone in a different Organizational Unit</td>
<td>Same as New Hire</td>
<td>Determines starting pay</td>
<td>Provides consultation</td>
</tr>
<tr>
<td>Career Change: Movement to a new Job Family</td>
<td>Same as New Hire</td>
<td>Determines starting pay</td>
<td>Provides consultation</td>
</tr>
<tr>
<td>Performance Increase: Only permitted on January 1 and July 1</td>
<td>Maximum Increase of 10%</td>
<td>Determines raise in pay</td>
<td>Provides consultation</td>
</tr>
<tr>
<td>Other Salary Adjustments: Response to an offer of employment from another employer</td>
<td>Determined by Business Necessity</td>
<td>Must seek approval from HR</td>
<td>Approves or disapproves</td>
</tr>
<tr>
<td>Special Note: 1.) Advancements, Promotions and Performance Increases</td>
<td></td>
<td>May not exceed 2 occurrences in a fiscal year without prior approval from the Human Resources Director</td>
<td></td>
</tr>
<tr>
<td>Special Note: 2.) Annual Increase (July 1)</td>
<td></td>
<td>Total depending on increase policies</td>
<td></td>
</tr>
</tbody>
</table>

*All personnel actions must comply with the equal employment opportunity/affirmative action policies of UNOmaha.
Salary/ Rate Change Form

University of Nebraska at Omaha
Managerial/Professional or Office/Service
NU Values Initiated
Monthly Salary or Hourly Rate Change Form

General Information:

<table>
<thead>
<tr>
<th>Employee Name:</th>
<th>Department:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Employee ID:</th>
<th>Contact Phone:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Existing NU Values Family:</th>
<th>Existing NU Values Zone:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Immediate Supervisor:</th>
<th>Next Level Supervisor:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Monthly Salary/Hourly Rate Change:

<table>
<thead>
<tr>
<th>From: $</th>
<th>To: $</th>
<th>Effective Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Reason for Salary/Hourly Change:

- [] Advancement: Within the existing zone, employee has achieved additional competencies as follows:

- [] Promotion: Within the existing family, the position is moving to a higher zone as follows:

- [] Voluntary Reduction: Within the existing family, the position is moving to a lower zone as follows:

- [] Demotion: Reduction in pay as a result of disciplinary action.

- [] Transfer: Movement to same job family and zone within a different organizational unit. New Department is as follows:

- [] Career change: Movement to a new job family. New family and zone is as follows:

- [] Performance increase.

- [] Other Salary Adjustment Explain:

Approval Signatures:

<table>
<thead>
<tr>
<th>Date:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Can be located on the web at [http://www.unomaha.edu/~wwwpsnl/nuvalues.html](http://www.unomaha.edu/~wwwpsnl/nuvalues.html)
Equal Employment Opportunity

The policy of the University of Nebraska at Omaha is to maintain a welcoming environment for all students, faculty, and staff. As a result, any form of discrimination based upon race (including racial harassment), color, sex (including sexual harassment), religion, national origin, disability, marital status, Vietnam-era status, political affiliation, or sexual orientation, will not be tolerated.

The University falls within the purview of several discrimination laws. Title VII of the Civil Rights Act of 1964 makes it a violation to discriminate in employment by refusing to hire, by discharging, or denying benefits on the basis of race, color, sex, national origin, religion, disability or age.

Title VI of the Civil Rights of 1964 indicates no person shall be denied or excluded from participation in any program or activity receiving Federal financial assistance based upon race, color, or national origin.

Another discrimination law, Title IX of the Education Amendments of 1972 specifies that no one shall be excluded from any education program based upon sex.

Finally, Executive Order 11246, suggests that the University undertake a "good faith effort" to prohibit race discrimination and to employ and promote minorities.

The management and implementation of the NU Values program is crucial for all managerial employees. The decisions made within each department must comply with the policies, procedures and guidelines for the program while assuring that no unlawful discrimination occurs.
**GLOSSARY OF TERMS**

**Accountability**
Accepts responsibility for own actions and decisions and demonstrates commitment to accomplish work in an ethical, efficient and cost-effective manner.

**Adaptability**
Adjusts planned work by gathering relevant information and applying critical thinking to address multiple demands and competing priorities in a changing environment.

**Benchmark Jobs**
Positions that can be matched to salary surveys of market data.

**Classification**
Measuring the elements of a job against standard criteria in order to place it into a pay grade or pay range.

**Communication**
Effectively conveys information and expresses thoughts and facts. Demonstrates effective use of listening skills and displays openness to other people's ideas and thoughts.

**Compensation**
The method of maintaining balance between interests of operating the university within the fiscal budget and attracting, developing, retaining and rewarding high quality staff through wages that are competitive with the prevailing rates for similar employment in the labor market.

**Competencies**
The combination of observable and measurable knowledge, skills, abilities and personal attributes that contribute to enhance employee performance and ultimately result in organizational success.

**Customer/Quality Focus**
Anticipates, monitors and meets the needs of customers and respond to them in an appropriate manner. Demonstrates a personal commitment to work to identify customers' apparent and underlying needs and continually seeks to provide the highest quality service and product to all customers.

**Demotion**
Corrective actions or disciplinary reductions in an employee's job assignment or pay.

**Exempt**
Employees who are not covered by the Fair Labor Standards Act's minimum wage and overtime provisions. These employees are typically salaried.

**Feedback & Coaching**
Supervisor's ability to demonstrate effective use of listening skills and display a general openness to employees' ideas and thoughts.

**FTE**
Full-Time Equivalency. Relates to the number of hours worked as a percentage of full-time hours (e.g., an FTE of 0.50 means a person works half-time or twenty hours per week).

**Incentive Plan**
Distribution of monetary awards through incentive payments based upon completion of previously identified plan objectives.
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inclusiveness</td>
<td>Fosters respects for all individuals and points of view. Interacts appropriately with all members of the campus community, campus visitors and business and community partners without regard to individual characteristics. Demonstrates a personal commitment to create a hospitable and welcoming environment.</td>
</tr>
<tr>
<td>Job Evaluation</td>
<td>The method of ordering jobs or positions with respect to their value or worth to the organization.</td>
</tr>
<tr>
<td>Job Family</td>
<td>Groupings of related jobs with common vocations/professions in that they have similar market characteristics, related key behavior, continuum of knowledge, skills and abilities.</td>
</tr>
<tr>
<td>Job Title</td>
<td>The word or words that identify a job. In NU Values the system job title is a combination of the job family and zone names, e.g., Library Services Associate. The working job title is more specific and descriptive.</td>
</tr>
<tr>
<td>Leadership</td>
<td>Communicates the University's vision in ways that gain the support of others. Mentors, motivates and guides others toward goals.</td>
</tr>
<tr>
<td>Managerial/Professional</td>
<td>Managerial/professional employees are normally paid monthly salaries, have responsibilities primarily managerial or professional in nature and are generally exempt from the overtime provisions of the FLSA.</td>
</tr>
<tr>
<td>Market (or Labor Market)</td>
<td>Local, regional or national area from which candidates are recruited for specific positions.</td>
</tr>
<tr>
<td>Market Analysis</td>
<td>Review of salary data to facilitate job pay comparisons and information that reflects the labor force from which the university recruits employees.</td>
</tr>
<tr>
<td>Market Pricing</td>
<td>Rate of pay or comparable value for specific jobs in relative labor market.</td>
</tr>
<tr>
<td>Market Relevance</td>
<td>Response to market fluctuations.</td>
</tr>
<tr>
<td>Non-Exempt</td>
<td>Employees who are covered by the Fair Labor Standards Act’s minimum wage and overtime pay provisions.</td>
</tr>
<tr>
<td>NU Values</td>
<td>A compensation, classification, performance management, and reward system covering the managerial/professional and office/service employees of the University of Nebraska.</td>
</tr>
<tr>
<td>Occupational Knowledge</td>
<td>Level of proficiency on the principles and practices of one's field or profession.</td>
</tr>
<tr>
<td>Office/Service</td>
<td>Office/Service employees are paid hourly and are subject to overtime provisions of the Nebraska overtime law and the FLSA.</td>
</tr>
<tr>
<td><strong>Performance Evaluation</strong></td>
<td>The method of evaluating an employee's performance which involves tracking, evaluating and giving feedback of actual performance based on key behaviors/competencies established in the goals that support the achievement of the overall organizational mission.</td>
</tr>
<tr>
<td><strong>Performance Management</strong></td>
<td>Performance appraisal system that is linked to the university’s job-related performance assessment, which helps employees identify and develop skills and behaviors.</td>
</tr>
<tr>
<td><strong>Position Description</strong></td>
<td>A written statement that describes the work that is to be performed by the job incumbent. The description includes general position information, a summary sentence, detailed duties and responsibilities, and minimum qualifications.</td>
</tr>
<tr>
<td><strong>Promotion</strong></td>
<td>A job change within a job family that involves movement of an employee to a higher level within a zone or to a higher zone, which results in an increase in pay.</td>
</tr>
<tr>
<td><strong>Salary Band</strong></td>
<td>The range of pay for a job family.</td>
</tr>
<tr>
<td><strong>Salary Survey</strong></td>
<td>A published summary report of salary information of benchmarked positions from multiple employers. Human Resources uses a comparison of multiple salary surveys to price jobs to the labor market.</td>
</tr>
<tr>
<td><strong>Team Focus</strong></td>
<td>Works cooperatively and effectively with others to achieve common goals. Participates in building a group identity characterized by pride, trust and commitment.</td>
</tr>
<tr>
<td><strong>Technology Orientation</strong></td>
<td>Commitment to continuous improvement to include understanding and application of technology (hardware, software, equipment and processes).</td>
</tr>
<tr>
<td><strong>Transfer</strong></td>
<td>A movement within a zone, or from one job family to another, that is not considered to be a promotion.</td>
</tr>
<tr>
<td><strong>Zone</strong></td>
<td>Represents a recognizable and measurable difference in levels of responsibilities, skills and expertise within a job family.</td>
</tr>
</tbody>
</table>