

PAY AND CLASSIFICATION STUDY
Exeter, NH
2014

Prepared by

The New Hampshire Local Government Center
and
Municipal Resources, Inc.

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INTRODUCTION

INTRODUCTION

At the request of the Town of Exeter, the Local Government Center (LGC) and Municipal Resources, Inc. (MRI) conducted a Pay and Classification Study of forty-seven town positions:

Town Manager	Electrical Inspector
Town Clerk	Natural Resource Planner
Economic Development Director	Deputy Code Enforcement Officer
Assessor	Administrative Assistant-Planning
Human Resource Director	Chief of Police
Human Services Director	Captain Staff Division Commander
Executive Assistant	Captain Patrol Division Commander
Deputy Tax Collector	Office Manager – Police
Deputy Town Clerk	Records Clerk (2)– Police
Assistant Town Clerk	Director – Public Works
Finance Director	Town Engineer
Accountant	Water and Sewer Managing Engineer
Fire Chief	Highway Superintendent
Assistant Fire Chief/Health Officer	Maintenance Superintendent
Assistant Fire Chief/Dep EMD	Assistant Engineer
Deputy Health Officer	Water Treatment Operations Supervisor
Administrative Assistant	Water and Sewer Engineering Technician
Information Technology Coordinator	Engineering Technician
Director of Parks and Recreation	Office manager
Assistant Director of Parks and Recreation	Solid Waste Facility Operator
Recreation Coordinator	Water and Sewer Utilities Clerk
Office Clerk-Parks and Recreation	Vehicle Maintenance Laborer
Planning Director	Custodian (3)
Building Inspector/CE Officer	

The Town provided the LGC and MRI with position description questionnaires, completed by the incumbent employee, for these positions. Based on those questionnaires, the LGC and MRI wrote new job descriptions for each position and submitted them to the Town for approval. The approved positions were then tested, using the Factor Evaluation System described later in this study. Each position was scored and placed in its corresponding labor grade.

This Pay and Classification Study was conducted with concern for both internal equity and external equity. Internal equity refers to the relative values assigned to different positions within the Town. This is accomplished by evaluating each job on the basis of the same fixed criteria. In this study, the Factor Evaluation System is used to insure internal equity.

External equity refers to the external competitiveness of the labor market. The pay data from comparable communities provides a way to measure external equity. This study relied on data from fourteen New Hampshire communities selected by the Town:

Bedford	Hudson
Claremont	Lebanon
Dover	Londonderry
Durham	Merrimack
Goffstown	Portsmouth
Hampton	Rochester
Hanover	Somersworth

Not all of the comparable communities had positions equivalent to the Exeter positions. Consequently, there was insufficient data from which to calculate comparative pay data for some positions. In those instances, however, comparable pay can be deduced by comparing the labor grades of those positions with the labor grades and corresponding pay of other positions in the Study.

This Study uses a new Classification Plan with 20 Labor Grades and corresponding Wage Schedule with Ranges. The Town may also desire to convert this system into a step system with a difference between steps of 2.23% similar to its current step system. It is recommended, however, if a step system is utilized that it be associated with some type of merit or performance evaluation system. The Labor Grades each have a range of 33 percent.

The positions studied here have been placed in the appropriate Labor Grade, but the Town must determine the appropriate pay for each employee in those positions, taking into consideration such factors as performance, longevity and experience.

This study also includes a Performance Evaluation Program. The "Overall Rating" at the end of each evaluation form can be used to identify performance that may merit an increase in pay.

***GENERAL
INFORMATION***

GENERAL INFORMATION

Classification Plan and Wage Placement Schedule

This Study uses a Classification Plan with 20 Labor Grades and corresponding wage schedules, as noted in the Introduction. The Classification Plan and Factor Evaluation System can be used to maintain internal equity among the Town's various positions. The wage schedules can be used to help maintain external equity and insure that the Town's wages are competitive with other communities. Employees should be placed in either a step (closest to their current or recommended wage) or within the pay range corresponding to their labor grade, and thereafter awarded increases as merited or according to a prescribed plan.

Maintaining the Compensation Plan

The compensation plan requires constant monitoring and annual adjustments to insure that employees are receiving fair and competitive wages. This means that a periodic review of the plan is essential to keep pace with changes in the economy. In an era of high inflation, for example, such a review could be triggered by a five percent increase in the Consumer Price Index in a six-month period. Even in times of low inflation, there should be a periodic review and adjustment to the compensation plan as needed.

In addition to changes in the Consumer Price Index, there are other factors that might trigger a review of the plan, such as:

- Recruiting experience - when it is difficult to attract new employees in specific jobs or classes.
- Turn-over rates - when it is difficult to retain employees in specific jobs or classes. This could be an indication that compensation is less than competitive. Interviews with exiting employees, or questionnaires mailed to former employees a short time after their termination, may identify such compensation problems.
- Collective bargaining pressures – when unionizing activity or contract negotiations require a review of the compensation plan.

Job Descriptions

Job descriptions describe the duties and the knowledge, skills, abilities and qualifications of each position as they existed at the time of the Study. When jobs are restructured or new ones created, they should be evaluated to determine whether reclassification is warranted or establishment of a new class is necessary. The tendency to reclassify positions should be resisted when only minor changes are made in a job description. There must be a clear showing that the duties and the knowledge, skills, abilities, and qualifications required to perform those duties have changed significantly. Adding duties to a position, substantially similar in type and complexity to the other tasks performed, is not sufficient justification for reclassifying a position.

Compression

Compression occurs when subordinates receive compensation near to or in excess of their supervisors. This is sometimes a consequence of overtime or other administrative practices. It occurs in many organizations, both public and private. It tends to occur more among organizations whose turnover rate is very low, and whose employees are already at the top of their pay scale, than among organizations with higher turnover rates. Administratively, it is important that those in positions with the greatest decision-making authority receive greater compensation, commensurate with their ability.

Compression is a difficult problem that does not lend itself to simple solutions; it requires a careful analysis. There are, however, at least three steps that can be taken to minimize the condition:

1. Maintain a percentage ratio for first line supervisors. Some organizations accomplish this by paying their first line supervisors a minimum of 125 percent above the average base pay of the 5 highest employees supervised.
2. Grant supervisors the same percentage increase as their subordinates.
3. Increase the grade differential between supervisors and employees.

***FACTOR
EVALUATION
SYSTEM***

FACTOR EVALUATION SYSTEM

The Factor Evaluation System (FES) was developed by the U.S. Civil Service Commission (now the Office of Personnel Management) of the national government. It is the result of many years of research and field testing and is now considered the state-of-the-art in public personnel management.

The FES is based on the philosophy that one set of compensable factors should be used for all jobs (however, the national government does not use it for supervisory positions). The FES is a point-factor-comparison system that uses nine factors to determine compensation. To make the system flexible enough to use in local government jurisdictions a tenth factor covering supervisory and management responsibility has been added. Each factor has a fixed number of levels descriptive of the position being evaluated.

<u>Factor</u>	<u># Levels</u>
1. Knowledge Required by the Position	7
2. Supervisor Controls	5
3. Guidelines	5
4. Complexity	6
5. Scope and Effect	6
6. Personal Contacts	4
7. Purpose of Contacts	4
8. Physical Demands	3
9. Work Environment	3
10. Supervisory and Management Responsibility	7

Each job description is evaluated using each of these ten factors. The factors are weighted to reflect their relative value. For example, the most heavily weighted factor is Factor 1. A position requiring a great deal of knowledge obviously receives more points than one requiring limited knowledge. Under the FES, the total number of points for each job description determines the labor grade for that position within the classification plan. This same FES can be applied to new or revised job descriptions when there is a need to classify or reclassify positions.

FACTOR EVALUATION SYSTEM OUTLINE

Factor 1 – Knowledge Required by the Position

- Kind and level of knowledge and skills needed.
- How knowledge and skills are used in doing the work.

Factor 2 – Supervisory Controls

- How the work is assigned.
- The employee's responsibility for carrying out the work.
- How the work is reviewed.

Factor 3 – Guidelines

- The nature of guidelines for performing the work.
- Judgment needed to apply the guidelines or develop new guidelines.

Factor 4 – Complexity

- Nature of the assignment.
- Difficulty in identifying what needs to be done.
- Difficulty and originality involved in performing the work.

Factor 5 – Scope and Effect

- Purpose of the work.
- Impact of the work product or service.

Factor 6 – Personal Contacts

- People and conditions under which contacts are made (except supervisor).

Factor 7 – Purpose of Contacts

- Reasons for contacts in Factor 6.
- Skills needed to accomplish work through person-to-person activities.

Factor 8 – Physical Demands

- The nature, frequency and intensity of physical activity.

Factor 9 – Work Environment

- The risks and discomforts imposed by physical surroundings and the safety precautions necessary to avoid accidents or discomfort.

Factor 10 – Supervisory and Management Responsibility

- The level of management responsibility assumed by the position.

FACTOR 1 - KNOWLEDGE REQUIRED BY THE POSITION

Factor 1 measures the nature and extent of information or facts that the employee must understand to do acceptable work (e.g. steps, procedures, practices, rules, policies, theories, principles and concepts) and the nature and extent of the skills needed to apply that knowledge. To be used as basis for selecting a level under this factor, a knowledge must be required and applied.

Level 1-1

Knowledge of simple, routine or repetitive tasks or operations that typically include following step-by-step instructions and require little or no previous training or experience;

OR

Skill to operate simple equipment, or equipment which operates repetitively, requiring little or no training or experience;

OR

Equivalent knowledge and skill.

Level 1-2

Knowledge of basic or commonly used rules, procedures or operations that typically require some previous training or experience;

OR

Basic skill to operate equipment requiring some previous training or experience such as keyboard equipment;

OR

Equivalent knowledge and skill.

Level 1-3

Knowledge of a body of standardized rules, procedures or operations requiring considerable training and experience to perform the full range of standard clerical assignments and resolving recurring problems;

OR

Skill acquired through considerable training and experience, to operate and adjust varied equipment for purposes such as performing numerous standard tests or operations;

OR

Equivalent knowledge and skill.

Level 1-4

Knowledge of an extensive body of rules, procedures or operations, requiring extended training and experience, to perform a wide variety of interrelated or nonstandard procedural assignments and resolve a wide range of problems;

OR

Practical knowledge of standard procedures in a technical field, requiring extended training or experience, to perform such work as adapting equipment when this requires considering the functioning characteristics of equipment; interpreting results of tests based on previous experience and observations (rather than directly reading instruments or other measures); or extracting information from various sources when this requires considering the applicability of information and the characteristics and quality of sources;

OR

Equivalent knowledge and skill.

Level 1-5

Knowledge (such as would be acquired through a pertinent baccalaureate educational program or its equivalent in experience, training or independent study) of basic principles, concepts and methodology of a professional or administrative occupation and skill in applying this knowledge in carrying out elementary assignments, operations, or procedures;

OR

In addition to the practical knowledge of standard procedures in Level 4, practical knowledge of technical methods to perform assignments such as carrying out limited projects that involve use of specialized, complicated techniques;

OR

Equivalent knowledge and skill.

Level 1-6

Knowledge of the principles, concepts and methodology of a professional or administrative occupation as described in Level 1-5 which has been either: (a) supplemented by skill gained through job experience to permit independent performance or recurring assignments, or (b) supplemented by expanded professional or administrative knowledge gained through relevant

graduate study or experience which has provided skill in carrying out assignments, operations and procedures in the occupation which are significantly more difficult and complex than those covered by level 1-5;

OR

Practical knowledge of a wide range of technical methods, principles and practices similar to a narrow area of a professional field and skill in applying this knowledge to such assignments as the design and planning of difficult projects;

OR

Equivalent knowledge and skill.

Level 1-7

Knowledge of a wide range of concepts, principles and practices in a professional or administrative occupation, such as would be gained through extended graduate study or experience and skill in applying this knowledge to difficult and complex work assignments;

OR

A comprehensive, intensive, practical knowledge of a technical field and skill in applying this knowledge to the development of new methods, approaches, or procedures;

OR

Equivalent knowledge and skill.

FACTOR 2 – SUPERVISORY CONTROLS

Factor 2 covers the nature and extent of direct or indirect controls exercised by the supervisor, the employee's responsibility and the review of completed work. Controls are exercised by the supervisor in the way assignments are made, instructions are given to the employee, priorities and deadlines are set and objectives and boundaries are defined. Responsibility of the employee depends upon the extent to which the employee is expected to develop the sequence and timing of various aspects of the work, to modify or recommend modification of instructions and to participate in establishing priorities and defining objectives. The degree of review of completed work depends upon the nature and extent of the review (e.g. close and detailed review of each phase of the assignment; detailed review of the finished assignment; spot-checks of the finished work for accuracy; or review only for adherence to policy).

Level 2-1

For both one-of-a-kind and repetitive tasks the supervisor makes specific assignments that are accompanied by clear, detailed and specific instructions.

The employee works as instructed and consults with a supervisor as needed on all matters not specifically covered in the original instructions or guidelines.

For all positions the work is closely controlled. For some positions, the control is through the structured nature of the work itself; for others, it may be controlled by the circumstances in which it is performed. In some situations, the supervisor maintains control through review of the work that may include checking progress or reviewing completed work for accuracy, adequacy and adherence to instructions and established procedures.

Level 2-2

The supervisor provides continuing or individual assignments by indicating generally what needs to be done, limitations, quantity and quality expected, deadlines and priority of assignments. The supervisor provides additional, specific instructions for new, difficult or unusual assignments including suggested work methods or advice on source material available.

The employee uses initiative in carrying out recurring assignments independently without specific instruction, but refers deviations, problems and unfamiliar situations not covered by instructions to the supervisor for decision or help.

The supervisor assures that finished work and methods used are technically accurate and in compliance with instructions or established procedures. Review of the work increases with more difficult assignments if the employee has not previously performed similar assignments.

Level 2-3

The supervisor makes assignments by defining objectives, priorities and deadlines; assists the employee with unusual situations that do not have clear precedents.

The employee plans and carries out the successive steps and handles problems and deviations in the work assignment in accordance with instructions, policies, previous training or accepted practices in the occupation.

Completed work is usually evaluated for technical soundness, appropriateness and conformity to policy and requirements. The methods used in arriving at the end results are not usually reviewed in detail.

Level 2-4

The supervisor sets the overall objectives and resources available. The employee and supervisor, in consultation, develop the deadlines, projects and work to be done.

At this level, the employee, having developed expertise in the line of work, is responsible for planning and carrying out the assignment; resolving most of the conflicts which arise; coordinating the work with others as necessary and interpreting policy on own initiative in terms of established objectives. In some assignments, the employee also determines the approach to be taken and the methodology to be used. The employee keeps the supervisor informed of progress, potentially controversial matters, or far-reaching implications.

Completed work is reviewed only from an overall standpoint in terms of feasibility, compatibility with other work, or effectiveness in meeting requirements or expected results.

Level 2-5

The supervisor provides administrative direction with assignments in terms of broadly defined missions or functions.

The employee has responsibility for planning, designing and carrying out programs, projects, studies or other work independently.

Results of the work are considered as technically authoritative and are normally accepted without significant change. If the work should be reviewed, the review concerns such matters as fulfillment of program objectives, effect of advice and influence of the overall program, or the contribution to the advancement of technology. Recommendations for new projects and alterations of objectives are usually evaluated for such considerations as availability of funds and other resources, broad program goals or organizational priorities.

FACTOR 3 – GUIDELINES

Factor 3 covers the nature of guidelines and the judgment needed to apply them. Guides include, for example: desk manuals, established procedures and policies, traditional practices and reference materials such as dictionaries, style manuals, engineering handbooks, etc.

Individual jobs in different occupations vary in the specificity, applicability and availability of the guidelines for performance of assignments. Consequently, the constraints and judgmental demands placed upon employees also vary. For example, the existence of specific instructions, procedures and policies may limit the opportunity of the employee to make or recommend actions. However, in the absence of procedures or under broadly stated objectives, employees in some occupations may use considerable judgment in researching literature and developing new methods.

Guidelines should not be confused with the knowledge described in Factor 1, Knowledge Required by the Position. Guidelines either provide reference data or impose certain constraints on the use of knowledge. For example, in the field of medical technology, for a particular diagnosis there may be three or four standardized tests set forth in a technical manual. A medical technologist is expected to know these diagnostic tests. However, in a given laboratory the policy may be to use only one of the tests; or the policy may state specifically under what conditions one or the other of these tests may be used.

Level 3-1

Specific, detailed guidelines covering all the important aspects of the assignment are provided to the employee.

The employee works in strict adherence to the guidelines; deviations must be authorized by the supervisor.

Level 3-2

Procedures for doing the work have been established and a number of specific guidelines are available.

The number and similarity of guidelines and work situations requires the employee to use judgment in locating and selecting the most appropriate guidelines, references and procedures for application and in making minor deviations to adapt the guidelines in specific cases. At this level, the employee may also determine which of the several established alternatives to use. Situations to which the existing guidelines cannot be applied, or significant proposed deviations from the guidelines, are referred to the supervisor.

Level 3-3

Guidelines are available, but are not completely applicable to the work or have gaps in specificity.

The employee uses judgment in interpreting and adapting guidelines such as agency policies, regulations, precedents and work directions for application to specific cases or problems. The employee analyzes results and recommends changes.

Level 3-4

Administrative policies and precedents are applicable but are stated in general terms. Guidelines for performing the work are scarce or of limited use.

The employee uses initiative and resourcefulness in deviating from traditional methods or researching trends and patterns to develop new methods, criteria, or to propose new policies.

Level 3-5

Guidelines are broadly stated and nonspecific, i.e., broad policy statements and basic legislation which require extensive interpretation.

The employee must use judgment and ingenuity in interpreting the intent of the guides that do exist and in developing applications to specific areas of work. Frequently, the employee is recognized as a technical authority in the development and interpretation of guidelines.

FACTOR 4 – COMPLEXITY

Factor 4 covers the nature, number, variety and intricacy of tasks, steps, processes or methods in the work performed; the difficulty in identifying what needs to be done; and the difficulty and originality involved in performing the work.

Level 4-1

The work consists of tasks that are clear-cut and directly related. There is little or no choice to be made in deciding what needs to be done. Actions to be taken or responses to be made are readily discernible. The work is quickly mastered.

Level 4-2

The work consists of duties that involve related steps, processes or methods.

The decision regarding what needs to be done involves various choices requiring the employee to recognize the existence of, and differences among, a few easily recognizable situations.

Level 4-3

The work includes various duties involving different and unrelated processes and methods.

The decision regarding what needs to be done depends upon the analysis of the subject, phase or issues involved in each assignment and the chosen course of action may have to be selected from many alternatives. The work involves conditions and elements that must be identified and analyzed to discern interrelationships.

Level 4-4

The work typically includes varied duties requiring many different and unrelated processes and methods such as those relating to well-established aspects of an administrative or professional field.

Decisions regarding what needs to be done include the assessment of unusual circumstances, variations in approach and incomplete or conflicting data. The work requires making many decisions concerning such things as the interpreting of considerable data, planning of the work, or refining the methods and techniques to be used.

Level 4-5

The work includes varied duties requiring many different and unrelated processes and methods applied to a broad range of activities or substantial depth of analysis, typically for an administrative or professional field.

Decisions regarding what needs to be done include major areas of uncertainty in approach, methodology or interpretation and evaluation processes resulting from such elements as continuing changes in programs, technological developments, unknown phenomena or conflicting requirements. The work requires originating new techniques, establishing criteria or developing new information.

Level 4-6

The work consists of broad functions and processes of an administrative or professional field. Assignments are characterized by breadth and intensity of effort and involve several phases being pursued concurrently or sequentially with the support of others within or outside of the organization.

Decisions regarding what needs to be done include largely undefined issues and elements, requiring extensive probing and analysis to determine the nature and scope of the problems. The work requires continuing efforts to establish concepts, theories, programs, or to resolve unyielding problems.

FACTOR 5 – SCOPE AND EFFECT

Factor 5 covers the relationship between the nature of the work (e.g. the purpose, breadth and depth of the assignment, and the effect of work products or services both within and outside the organization).

Effect measures such things as whether the work output facilitates the work of others, provides timely services of a personal nature or impacts on the adequacy of research conclusions. The concept of effect alone does not provide sufficient information to properly understand and evaluate the impact of the position. The scope of the work completes the picture, allowing consistent evaluations. Only the effect of properly performed work is to be considered.

Level 5-1

The work involves the performance of specific, routine operations that include a few separate tasks or procedures.

The work product or service is required to facilitate the work of others; however, it has little impact beyond the immediate organizational unit or beyond the timely provision of limited services to others.

Level 5-2

The work involves the execution of specific rules, regulations or procedures, and typically comprises a complete segment of an assignment or project of broader scope.

The work product or service affects the accuracy, reliability, or acceptability of further processes or services.

Level 5-3

The work involves treating a variety of conventional problems, questions or situations in conformance with established criteria.

The work product or service affects the design or operation of systems, programs or equipment; the adequacy of such activities as field investigations, testing operations or research conclusions; or the social, physical and economic well-being of persons.

Level 5-4

The work involves establishing criteria; formulating projects; assessing program effectiveness; or investigating or analyzing a variety of unusual conditions, problems or questions.

The work product or service affects a wide range of agency activities, major activities of industrial concerns or the operation of other agencies.

Level 5-5

The work involves isolating and defining unknown conditions, resolving critical problems or developing new theories.

The work product or service affects the work of other experts, the development of major aspects of administrative or scientific programs or missions, or the well-being of substantial numbers of people.

Level 5-6

The work involves planning, developing and carrying out vital administrative or scientific programs.

The programs are essential to the missions of the agency or affect large numbers of people on a long-term or continuing basis.

FACTOR 6 – PERSONAL CONTACTS

Factor 6 includes face-to-face contacts and telephone and radio dialogue with persons not in the supervisory chain. (NOTE: Personal contacts with supervisors are covered under Factor 2, Supervisory Controls). Levels described under this factor are based on what is required to make the initial contact, the difficulty of communicating with those contacted and the setting in which the contact takes place, i.e., the degree to which the employee and those contacted recognize their relative roles and authorities.

Above the lowest level, points should be credited under this factor only for contacts which are essential for successful performance of the work and which have a demonstrable impact on the difficulty and responsibility of the work performed.

The relationship of Factors 6 and 7 presumes that the same contacts will be evaluated for both factors. Therefore, use the personal contacts that serve as the basis for the level selected for Factor 7 as the basis for selecting a level for Factor 6.

Level 6-1

The personal contacts are with employees within the immediate organization, office, project or work unit and in related or support units;

AND/OR

The contacts are with members of the general public in very highly structured situations, i.e., the purpose of the contact and the question of who to deal with are relatively clear.

Level 6-2

The personal contacts are with employees in the same agency, but outside the immediate organization. People contacted generally are engaged in different functions, missions and kinds of work.

AND/OR

The contacts are with members of the general public, as individuals or groups, in a moderately structured setting (e.g., the contacts are generally established on a routine basis, usually at the employee's work place; the exact purpose of the contact may be unclear at first to one or more of the parties; and one or more of the parties may be uninformed concerning the role and authority of other participants).

Level 6-3

The personal contacts are with individuals or groups from outside the employing agency in a moderately unstructured setting (e.g., the contacts are not established on a routine basis; the purpose and extent of each contact is different and the role and authority of each party is identified and developed during the course of the contact).

Level 6-4

The personal contacts are with high-ranking officials from outside the employing agency at state levels in highly unstructured settings (e.g., contacts are characterized by problems such as: the officials may be relatively inaccessible; arrangements may have to be made for accompanying staff members; appointments may have to be made well in advance; each party may be very unclear as to the role and authority of the other; and each contact may be conducted under different ground rules).

FACTOR 7 – PURPOSE OF CONTACTS

Factor 7 involves the purpose of personal contacts that range from factual exchanges of information to situations involving significant or controversial issues and differing viewpoints, goals or objectives. The personal contacts which are the basis for the level selected for this factor must be the same as the contacts that are the basis for the level selected for Factor 6.

Level 7-1

The purpose is to obtain, clarify or give facts or information regardless of the nature of those facts, i.e., the facts or information may range from easily understood to highly technical.

Level 7-2

The purpose is to plan, coordinate or advise on work efforts or to resolve operating problems by influencing or motivating individuals or groups who are working toward mutual goals and who have basically cooperative attitudes.

Level 7-3

The purpose is to influence, motivate, interrogate or control persons or groups. At this level the persons contacted may be fearful, skeptical, uncooperative or dangerous. Therefore, the employee must be skillful in approaching the individual or group in order to obtain the desired effect, such as, gaining compliance with established policies and regulations by persuasion or negotiation, or gaining information by establishing rapport with a suspicious informant.

Level 7-4

The purpose is to justify, defend, negotiate or settle matters involving significant or controversial issues. Work at this level usually involves active participation in conferences, meetings, hearings or presentations involving problems or issues of considerable consequence or importance. The persons contacted typically have diverse viewpoints, goals or objectives requiring the employee to achieve a common understanding of the problem and a satisfactory solution by convincing them, arriving at compromise or developing suitable alternatives.

FACTOR 8 – PHYSICAL DEMANDS

Factor 8 covers the requirements and physical demands placed on the employee by the work assignment. This includes physical characteristics and abilities, i.e., specific agility and dexterity requirements and the physical exertion involved in the work (e.g., climbing, lifting, pushing, balancing, stooping, kneeling, crouching, crawling or reaching). To some extent, the frequency or intensity of physical exertion must also be considered, i.e., a job requiring prolonged standing involves more physical exertion than a job requiring intermittent standing.

Level 8-1

The work is sedentary. Typically, the employee may sit comfortably to do the work. However, there may be some walking; standing; bending; carrying of light items such as papers, books, small parts; driving an automobile; etc. No special physical demands are required to perform the work.

Level 8-2

The work requires some physical exertion such as long periods of standing; walking over rough, uneven, or rocky surfaces; recurring bending, crouching, stooping, stretching, reaching or similar activities; recurring lifting of moderately heavy items such as books and record boxes. The work may require specific, but common, physical characteristics and abilities such as above-average agility and dexterity.

Level 8-3

The work requires considerable and strenuous physical exertion such as frequent climbing of tall ladders, lifting heavy objects over 50 pounds, crouching or crawling in restricted areas and defending oneself or others from physical attack.

FACTOR 9 – WORK ENVIRONMENT

Factor 9 considers the risks and discomforts in the employee's physical surroundings or the nature of the work assigned and the safety regulations required. Although the use of safety precautions can practically eliminate a certain danger or discomfort, such situations typically place additional demands upon the employee in carrying out safety regulations and techniques.

Level 9-1

The work environment involves everyday risks or discomforts that require normal safety precautions typical of such places as offices, meeting and training rooms, libraries and residences or commercial vehicles (e.g., use of safe work practices with office equipment, avoidance of trips and falls, observance of fire regulations and traffic signals, etc.). The work area is adequately lighted, heated and ventilated.

Level 9-2

The work involves moderate risks or discomforts that require special safety precautions (e.g., working around moving parts, carts or machines; with contagious diseases or irritant chemicals; etc.). Employees may be required to use protective clothing or gear such as masks, gowns, coats, boots, goggles, gloves or shields.

Level 9-3

The work environment involves high risks with exposure to potentially dangerous situations or unusual environmental stress, which require a range of safety and other precautions (e.g. working at great heights under extreme outdoor weather conditions, subject to possible physical attack or mob conditions, or similar situations where conditions cannot be controlled).

FACTOR 10 – SUPERVISORY AND MANAGEMENT RESPONSIBILITY

Factor 10 measures job responsibility for supervising subordinates. Measurement of supervisory responsibility involves consideration of the authority granted for determining, controlling and evaluating employee work performance and impacting upon personnel management action. Additionally, the type and difficulty of work performed by the employees supervised should be considered.

Level 10-1

Positions at this level have no formal assigned supervisory responsibility or authority. Employees are responsible only for the performance of their own assigned work. They may be asked to train new employees in the fundamentals of the job or to participate in cross-training of other employees in the department, but such assignments do not include the on-going authority to assign and review the work of other employees or to recommend or take corrective action with regard to the performance of other employees.

Level 10-2

Lead workers at this level possess the authority to assign, coordinate and review the quality and quantity of the work of other employees. They instruct employees in specific techniques or technical methods for accomplishing work assignments. They usually perform the same type of work as the employees supervised, but may be responsible for performance of the more technically difficult, controversial or sensitive work assigned to the unit or group. They are not normally responsible for counseling or disciplining employees or for performing personnel management functions such as evaluating performance, recommending hiring or discharge or making salary decisions, etc.

Level 10-3

First line supervisors at this level are usually responsible for the work performance of a small group of employees or a larger group of employees with a homogeneous objective, i.e., employees all perform the same basic type of work. They are responsible for planning, organizing and monitoring day-to-day work on a short-term cycle. They assign work to subordinates, adjust workflow to maintain balance among positions and meet priorities or deadlines and make minor changes in structure, methods or procedures as necessary to accommodate changes in work pattern, emphasis or capability. They may recommend major changes for higher-level action. They usually counsel employees, hear and resolve minor complaints and grievances, participate in performance evaluations and personnel management recommendations.

Level 10-4

Second line supervisors at this level are usually responsible for the work performance of one or more first line supervisors or of a group of complex and heterogeneous positions, i.e., employees all perform basically different types of work. They are responsible for planning and organizing

work functions, priorities, etc. and recommending significant changes in structure, methods or procedures necessary to meet objectives. They usually are responsible for interviewing and counseling employees, performance evaluations, and participation in hiring, discharge, discipline and similar personnel management actions.

Level 10-5

Assistant department heads at this level have responsibility for the performance of one or more second line supervisors or a group of complex and heterogeneous positions. They usually possess similar authority to that of second line supervisors, but also act for the department head in his/her absence.

Level 10-6

Department heads at this level have final responsibility and authority for the accomplishment of objectives, utilization of resources and personnel administration decisions within a major jurisdictional subdivision. They are accountable for the effective and efficient management of work to achieve goals and objectives. They usually receive guidance in the form of approval/denial on matters of policy, service levels and goals or objectives from higher authorities.

Level 10-7

Executives at this level have responsibility and authority for the work performed by more than one departmental area. They are usually responsible for monitoring overall operations, developing or approving recommendations on major policy issues for all departments and representing the organization with elected officials and the public.

FACTOR EVALUATION SYSTEM - POINTS

	Knowledge Required	Supervisory Controls	Guidelines	Complexity	Scope and Effect	Personal Contacts	Purpose of Contacts	Physical Demands	Work Environ.	Superv-Mngmnt.
1	50	25	25	25	25	10	20	5	5	50
2	200	125	125	75	75	25	50	20	20	150
3	350	275	275	150	150	60	120	50	50	250
4	550	450	450	225	225	110	220			350
5	750	650	650	325	325					450
6	950			450	450					550
7	1250									650

**FACTOR EVALUATION SYSTEM
POSITION EVALUATION SUMMARY**

Position Title: _____ **Date:** _____

Evaluation Factors	Level	Points	Comments
1. Knowledge Required			
2. Supervisory Controls			
3. Guidelines			
4. Complexity			
5. Scope and Effect			
6. Personal Contacts			
7. Purpose of Contacts			
8. Physical Demands			
9. Work Environment			
10. Supervisory and Management Responsibility			
Total Points			Grade Conversion:

***POSITION
NUMBERING
SYSTEM***

POSITION NUMBERING SYSTEM

POSITION	POSITION NUMBER
ADMINISTRATION	
Town Manager	100
Town Clerk	101
Economic Development Director	102
Assessor	103
Human Resources Administrator	104
Human Services Administrator	105
Executive Assistant	106
Deputy Tax Collector	107
Deputy Town Clerk Part-Time	108
Assistant Town Clerk Part-Time	109
FINANCE	
Finance Director	200
Accountant	201
FIRE	
Fire Chief/Emergency Mgmt Director	300
Assistant Fire Chief/ EMS Coordinator	301
Assistant Fire Chief/Deputy Emergency Management Director	302
Health Officer Part-Time	303

POSITION	POSITION NUMBER
Administrative Assistant	304
INFORMATION TECHNOLOGY	
Information Technology Coordinator	400
PARK AND RECREATION	
Director	500
Assistant Director	501
Recreation Coordinator	502
Office Clerk Part-Time	503
PLANNING AND BUILDING	
Town Planner	600
Building Inspector/ Code Enforcement Officer	601
Electrical Inspector Part-Time	602
Natural Resources Planner Part-Time	603
Deputy Code Enforcement Officer	604
Administrative Assistant Part-Time	605
POLICE	
Chief of Police	700
Captain – Staff Division Commander	701
Captain – Patrol Division Commander	702
Administrative Assistant	703
Records Clerk (2) Part-Time	704

POSITION	POSITION NUMBER
PUBLIC WORKS	
Director	800
Town Engineer	801
Water and Sewer Managing Engineer	802
Highway Superintendent	803
Maintenance Superintendent	804
Assistant Engineer	805
Water Treatment Operations Supervisor	806
Water and Sewer Engineering Technician	807
Engineering Technician	808
Administrative Assistant	809
Solid Waste Facility Operator Part-Time	810
Water and Sewer Utilities Clerk Part-Time	811
Vehicle Maintenance Laborer Part-Time	812
Custodian (3) Part-Time	813

POSITION ANALYSIS

POSITION ANALYSIS

POSITION	FACTOR POINTS	LABOR GRADE
ADMINISTRATION		
Town Manager	3570	20
Town Clerk	2045	11
Economic Development Director	2385	13
Assessor	2335	13
Human Resources Administrator	1985	11
Human Service Administrator	1710	9
Executive Assistant	1355	7
Deputy Tax Collector	1255	6
Deputy Town Clerk Part-Time	1015	5
Assistant Town Clerk Part-Time	640	3
FINANCE		
Finance Director	2845	16
Accountant	1805	10
FIRE		
Fire Chief/Emergency Management Director	2850	16
Assistant Fire Chief/ EMS Coordinator	2125	12
Assistant Fire Chief/ Deputy Emerg. Mng. Dir.	2125	12

POSITION	FACTOR POINTS	LABOR GRADE
Health Officer Part-Time	1615	9
Administrative Assistant	1065	5
INFORMATION TECHNOLOGY		
Information Technology Coordinator	2570	14
PARK AND RECREATION		
Director	2515	14
Assistant Director	1915	10
Recreation Coordinator	1175	6
Office Clerk	590	3
PLANNING AND BUILDING		
Town Planner	2620	14
Building Inspector/Code Enforcement Officer	2615	14
Electrical Inspector Part-Time	1790	10
Natural Resources Planner Part-Time	1615	9
Deputy Code Enforcement Officer	1135	6
Administrative Assistant Part-Time	840	4
POLICE		
Chief of Police	3130	18
Captain - Staff Division Commander	2580	14
Captain – Patrol Division Commander	2580	14

POSITION	FACTOR POINTS	LABOR GRADE
Administrative Assistant	1115	6
Records Clerk Part-Time	490	2
PUBLIC WORKS		
Director	2965	17
Town Engineer	2805	16
Water and Sewer Managing Engineer	2240	12
Highway Superintendent	2140	12
Maintenance Superintendent	2040	11
Assistant Engineer	1910	10
Water Treatment Operations Supervisor	1600	9
Water and Sewer Engineering Technician	1295	7
Engineering Technician	1295	7
Administrative Assistant	1115	6
Solid Waste Facility Operator Part-Time	720	3
Water and Sewer Utilities Clerk Part-Time	590	3
Vehicle Maintenance Laborer Part-Time	420	2
Custodian (3) Part-Time	370	1

LABOR GRADE CONVERSION TABLE

Labor Grade	Score
1	240 – 409
2	410 – 579
3	580 – 749
4	750 – 919
5	920 – 1089
6	1090 – 1259
7	1260 – 1429
8	1430 – 1599
9	1600 – 1769
10	1770 – 1939
11	1940 – 2109
12	2110 – 2279
13	2280 – 2449
14	2450 – 2619
15	2620 – 2789
16	2790 – 2959
17	2960 – 3129
18	3130 – 3299
19	3300 – 3469
20	3470 +

POSITION SCORING SUMMARY
Factor Levels and Scores

ADMINISTRATION	Knowledge	Supervisory Controls	Guidelines	Complexity	Scope and Effect	Personal Contacts	Purpose of Contacts	Physical Demands	Work Environment	Supervisory and Mgmt. Responsibility	Total Score	Labor Grade
Town Manager	6 950	5 650	5 650	5 325	4 225	3 60	2 50	1 5	1 5	7 650	3570	20
Town Clerk	3 350	5 650	2 125	3 150	3 150	1 10	2 50	1 5	1 5	6 550	2045	11
Economic Development Director	5 750	4 450	2 125	3 150	4 225	3 60	2 50	2 20	1 5	6 550	2385	13
Assessor	5 750	4 450	2 125	3 150	4 225	2 25	2 50	1 5	1 5	6 550	2335	13
Human Resource Administrator	5 750	4 450	3 275	3 150	4 225	2 25	2 50	1 5	1 5	1 50	1985	11
Human Service Director	4 550	4 450	3 275	3 150	3 150	2 25	2 50	1 5	1 5	1 50	1710	9
Executive Assistant	4 550	3 275	2 125	3 150	3 150	2 25	1 20	1 5	1 5	1 50	1355	7
Deputy Tax Collector	3 350	3 275	2 125	3 150	3 150	2 25	2 20	1 5	1 5	2 150	1255	6
Deputy Town Clerk	3 350	2 125	2 125	3 150	2 75	1 10	1 20	1 5	1 5	2 150	1015	5
Assistant Town Clerk	3 350	1 25	1 25	2 75	2 75	1 10	1 20	1 5	1 5	1 50	640	3
FINANCE	Knowledge	Supervisory Controls	Guidelines	Complexity	Scope and Effect	Personal Contacts	Purpose of Contacts	Physical Demands	Work Environment	Supervisory and Mgmt. Responsibility	Total Score	Labor Grade
Finance Director	6 950	5 650	2 125	4 225	4 225	3 60	2 50	1 5	1 5	6 550	2845	16
Accountant	5 750	4 450	2 125	4 225	3 150	2 25	1 20	1 5	1 5	1 50	1805	10

FIRE	Knowledge	Supervisory Controls	Guidelines	Complexity	Scope and Effect	Personal Contacts	Purpose of Contacts	Physical Demands	Work Environment	Supervisory and Mngmt. Responsibility	Total Score	Labor Grade
Fire Chief/Emergency Management Director	5 750	5 650	3 275	4 225	4 225	2 25	2 50	3 50	3 50	6 550	2850	16
Assistant Fire Chief/EMS Coordinator	4 550	4 450	2 125	3 150	4 225	2 25	2 50	3 50	3 50	5 450	2125	12
Assistant Fire Chief/Dep. Emerg. Mng. Dir. Health Officer	4 550	4 450	2 125	3 150	4 225	2 25	2 50	3 50	3 50	5 450	2125	12
Health Officer	5 750	3 275	2 125	3 150	3 150	2 25	2 50	2 20	2 20	1 50	1615	9
Administrative Assistant	3 350	3 275	2 125	3 150	2 75	1 10	1 20	1 5	1 5	1 50	1065	5
INFORMATION TECHNOLOGY	Knowledge	Supervisory Controls	Guidelines	Complexity	Scope and Effect	Personal Contacts	Purpose of Contacts	Physical Demands	Work Environment	Supervisory and Mngmt. Responsibility	Total Score	Labor Grade
Information Technology Coordinator	5 750	5 650	2 125	3 150	4 225	3 60	2 50	1 5	1 5	6 550	2570	14
PARKS AND RECREATION	Knowledge	Supervisory Controls	Guidelines	Complexity	Scope and Effect	Personal Contacts	Purpose of Contacts	Physical Demands	Work Environment	Supervisory and Mngmt. Responsibility	Total Score	Labor Grade
Director	5 750	4 450	3 275	3 150	4 225	2 25	2 50	2 20	2 20	6 550	2515	14
Assistant Director	5 750	3 275	2 125	3 150	3 150	2 25	2 50	2 20	2 20	4 350	1915	10
Recreation Coordinator	4 550	2 125	2 125	2 75	3 150	1 10	2 50	2 20	2 20	1 50	1175	6
Office Clerk	2 200	2 125	1 25	2 75	2 75	1 10	1 20	1 5	1 5	1 50	590	3
PLANNING AND BUILDING	Knowledge	Supervisory Controls	Guidelines	Complexity	Scope and Effect	Personal Contacts	Purpose of Contacts	Physical Demands	Work Environment	Supervisory and Mngmt. Responsibility	Total Score	Labor Grade
Town Planner	5 750	5 650	3 275	3 150	4 225	3 60	2 50	1 5	1 5	5 450	2620	14
Building Inspector/	5	5	3	3	4	2	2	2	2	5		

	750	650	275	150	225	25	50	20	20	450	2615	14
Code Enforc. Officer	4	5	2	3	3	2	2	2	2	1	2615	14
Electrical Inspector	550	650	125	150	150	25	50	20	20	50	1790	10
Natural Resource Planner	5	3	2	3	3	2	2	2	2	1	1615	9
Deputy Code Enforcement Officer	3	2	2	3	3	2	2	1	1	2	1135	6
Administrative Assistant	350	125	125	150	150	25	50	5	5	150	1135	6
POLICE	3	2	2	2	2	1	1	1	1	1	840	4
	350	125	125	75	75	10	20	5	5	50	840	4
Chief of Police	5	5	4	4	4	3	3	3	3	6	3130	18
Captain – Staff Division Commander	750	650	450	225	225	60	120	50	50	550	3130	18
Captain – Patrol Division Commander	5	4	3	3	4	3	3	3	3	5	2580	14
Administrative Assistant	750	450	275	150	225	60	120	50	50	450	2580	14
Records Clerk	3	2	2	3	2	1	1	1	1	3	2580	14
	350	125	125	150	75	10	20	5	5	250	1115	6
	2	1	1	2	2	1	1	1	1	1	490	2
	200	25	25	75	75	10	20	5	5	50	490	2
PUBLIC WORKS	Knowledge	Supervisory Controls	Guidelines	Complexity	Scope and Effect	Personal Contacts	Purpose of Contacts	Physical Demands	Work Environment	Supervisory and Mngmt. Responsibility	Total Score	Labor Grade
Director	5	5	4	4	4	2	2	2	2	6	2965	17
Town Engineer	750	650	450	225	225	25	50	20	20	550	2965	17
Water and Sewer Managing Engineer	5	5	4	4	4	2	1	1	1	5	2805	16
Highway Superintendent	750	650	450	225	225	25	20	5	5	450	2805	16
	5	4	3	3	3	2	2	2	2	4	2240	12
	750	450	275	150	150	25	50	20	20	350	2240	12
	4	4	3	3	3	2	2	2	2	5	2140	12
	550	450	275	150	150	25	50	20	20	450	2140	12

***CLASSIFICATION
PLAN***

CLASSIFICATION PLAN

GRADE 1 Custodian

GRADE 2 Records Clerk
Vehicle Maintenance Laborer

GRADE 3 Solid Waste Facility Operator
Assistant Town Clerk
Water and Sewer Utilities Clerk
Office Clerk – Parks and Recreation

GRADE 4 Administrative Assistant – Planning and Building

GRADE 5
Administrative Assistant - Fire
Deputy Town Clerk

GRADE 6 Deputy Tax Collector
Recreation Coordinator
Deputy Code Enforcement Officer
Administrative Assistant – Police
Administrative Assistant – Public Works

GRADE 7 Executive Assistant
Engineering Technicians

GRADE 8

GRADE 9 Welfare/Human Service Administrator
Natural Resources Planner
Water Treatment Operations Supervisor
Health Officer

GRADE 10 Assistant Engineer
 Accountant
 Electrical Inspector
 Assistant Director – Parks and Recreation

GRADE 11
 Maintenance Superintendent
 Human Resources Administrator
 Town Clerk

GRADE 12 Highway Superintendent
 Water and Sewer Managing Engineer
 Assistant Fire Chief/EMS Coordinator
 Assistant Fire Chief/Deputy Emergency Management Director

GRADE 13 Economic Development Director
 Assessor

GRADE 14 Captain – Staff Division Commander
 Captain – Patrol Division Commander
 Information Technology Coordinator
 Director – Parks and Recreation
 Town Planner
 Building Inspector/Code Enforcement Officer

GRADE 15

GRADE 16 Fire Chief/Emergency Management Director
 Finance Director
 Town Engineer

GRADE 17 Director of Public Works

GRADE 18 Chief of Police

GRADE 19

GRADE 20 Town Manager

***CURRENT AND
COMPARATIVE
PAY DATA***

CURRENT AND COMPARATIVE PAY DATA

POSITION	CURRENT SALARY/ HOURLY RATE	AVERAGE MINIMUM	MID-POINT	AVERAGE MAXIMUM
ADMINISTRATION				
Town Manager	103,493	91,817	103,307	114,797
Town Clerk	59,027	54,574	61,958	69,343
Economic Development Director	New	Insufficient Data	Insufficient Data	Insufficient Data
Assessor	86,094	64,634	75,608	86,583
Human Resources Director	60,226	56,702	65,340	73,978
Human Service Director Part-Time	29.78	21.81	25.66	29.51
Executive Assistant	20.29	19.61	23.03	26.45
Deputy Tax Collector	17.44	15.88	18.72	21.55
Deputy Town Clerk Part-Time	16.68	18.30	20.92	23.54
Assistant Town Clerk Part-Time	21.45	18.90	21.45	23.99
FINANCE				
Finance Director	93,936	74,318	86,164	98,009
Accountant	26.83	24.39	29.33	34.27
FIRE				
Fire Chief	103,603	74,984	87,322	99,660
Assistant Fire Chief/ Health Officer	88,625	66,779	76,636	86,493
Assistant Fire Chief/ Deputy Emerg. Mng. Dir.	79,386	66,779	76,636	86,493
Deputy Health Officer Part-Time	29.91	Insufficient Data	Insufficient Data	Insufficient Data
Administrative Assistant	28.37	18.81	22.45	26.07

CURRENT AND COMPARATIVE PAY DATA

POSITION	CURRENT SALARY/ HOURLY RATE	AVERAGE MINIMUM	MID-POINT	AVERAGE MAXIMUM
INFORMATION TECHNOLOGY				
Information Technology Coordinator	81,653	58,180	68,713	79,247
PARKS AND RECREATION				
Director	74,328	58,821	66,259	73,696
Assistant Director	26.75	21.46	25.07	28.68
Recreation Coordinator	15.78	Insufficient Data	Insufficient Data	Insufficient Data
Office Clerk Part-Time	17.44	Insufficient Data	Insufficient Data	Insufficient Data
PLANNING AND BUILDING				
Planning Director	82,828	67,745	79,467	91,190
Building Inspector/ Code Enforcement Officer	72,293	51,391	59,306	67,220
Electrical Inspector Part-Time	24.53	Insufficient Data	Insufficient Data	Insufficient Data
Natural Resources Planner Part-Time	23.42	Insufficient Data	Insufficient Data	Insufficient Data
Deputy Code Enforcement Officer	59,009	Insufficient Data	Insufficient Data	Insufficient Data
Administrative Assistant Part-Time	17.51	17.29	19.84	22.38
POLICE				
Chief of Police	104,260	77,494	89,986	102,478
Captain - Staff Division Commander	71,848	65,696	74,321	82,945
Captain – Patrol Division Commander	75,083	65,696	74,321	82,945
Office Manager	24.32	19.42	22.35	25.29
Records Clerk Part-Time	17.06 17.44	17.29	19.84	22.38

CURRENT AND COMPARATIVE PAY DATA

POSITION	CURRENT SALARY/ HOURLY RATE	AVERAGE MINIMUM	MID-POINT	AVERAGE MAXIMUM
PUBLIC WORKS				
Director	101,989	75,669	88,029	100,389
Town Engineer	89,085	62,082	72,622	83,161
Water and Sewer Managing Engineer	81,574	54,097	63,418	72,739
Highway Superintendent	80,686	60,463	72,273	84,083
Maintenance Superintendent	74,979	40,741	49,151	57,561
Assistant Engineer	Vacant	Insufficient Data	Insufficient Data	Insufficient Data
Water Treatment Operations Supervisor	68,720	49,016	58,356	67,695
Water and Sewer Engineering Technician	58,967	36,316	43,409	50,523
Engineering Technician	61,630	Insufficient Data	Insufficient Data	Insufficient Data
Office Manager	25.98	18.81	22.45	26.09
Solid Waste Facility Operator Part-Time	14.80	16.15	18.56	20.96
Water and Sewer Utilities Clerk Part-Time	New	Insufficient Data	Insufficient Data	Insufficient Data
Vehicle Maintenance Laborer Part-Time	15.47	13.78	15.85	17.93
Custodian (3) Part-Time	18.73 14.69 Vacant	13.28	15.72	18.17

***CURRENT AND
COMPARATIVE
BENEFIT DATA***

CURRENT AND COMPARATIVE BENEFIT DATA

COMMUNITY	SICK LEAVE DAYS/YR	DAYS SICK LEAVE MAXIMUM ACCUMULATION	UNUSED SICK LEAVE POLICY	PAID PERSONAL DAYS
EXETER	12 - 18	105 - 180	CASH FOR UNUSED SICK LEAVE At Retirement Only	3
BEDFORD	12	65 - 90	NO CASH OR CONVERSION except Police can convert unused sick leave to vacation time	1 Police 2
CLAREMONT	12	45	CASH FOR UNUSED SICK LEAVE	2
DOVER	10	10	NO CASH OR CONVERSION	3
DURHAM	12	80 - 115	NO CASH OR CONVERSION	2 - 3
GOFFSTOWN	12	30	NO CASH OR CONVERSION	1 - 3
HAMPTON	10.6 - 12	125 - 162.5	CONVERT TO VACATION	2
HANOVER	9 - 12	60 - 120	CASH FOR UNUSED SICK LEAVE	2
HUDSON	12	12 - 60	NO CASH OR CONVERSION	4
LEBANON	12 - 15	60.5 - 120	CASH FOR UNUSED SICK LEAVE	3 - 6
LONDONDERRY	12 - 15	30 - 125	CASH FOR UNUSED SICK LEAVE	1 - 2

COMMUNITY	SICK LEAVE DAYS/YR	DAYS SICK LEAVE MAXIMUM ACCUMULATION	UNUSED SICK LEAVE POLICY	PAID PERSONAL DAYS
MERRIMACK	6 - 12	30 - 62.5	CASH FOR UNUSED SICK LEAVE	0 - 2
PORTSMOUTH	7 - 5	150	NO CASH OR CONVERSION	2 - 4
ROCHESTER	12	20 - 110	NO CASH OR CONVERSION	2
SOMERSWORTH	12 - 15	90 - 120	NO CASH OR CONVERSION	2 for some

COMMUNITY	HOLIDAYS	VACATION DAYS	EMPLOYER PAID HEALTH		EMPLOYER PAID DENTAL		
			EMPLOYEE - FAMILY	EMPLOYEE - FAMILY	EMPLOYEE - FAMILY	EMPLOYEE - FAMILY	
EXETER	10 - 11	6 MOS 1 YR 5 YRS 10 YRS 15 YRS 20 YRS	0 - 10 5 - 10 10 - 15 15 - 20 20 - 25 20 - 25	MATTHEW THORNTON BLUECHOICE BCBS - JW, BCBS - JY 88%	88%	DELTA DENTAL 100%	100%
BEDFORD	11 Fire 10	6 MOS 1 YR 5 YRS 10 YRS 15 YRS 20 YRS	0 10 15 20 20 - 25 20 - 25	MATTHEW THORNTON BLUECHOICE 90% - 100%	90% - 100%	DELTA DENTAL, TEAMSTERS 90% - 100%	90% - 100%
CLAREMONT	11	6 MOS 1 YR 5 YRS 10 YRS 15 YRS 20 YRS	0 11 15 16 - 20 20 25	BLUECHOICE 2-TIER BLUECHOICE 3-TIER BCBS - JW 94%	94%	DELTA DENTAL 100%	100%
DOVER	11	6 MOS 1 YR 5 YRS 10 YRS 15 YRS 20 YRS	0 8 - 10 12 - 15 12 - 20 16 - 21 18 - 26	MATTHEW THORNTON BLUECHOICE BCBS COMP-100 BCBS - JW 80%	80%	DELTA DENTAL 100%	100%
DURHAM	11	6 MOS 1 YR 5 YRS 10 YRS 15 YRS 20 YRS	6 12 18 21 21 21	MATTHEW THORNTON BCBS COMP-100 BCBS - JY 85% - 90%	85% - 90%	DELTA DENTAL 90%	90%
GOFFSTOWN	10	6 MOS 1 YR 5 YRS 10 YRS 15 YRS 20 YRS	0 10 15 20 20 25	CAFETERIA PLAN 90%	90%	DELTA DENTAL 90%	90%
COMMUNITY	HOLIDAYS	VACATION DAYS	EMPLOYER PAID HEALTH		EMPLOYER PAID DENTAL		
			EMPLOYEE - FAMILY	EMPLOYEE - FAMILY	EMPLOYEE - FAMILY	EMPLOYEE - FAMILY	

HAMPTON	10 – 11	6 MOS 1 YR 5 YRS 10 YRS 15 YRS 20 YRS	5 10 15 20 20 25 - 30	MATTHEW THORNTON BLUECHOICE BCBS - JY 75% - 90% 75% - 90%	DELTA DENTAL 90% 90%
HANOVER	11	6 MOS 1 YR 5 YRS 10 YRS 15 YRS 20 YRS	10 10 15 20 20 20	MATTHEW THORNTON BLUECHOICE BCBS – COMP 200 85% - 90% 85% - 90%	DELTA DENTAL Paid by Employee
HUDSON	11	6 MOS 1 YR 5 YRS 10 YRS 15 YRS 20 YRS	15 - 25 15 - 25 20 - 29 20 - 35 25 - 35 25 - 35	MATTHEW THORNTON BCBS – JY CIGNA 100% 75%	DELTA DENTAL 100% 100%
LEBANON	11	6 MOS 1 YR 5 YRS 10 YRS 15 YRS 20 YRS	0 - 5.5 8 - 11.3 12 - 15 16 - 21 16 - 22.5 16 - 22.5	CAFETERIA PLAN 81% - 100% 81% - 91%	DELTA DENTAL 100%, some paid by Employee
LONDONDERRY	12 – 13	6 MOS 1 YR 5 YRS 10 YRS 15 YRS 20 YRS	2 - 5 4 - 10 4 - 17 7 - 22 9 - 22 9 - 25	MATTHEW THORNTON BLUECHOICE BCBS – COMP 100 BCBS – JW LUMENOS 2500 Varies Varies	DELTA DENTAL 100% 100%
MERRIMACK	10 – 11	6 MOS 1 YR 5 YRS 10 YRS 15 YRS 20 YRS	5 - 9 10 - 18 15 - 23 20 - 28 25 - 33 25 - 33	HMO BLUE BLUECHOICE BCBS COMP-100 90% 90%	DELTA DENTAL 90% 90%
PORTSMOUTH	12	6 MOS 1 YR 5 YRS 10 YRS 15 YRS 20 YRS	0 - 5 10 - 17 11 - 18 15 - 22 18 - 27 20 - 29	MATTHEW THORNTON BLUECHOICE BCBS – COMP 100 80% - 85.5% 80% - 85.5%	DELTA DENTAL 100% 100%
ROCHESTER	10 – 11	6 MOS 1 YR 5 YRS 10 YRS 15 YRS 20 YRS	10 10 10 - 17 15 - 20 20 20	MATTHEW THORNTON BLUE 80% 80%	DELTA DENTAL 100% \$180 - \$250
SOMERSWORTH	12	6 MOS 1 YR 5 YRS 10 YRS 15 YRS 20 YRS	0 - 5 8 - 10 10 - 15 12 - 18 14 - 20 17 - 25	MATTHEW THORNTON BLUE 5 MATHEW THORNTON BLUE 15 BCBS – COMP 100 88% - 90% 88% - 90%	DELTA DENTAL 100% 80%

COMMUNITY	EMPLOYER PAID DISABILITY INSURANCE		EMPLOYER PAID LIFE INSURANCE	RETIREMENT
EXETER	STD LTD	N/A N/A	\$25,000 to 1 X Annual Salary for hourly employees \$50,000 to 1 X Annual Salary for salaried employees	NHRS, ING, PF POPE
BEDFORD	STD LTD	N/A N/A	\$25,000 to 1 X Annual Salary	NHRS
CLAREMONT	STD LTD	100% N/A	1 X Annual Salary	NHRS
DOVER	STD LTD	100% 100%	1 – 2 X Annual Salary	NHRS
DURHAM	Fire STD 100% LTD 100% Others STD 100% LTD N/A		\$50,000 - \$100,000	NHRS ICMA
GOFFSTOWN	STD LTD	100% 100%	1 X Annual Salary	NHRS
HAMPTON	STD Employee pays LTD Employee pays		1 X Annual Salary	NHRS ICMA PF POPE
HANOVER	STD LTD	100% 100%	1 X Annual Salary	NHRS AMER. FUNDS HARTFORD ICMA
HUDSON	STD LTD	100% 100%	1 X Annual Salary	NHRS
LEBANON	STD LTD	100% 100% some LTD paid by employee	1.5 X Annual Salary	NHRS
LONDONDERRY	STD LTD	100% 100%	1 X Annual Salary	NHRS
MERRIMACK	STD LTD	100% paid by employee	\$10,000 to 1 X Annual Salary	NHRS

COMMUNITY	EMPLOYER PAID DISABILITY INSURANCE		EMPLOYER PAID LIFE INSURANCE	RETIREMENT
PORTSMOUTH	STD LTD	N/A 100% Except Police	\$15,000 Police Others 1 X Annual Salary	NHRS
ROCHESTER	STD LTD	100% 100%	\$5,000 to 1 X Annual Salary	NHRS
SOMERSWORTH	STD LTD	100% N/A	1 X Annual Salary	NHRS

TYPES OF PAY SYSTEMS

TYPES OF PAY SYSTEMS

Budget constraints can force municipalities to make hard choices about what they value and how they spend taxpayer dollars. A compensation plan may give the Town more control over expenditures, but it also requires some sense of how that control should be used and what kind of pay philosophy it communicates to employees.

How employees are paid affects the town's ability to recruit and retain employees. It is also a major factor in terms of employee performance. Programs such as pay for performance, broad banding, gain sharing, shift differentials and bonuses may provide the incentives needed to remain competitive, attract talent, meet service goals and save costs. It is not enough just to have some kind of a pay system; it must be implemented properly to ensure that employees feel they are being treated fairly.

Most municipalities use the traditional Labor Grade and Step System – employees move through the steps from date of hire to the maximum step in the grade. Employees typically move up one step for each year of satisfactory performance until they reach the top step.

Other options include:

- Labor Grades and an Open Range – employees move through the grades, but are not governed by the specific steps within the grades. Typically the employee's pay is based on performance or some other metric. Different employees at the same grade may advance at different rates.
- Steps to Mid-Point and then Open Range to Maximum – employees move through the steps up to the midpoint (usually considered the market average for the position). After reaching the mid-point, pay movement is based on demonstrated job behaviors that exceed expectations.
- Market-Based System – pay ranges are based on averages of comparative pay data for the position.
- Broadband System – a large number of labor grades are consolidated into a few broad bands with relatively wide salary ranges.

Many municipalities do not allow pay increases above the maximum range. But of those that do, most do it with bonuses. Some add bonuses to base pay while others do not add bonuses to base pay. Some municipalities also have special pay programs such as uniform allowances, temporary assignment differentials, shift differentials, employee recognitions, spot awards, longevity pay and tool or equipment allowances.

Performance evaluation systems have been successfully used in the private sector for many years. Research suggests that such systems generate better performance than among those employers who do not have such systems. It stands to reason that government managers would want to utilize such systems to motivate employees and reward top performers. There are two

types of pay for performance systems: individual programs and group programs. Individual performance programs, as the name implies, focuses specifically on the individual employee. Such programs are predicated on the notion that an individual can control their own behavior and, if given constructive feedback, can choose to improve their performance.

Group programs are not as popular as individual programs among government organizations, largely because productivity may be more difficult to measure than in the private sector. Group programs reward all members of the group for accomplishing certain goals or objectives. In the public sector, for example, the objective might be measurable improvement in citizen response time or a decrease in the cost of performing a quality service. Members of the group are then rewarded for achieving the targeted objective. A benefit of group programs is that employee morale increases, services improve and the costs decrease. However, group programs are also more difficult to design and implement.

Most organizations use individual performance, rather than group performance, as the basis of determining the pay for performance award. The amount of the award is usually limited to a fixed percentage or dollar amount, sometimes as a percentage of the operating budget and/or the individual's placement in the pay scale. In order to have any chance of succeeding, a pay for performance system must have adequate funding, typically somewhere between three and five percent of payroll. Research indicates that there is a significant correlation between funding levels and effectiveness; the monetary reward has to be great enough to significantly effect employee behavior. These programs improve employee understanding of critical performance objectives and their role in accomplishing those objectives. If employees are helped to understand how they contribute to goals and are helped to focus their work efforts, they are more likely to improve their productivity and the quality of service.

The Consultant has worked with the Town to discuss possible pay systems suitable as a result of the analysis of the market and incorporating the point factor system. As a result the Wage Schedule shown includes a minimum, mid-point and maximum of salaries displayed as hourly and annual salary. It has a range from minimum to maximum of 33%. The Town's preference may be to develop a step system with these ranges with a distances between steps of 2.23% which has been in place since 2009. If a step system is implemented, increases should be associated with some type of merit or evaluation system as presented in this report. If a new evaluation system is also implemented there should be training for all supervisors prior to any implementation in order to ensure equity in the process.

WAGE SCHEDULES

WAGE SCHEDULE - RANGES

HOURLY RATES:

LABOR GRADES	MINIMUM	MIDPOINT	MAXIMUM
1	13.43	15.66	17.89
2	14.47	16.87	19.27
3	15.50	18.07	20.65
4	16.53	19.28	22.02
5	18.08	21.08	24.09
6	19.89	23.19	26.49
7	21.44	25.00	28.56
8	23.25	27.11	30.97
9	24.80	28.92	33.03
10	26.61	31.02	35.44
11	28.67	33.43	38.19
12	30.48	35.54	40.60
13	33.30	38.83	44.36
14	34.10	39.76	45.42
15	35.65	41.57	47.48
16	37.20	43.37	49.55
17	38.23	44.58	50.93
18	39.26	45.78	52.30
19	40.30	46.99	53.68
20	42.36	49.40	56.43

WAGE SCHEDULE - RANGES

ANNUAL RATES: Based on 40 hours per week

LABOR GRADES	MINIMUM	MIDPOINT	MAXIMUM
1	27,940	32,578	37,217
2	30,089	35,084	40,080
3	32,238	37,590	42,943
4	34,387	40,096	45,805
5	37,611	43,855	50,100
6	41,372	48,241	55,109
7	44,596	52,000	59,404
8	48,357	56,385	64,414
9	51,581	60,144	68,708
10	55,342	64,530	73,718
11	59,640	69,542	79,444
12	63,402	73,928	84,454
13	69,274	80,775	92,276
14	70,924	82,699	94,473
15	74,147	86,458	98,768
16	77,371	90,217	103,062
17	79,520	92,723	105,925
18	81,670	95,229	108,788
19	83,819	97,735	111,650
20	88,117	102,747	117,376

***PERFORMANCE
EVALUATION
PROGRAM***

PERFORMANCE EVALUATION PROGRAM

A meaningful and effective performance appraisal system promotes and enhances on-going, two-way communication between supervisors and employees in order to:

- Establish mutually understood performance expectations/goals.
- Provide feedback on accomplishments and areas in need of improvement.
- Develop a plan for maintaining job performance at a satisfactory level or for improving performance.

How will the Performance Evaluation work?

At the beginning of your employment your supervisor will meet with you. The two of you will develop an initial agreement which addresses the work which you both agree can be accomplished in the next six months, related to pre-established job factors or objectives.

An explanation of each level of performance is written for each factor or objective.

You and your supervisor will discuss your progress on an on-going basis throughout the evaluation period. At the end of your first six months (as a new hire), you will formally meet with your supervisor to discuss your work progress to date. At this end-of-probation review, you will be given feedback on how well you are doing.

Every year on the anniversary of your six-month Performance Evaluation, you will receive your annual evaluation. You will meet with your supervisor to review your overall performance during the year and will discuss the objectives set.

After you have finished reviewing the past year's work program, you and your supervisor will begin planning for the next year. You will jointly establish your new goals and objectives for the upcoming year.

The Performance Evaluation system is a continuous cycle of monitoring and feedback on your work performance.

I. Introduction

This performance evaluation program is designed to provide employees and supervisors with guidelines and information on the process of performance evaluations. The evaluation system is based on performance and views evaluations as a shared responsibility. At the beginning of an evaluation period, the employee completes a self-evaluation before meeting with the supervisor to set performance objectives. At the end of the evaluation period, they meet to review the evaluation prepared by the supervisor.

The following six points should be made a part of every performance evaluation that is conducted:

1. Be objective
2. Set goals and standards
3. Be honest
4. Be consistent
5. Use accurate documentation
6. Follow town policy

II. Evaluation Factors

- A. The evaluation factors have been determined to be some of the most critical factors on which employees should be evaluated and are common to all personnel. The evaluation forms are included in Appendix A and B.

Factors are as follows: **Form A (Supervisory)**

1. Serving the Public
2. Planning and Organizing
3. Leadership
4. Oral and Written Communication
5. Personnel Management
6. Achieving Goals
7. Policy Development
8. Financial Management
9. Decision Making
10. Initiative/Motivation

Form B (Employee)

1. Serving the Public
2. Planning and Organizing
3. Teamwork
4. Oral and Written Communications
5. Personnel Relations
6. Achieving Goals
7. Preparation
8. Fiscal Responsibility
9. Decision Making
10. Initiative/Motivation

- B. On the last page of this evaluation an objective statement must provide written documentation to support the overall score. It should be very detailed in highlighting exceptionally low (1 or 2) or exceptionally high (4 or 5) ratings as acceptable justification. Additionally specific objectives are to be included for the following year.

III. Evaluation and Review

Throughout the evaluation period, supervisors are encouraged to maintain a file to document comments and examples of past performance to support an individual rating. The supervisor is encouraged to meet periodically with the employee to discuss the performance.

The six points that should be addressed as part of each evaluation are defined as follows:

1. **Be objective** – judge the job not the individual. The performance should be appraised, not personal characteristics.
2. **Set goals and standards** – these should be set based on the job description and town's specific needs. Setting realistic goals and standards gives the employee the opportunity to understand what is expected and the chance to meet those expectations.
3. **Be honest** – the truth should be the watchword of all performance interviews. A professional, straightforward discussion of exactly how the employee's performance has or hasn't measured up and exactly what the future expectations are for change is needed.
4. **Be consistent** – consistency should be applied in all evaluations. Sudden changes in judgments or a change in heart does not equal an acceptable reason for a change in policy. If a series of warnings is called for or discipline is called for, that must be followed.
5. **Use accurate documentation** – it is important to document every step of the evaluation process. A properly conducted and recorded performance evaluation may be used in the court of law.
6. **Follow policy** – following policy allows you to have guidelines that can be used as a checklist and will help prevent inadvertent slip-ups. It may take time but it saves time in the long run.

EVALUATION FACTORS FOR FORM A – SUPERVISORY EMPLOYEES

Serving the Public

1. Has shown little interest in meeting the needs of the public. Antagonizes the public.
2. Is occasionally discourteous when working with the public. Sometimes is not effective in meeting the needs of the public.
3. Almost always courteous and effective when dealing with the public.
4. Is pleasant and helpful when dealing with the public.

5. Courteous and effective. Goes far beyond the call of duty when dealing with the public.

Planning and Organizing

1. Usually disorganized, and often in a crisis caused by lack of planning and organizing.
2. Has difficulty in setting priorities and/or attaining goals.
3. Usually does a good job in assigning priorities. Able to attain most goals.
4. Seldom in crisis due to lack of planning and organizing. Is able to attain nearly all goals.
5. Does an outstanding job in assigning priorities. Anticipates problems and decides how to handle them. Accomplishes tasks ahead of schedule in most instances.

Leadership

1. Inhibits subordinate motivation to accomplish tasks or improve personal development. Fails to take initiative and rarely knows job status. Shares little or no information with superiors or subordinates.
2. Sometimes fails to sufficiently motivate employees to accomplish tasks or develop. Shares very little information with superiors or subordinates.
3. Effectively motivates to accomplish tasks and develop employees. Takes action to solve problems. Maintains a good method of sharing information with superiors and subordinates.
4. Consistently effective in motivating employees to accomplish tasks and improves personal development. Maintains excellent method of sharing information. Most potential problems are detected early.
5. Exceptionally effective leader. Maintains highly motivated and developed employees. Problems are consistently detected early, and information is shared in the most efficient manner. This person is always on top of things.

Oral and Written Communication

1. Written work is often incomplete or incoherent and contains many errors. Main points usually cannot be understood in conversation.
2. Written work usually contains some errors. Thoughts are not presented in a logical order. In conversation, often has trouble being understood.
3. Reports are generally accurate but occasionally contain errors. Routine reports are performed adequately, but more important or complex reports require closer supervision. Generally, a good listener.

4. Reports are consistently accurate and well organized, seldom needing correction. Can capably prepare and present important oral or written reports. Listens well and can be understood.
5. Writes well-organized, understandable and accurate reports. Oral and written presentation is outstanding. Listens well in less formal conversation.

Personnel Management

1. Has difficulty in selecting, managing, motivating, and developing staff members to meet individual and group goals. Often discards prescribed personnel policies and practices.
2. Somewhat effective in selecting, managing, motivating, and developing staff members to meet individual and group goals. Usually follows prescribed personnel policies and practices. However, some improvement of these skills is needed.
3. Generally effective in selecting, managing, motivating, and developing staff members to meet individual and group goals. Follows prescribed personnel policies. Effective in managing personnel resources.
4. Very effective in selecting, managing, motivating, and developing staff members to meet individual and group goals. Follows prescribed personnel policies and practices. Handles employees performance problems effectively and selects well-qualified candidates.
5. Exceptionally effective and creative in selecting, managing, motivating, and developing staff members to meet individual and group goals. Follows prescribed personnel policies and practices. Demonstrates skill and creativity in dealing with employee's performance, and selecting well-qualified candidates.

Achieving Goals

1. Does not achieve defined objectives, and establishes unrealistic goals for employees. Develops error prone, incomplete work.
2. Goals are not always achieved, and accuracy and volume or work is sometimes less than standard.
3. Effective in the establishment of realistic, achievable goals; production of work is dependable and accurate generally.
4. Goals are consistently achieved. The volume, accuracy and thoroughness of work is effective.
5. Exceptional manager, achieving extremely high standards. Production of work in exceptional due to high degree of accuracy, volume and thoroughness.

Policy Development

1. Cannot develop a policy independently and does not identify or analyze problems.
2. Often is not able to develop a sound policy based on job knowledge. Often does not identify solutions.
3. Effective establishment of sound policy base on analysis of problems. Develops some alternative solutions.
4. Consistently develops and implements sound policies. Very knowledgeable and effectively analyzes problems.
5. Exceptional development and implementation of sound policy. Significant thorough research and analysis conducted and several feasible alternate solutions are developed.

Financial Management

1. Frequently pays inadequate attention to financial budgets and controls in planning and completing work. Work is frequently over budget. Fails to fully utilize budget resources; or budget fails to provide for program requirements.
2. Sometimes pays inadequate attention to financial budgets and controls in planning and completing work. Work is sometimes over budget without adequate attempts to control costs. Occasionally attempts to circumvent town guidelines.
3. Attentive to financial budgets and controls, and generally operates within prescribed financial limits. Budget overruns are infrequent, and causes are normally identified and justified. Implements plans to control costs where possible. Effective in managing fiscal resources.
4. Consistently effective in developing financial budgets and controls and in operating within prescribed financial limits. Seeks opportunities to control costs, and adapts plans and methods to prevent overruns.
5. Exceptionally effective in developing budgets and controls (incorporating key costs control issues) and in operating within prescribed financial limits. Actively seeks opportunities to control costs, adapts plans and methods to prevent budget overruns.

Decision Making

1. Seems unable to make and implement even routine decisions, often-demonstrating reluctance, poor judgment, and/or excessive need for guidance. Decisions are often wrong.

2. Seldom effective in making and implementing routine decisions. Occasionally demonstrates reluctance, questionable judgment, and/or excessive need for guidance. Sometimes refuses to make decisions within scope of responsibilities.
3. Usually demonstrates sound judgment in making and implementing decisions on a timely basis, including decisions of a non-routine nature. Follows through on investigation, problem solving, and consideration of alternative. Seeks guidance as appropriate in complex or unusual situations. Generally arrives at correct decisions.
4. Consistently makes and implements sound decisions generally on a timely basis, including in complex or unusual decisions. Is thorough in investigation, problem solving, and consideration of alternatives. Requires little guidance in decision making. Usually makes correct decisions and never avoids making a decision when needed.
5. Demonstrates exceptional ability to act independently in making sound decisions. In complex crisis, or unusual situations, is able to analyze information, develop alternatives, and select and implement effective solutions.

Initiative/Motivation

1. Fails to demonstrate initiative in most aspects of work. Frequently inflexible in handling new assignments. Often requires close supervision. Little ability to motivate. Often destroys subordinates' interest.
2. Is sometimes slow or reluctant to develop, suggest or use improved approaches to work. Seldom handles routine work without supervision. Contributes little to getting subordinates to complete assigned work.
3. Develops, suggests and uses improved approaches to work as appropriate. Handles work independently. Occasionally there is a lack of teamwork.
4. A self-starter who initiates and volunteers for new projects, and develops, suggests and implements new approaches that are substantive improvements. Carries out work independently. Very successful in stimulating subordinates. Subordinates sufficiently motivated to get the job done properly and on time.
5. Demonstrates exceptional initiative and ability to work independently. Looks for opportunities to develop and implement improved approaches to work. Works independently and resolves problems. Gets outstanding performance from subordinates. Subordinates show good morale and teamwork due to supervisor's efforts.

EVALUATION FACTORS FOR FORM B – NON-SUPERVISORY EMPLOYEES

Serving the Public

1. Has shown little interest in meeting the needs of the public. Antagonizes the public.
2. Is occasionally discourteous when working with the public. Sometimes is not effective in meeting the needs of the public.
3. Almost always courteous and effective when dealing with the public.
4. Is pleasant and helpful when dealing with the public.
5. Courteous and effective. Goes far beyond the call of duty when dealing with the public.

Planning and Organizing

1. Usually disorganized, and often in a crisis caused by lack of planning and organizing.
2. Has difficulty in setting priorities and/or attaining goals.
3. Usually does a good job in assigning priorities. Able to attain most goals.
4. Seldom in crisis due to lack of planning and organizing. Is able to attain nearly all goals.
5. Does an outstanding job in assigning priorities. Anticipates problems and decides how to handle them. Accomplishes tasks ahead of schedule in most instances.

Teamwork

1. Inhibit subordinate motivation to accomplish tasks or improve personal development. Fails to take initiative and rarely knows job status. Shares little or no information with superiors or subordinates.
2. Sometimes fails to sufficiently to accomplish tasks or develop. Shares very little information with superiors or subordinates.
3. Effectively motivates peers to accomplish tasks. Takes action to solve problems. Maintains a good method of sharing information with superiors and subordinates.
4. Consistently effective in motivating coworkers to accomplish tasks and improves personal development. Maintains excellent method of sharing information. Most potential problems are detected early.
5. Exceptionally effective leader Problems are consistently detected early, and information is shared in the most efficient manner. This person is always on top of things.

Oral and Written Communication

1. Written work is often incomplete or incoherent and contains many errors. Main points usually cannot be understood in conversation.
2. Written work usually contains some errors. Thoughts are not presented in a logical order. In conversation, often has trouble being understood.
3. Reports are generally accurate but occasionally contain errors. Routine reports are performed adequately, but more important or complex reports require closer supervision. Generally, a good listener.
4. Reports are consistently accurate and well organized, seldom needing correction. Can capably prepare and present important oral or written reports. Listens well and can be understood.
5. Writes well-organized, understandable and accurate reports. Oral and written presentation is outstanding. Listens well in less formal conversation.

Personnel Relations

1. Has frequent difficulty in working well and communicating with other. Fails to cooperate and to exercise tact, and fails to recognize or is indifferent to the needs of others. Hard to handle. Does not remain confidential to sensitive situations/information.
2. Often experience difficulty working with others and communicating due to lapses in cooperation, tact, or recognition of the needs of others. At times is confidential with sensitive information.
3. Normally works well and cooperatively with others. Handles typical situations involving some indifference in viewpoint with tact. Maintains emotional control in dealing with others. Is usually sensitive to the feeling of others. Most times is confidential and remains professional.
4. Always works very effectively and cooperatively with others and communicates extremely well. Develops good rapport with others both inside and outside the Town. Maintains effective working relations in different situations involving conflict. Always willing to help out as needed. Looked at as a team member. Extremely professional and confidential.
5. Exceptionally effective and cooperative in working with others. Communicates exceptionally with others. Can handle and even mediate with tact and diplomacy, difficult situations where there are significant differences in viewpoints and conflicts. Enthusiasm and responsiveness enhance sense of teamwork in a group. Extremely professional and confidential in all given situations.

Achieving Goals

1. Does not achieve defined objectives, and establishes unrealistic goals for employees. Develops error prone, incomplete work.
2. Goals are not always achieved, and accuracy and volume of work is sometimes less than standard.
3. Effective in the establishment of realistic, achievable goals; production of work is dependable and accurate generally.
4. Goals are consistently achieved. The volume, accuracy and thoroughness of work is effective.
5. Exceptional manager, achieving extremely high standards. Production of work is exceptional due to high degree of accuracy, volume and thoroughness.

Preparation

1. Produces and prepares poor quality work with many errors, mistakes and is not organized properly. Does not plan for meetings with proper notice and is often behind in work.
2. Produces and prepares work of marginal quality with a significant number of errors or mistakes. Prepares for meetings but is in need of improvement.
3. Work is acceptable, but requires proofing and occasionally needs to be corrected and reorganized. Planning and preparation for meetings is acceptable.
4. Produces high quality and accurate work. Seldom makes mistakes and is very well prepared. Meetings are organized properly and planned for accordingly.
5. Produces exceptional, precise, neat and well-organized work. Very rarely makes a mistake. Prepares for meetings exceptionally well, with all areas of preparation covered error free.

Fiscal Responsibility

1. Frequently pays inadequate attention to financial expenditures and controls in planning and completing work. Fails to fully utilize budget resources.
2. Sometimes pays inadequate attention to meeting expenses and control in planning and completing work. Work is sometimes over budget without adequate attempts to control costs. Occasionally attempts to circumvent town guidelines.
3. Attentive to financial budgets and controls and generally follows prescribed financial guidelines. Gives input for implementing plans to control costs where possible.

4. Consistently effective in attentiveness to budget concerns. Seeks opportunities to control costs and assists in plans and methods to prevent overruns.
5. Exceptionally observant in budget controls and operating within prescribed financial limits. Actively offers input to control costs and assists in preventing budget overruns.

Decision Making

1. Seems unable to make and implement even routine decisions, often-demonstrating reluctance, poor judgment, and/or excessive need for guidance. Decisions are often wrong.
2. Seldom effective in making and implementing routine decisions. Occasionally demonstrates reluctance, questionable judgment, and/or excessive need for guidance. Sometimes refuses to make decisions within scope of responsibilities.
3. Usually demonstrates sound judgment in making and implementing decisions on a timely basis, including decisions of a non-routine nature. Follows through on investigation, problem solving, and consideration of alternative. Seeks guidance as appropriate in complex or unusual situations. Generally arrives at correct decisions.
4. Consistently makes and implements sound decisions generally on a timely basis, including in complex or unusual decisions. Is thorough in investigation, problem solving, and consideration of alternatives. Requires little guidance in decision making. Usually makes correct decisions and never avoids making a decision when needed.
5. Demonstrates exceptional ability to act independently in making sound decisions. In complex crisis, or unusual situations, is able to analyze information, develop alternatives, and select and implement effective solutions.

Initiative/Motivation

1. Fails to demonstrate initiative in most aspects of work. Frequently inflexible in handling new assignments. Often requires close supervision. Little ability to motivate. Often destroys subordinates' interest.
2. Is sometimes slow or reluctant to develop, suggest or use improved approaches to work. Seldom handles routine work without supervision. Contributes little to getting subordinates to complete assigned work.
3. Develops, suggests and uses improved approaches to work as appropriate. Handles work independently. Occasionally there is a lack of teamwork.
4. A self-starter who initiates and volunteers for new projects, and develops, suggests and implements new approaches that are substantive improvements. Carries out work

independently. Very successful in stimulating subordinates. Subordinates sufficiently motivated to get the job done properly and on time.

5. Demonstrates exceptional initiative and ability to work independently. Looks for opportunities to develop and implement improved approaches to work. Works independently and resolves problems. Gets outstanding performance from subordinates. Subordinates show good morale and teamwork due to supervisor's efforts.

Before the Interview

- Don't procrastinate about scheduling the interview.
- Set consistent follow-up goals between evaluations.
- Keep accurate records on employee performance.
- Plan out the interview with adequate detail and allow plenty of time.
- Honestly assess your own contribution to the employer's success or failure in meeting standards.

During the Evaluation

- Put the employee at ease and establish rapport.
- Structure the interview; inform the employee of the rationale of the evaluation process.
- Do not rush the interview or do all the talking; allow adequate time for interaction with the employee.
- Be as specific as possible about performance activities; explain the "why" of the rating.
- Do not get sidetracked or bogged down in detail.
- Involve the employee adequately in the planning / goal setting process.
- Listen positively; pursue new information or suggestions the employees offer.
- Do not overemphasize the negatives. Be positive where possible.
- Write down all the key points, goals, objectives and target dates mutually agreed upon.
- Close with a summary that leaves the employee with clear understanding of where he/she stands, what is expected to meet performance standards, and how the supervisor will provide assistance.
- Reassure the employee of your interest in his/her progress and indicate willingness to have continued communication.

After the Interview

- Reinforce the interview with on-going contact.
- Take notes on the outcome; track follow-up agreements and commitments.
- Follow-up on training and development commitments.
- At the beginning of the next discussion, review progress made toward improvement and how effective the employee's efforts have been.

Employee Evaluation

Form A - Supervisory

Employee's Name: _____ Date: _____

Title: _____ Department: _____

Period Covered: _____ to _____

Levels of Performance

- | | |
|-----------------------|---|
| 1. Unsatisfactory: | Performance unacceptable. |
| 2. Needs Improvement: | Below expectations; requires some improvement. |
| 3. Commendable: | Consistently meets standards of performance; solid overall performance. |
| 4. Excellent: | Significantly exceeds performance standards and accountabilities. |
| 5. Outstanding: | Performance in this category is clearly exceptional; consistently exceeds requirements. |

Evaluation Factors

When evaluating this individual for each factor, consider how he/she applies skills appropriate for the position. Based on the description of Levels of Performance, please rate the employee's performance.

1. **Serving the Public:** Courtesy in dealing with the public and effectiveness in meeting public's needs.

1 2 3 4 5 _____

Comments:

2. Planning and Organizing: Establishing a course of action, structuring or arranging resources, and setting priorities for self and others to accomplish specific goals. Demonstrated ability to plan ahead, schedule work, set realistic goals, anticipate and prepare for future assignments, set logical priorities and uses time wisely.

1 2 3 4 5 _____

Comments:

3. Leadership: Measurement of getting people to willingly work to accomplish an objective. Utilization of appropriate interpersonal styles and methods to guide individuals or groups toward effective employee development and counseling and sharing leadership when appropriate.

1 2 3 4 5 _____

Comments:

4. Oral and Written Communications: Expression of ideas orally and in writing, providing relevant and timely information to superiors, co-workers, subordinates and citizens; listening to and understanding others.

1 2 3 4 5 _____

Comments:

5. Personnel Management: Selecting, managing, motivating and developing employees, following prescribed personnel policies and practices, including equal employment opportunity. Effectiveness in utilization of personnel resources. The ability of delegating and regulating work flow.

1 2 3 4 5 _____

Comments:

6. Achieving Goals: Effective organizational management to achieve defined goals and objectives. Establish realistic goals for employees. Produce a reasonable volume of work on schedule, demonstrating accuracy, thoroughness and dependability.

1 2 3 4 5 _____

Comments:

7. Policy Development: The development and implementation of sound policy, which identifies and analyzes problems effectively and develops alternative solutions. This encompasses job knowledge, which includes depth, currency, and breadth.

1 2 3 4 5 _____

Comments:

8. Financial Management: Effective development and implementation of financial budgets and controls, operating within prescribed fiscal limits established for Town-wide operation, incorporating key costs control issues.

1 2 3 4 5 _____

Comments:

9. Decision Making: Problem solving, judgment, timeliness and overall effectiveness in making and implementing sound decisions.

1 2 3 4 5 _____

Comments:

10. Initiative/Motivation: Useful thinking, innovation and capacity for appropriate independent action. Encourages others to perform at their maximum ability and handle new tasks.

1 2 3 4 5 _____

Comments:

Objectives: Describe major objectives for the next rating period (minimum of three):

- 1.
- 2.
- 3.

Based upon the ratings and statements in this evaluation, along with the results of the objectives that were agreed upon, summarize your appraisal of this employee's overall performance by rating on a scale of 1-5.

Overall rating: _____

Employee Comments:

Employee's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

The employee's signature on the evaluation form acknowledges that it has been reviewed with him/her. If the employee disagrees with the evaluation, comments may be attached to the evaluation. Employees, if eligible, will receive a step increase based on a commendable recommendation.

Employee Evaluation

Form B – Non-Supervisory

Employee's Name: _____ Date: _____

Title: _____ Department: _____

Period Covered: _____ to _____

Levels of Performance

- | | |
|-----------------------|---|
| 1. Unsatisfactory: | Performance unacceptable. |
| 2. Needs Improvement: | Below expectations; requires some improvement. |
| 3. Commendable: | Consistently meets standards of performance; solid overall performance. |
| 4. Excellent: | Significantly exceeds performance standards and accountabilities. |
| 5. Outstanding: | Performance in this category is clearly exceptional; consistently exceeds requirements. |

Evaluation Factors

When evaluating this individual for each factor, consider how he/she applies skills appropriate for the position. Based on the description of Levels of Performance, please rate the employee's performance.

1. **Serving the Public:** Courtesy in dealing with the public and effectiveness in meeting public's needs.

1 2 3 4 5 _____

Comments:

2. Planning and Organizing: Establishing a course of action, structuring or arranging resources, and setting priorities for self and others to accomplish specific goals. Demonstrated ability to plan ahead, schedule work, set realistic goals, anticipate and prepare for future assignments, set logical priorities and uses time wisely.

1 2 3 4 5 _____

Comments:

3. Teamwork: Measurement of the extent to which the employee is able to work effectively with peers and supervisors.

1 2 3 4 5 _____

Comments:

4. Oral and Written Communications: Expression of ideas orally and in writing, providing relevant and timely information to superiors, co-workers, subordinates and citizens; listening to and understanding others.

1 2 3 4 5 _____

Comments:

5. Personnel Relations: Effective communication, cooperation and interaction with superiors and co-workers.

1 2 3 4 5 _____

Comments:

6. Achieving Goals: Effective organizational management to achieve defined goals and objectives. Establish realistic goals for employees. Produce a reasonable volume of work on schedule, demonstrating accuracy, thoroughness and dependability.

1 2 3 4 5 _____

Comments:

7. Preparation: Effectively preparation for reports, minutes, agendas and letters. Includes accuracy, thoroughness and neatness. Coordination of meetings, contacting individuals, following through and preparation for each specific meeting as required.

1 2 3 4 5 _____

Comments:

8. Fiscal Responsibility: Attentiveness to financial controls and responsibility. Ability to provide input assist with implementing departmental cost controls.

1 2 3 4 5 _____

Comments:

9. Decision Making: Problem solving, judgment, timeliness and overall effectiveness in making and implementing sound decisions.

1 2 3 4 5 _____

Comments:

10. Initiative/Motivation: Useful thinking, innovation and capacity for appropriate independent action. Encourages others to perform at their maximum ability and handle new tasks.

1 2 3 4 5 _____

Comments:

Objectives: Describe major objectives for the next rating period (minimum of three):

- 1.
- 2.
- 3.

Based upon the ratings and statements in this evaluation, along with the results of the objectives that were agreed upon, summarize your appraisal of this employee's overall performance by rating on a scale of 1-5.

Overall rating: _____

Employee Comments:

Employee's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

The employee's signature on the evaluation form acknowledges that it has been reviewed with him/her. If the employee disagrees with the evaluation, comments may be attached to the evaluation. Employees, if eligible, will receive a step increase based on a commendable recommendation.

CONCLUSIONS
And
RECOMMENDATIONS

CONCLUSIONS AND RECOMMENDATIONS

I. CONCLUSIONS

A. JOB DESCRIPTIONS

All the job descriptions are written to be compatible with the Factor Evaluation System proposed in this Study. Whenever job descriptions are revised or new positions are created, the Factor Evaluation System can be used to determine the appropriate labor grade.

All of the job descriptions have also been tested to determine which ones qualify for exempt status in accordance with the provisions of the Fair Labor Standards Act (FLSA). The following 31 positions qualify as exempt:

- Town Manager
- Town Clerk
- Economic Development Director
- Assessor
- Human Resources Administrator
- Welfare/Human Services Administrator
- Finance Director
- Accountant
- Fire Chief/Emergency Management Director
- Assistant Fire Chief/Health Officer
- Assistant Fire Chief/Deputy Emergency Management Director
- Information Technology Coordinator
- Director – Parks and Recreation
- Town Planner
- Building Inspector/Code Enforcement Officer
- Chief of Police
- Captain – Staff Division Commander
- Captain – Patrol Division Commander
- Administrative Assistant - Police
- Director – Public Works
- Town Engineer
- Water and Sewer Managing Engineer
- Highway Superintendent
- Maintenance Superintendent
- Assistant Engineer
- Water Treatment Operations Supervisor
- Water and Sewer Engineering Technician
- Engineering Technician
- Administrative Assistant – Public Works
- Executive Assistant
- Assistant Director of Parks and Recreation

All of those positions may be treated as exempt from the overtime provisions of the FLSA. The Town may choose to treat any of them as non-exempt if it is preferable for them to be eligible for overtime. However, positions that are non-exempt (that do not pass the exemption tests) cannot be treated as exempt and must be eligible for overtime.

B. ANALYSIS OF PAY DATA

The following pay analysis suggests that the Town of Exeter has done a very good job at maintaining a competitive pay structure for employees.

The wages of the following 15 positions are highly competitive. They exceed the average maximum pay of comparable communities:

- Welfare/Human Services Administrator
- Fire Chief
- Assistant Fire Chief/EMS Coordinator
- Administrative Assistant – Fire
- Information Technology Coordinator
- Director – Parks and Recreation
- Building Inspector/Code Enforcement Officer
- Chief of Police
- Director – Public Works
- Town Engineer
- Water and Sewer Managing Engineer
- Maintenance Superintendent
- Water Treatment Operations Supervisor
- Water and Sewer Engineering Technician
- Custodian (one of the employees in this position)

The wages of the following 10 positions are competitive. They exceed the mid-point in pay of comparable communities:

- Town Manager
- Assistant Town Clerk
- Finance Director
- Assistant Fire Chief/Deputy Emergency Management Director
- Assistant Director – Parks and Recreation
- Town Planner
- Captain – Patrol Division Commander
- Administrative Assistant – Police
- Highway Superintendent
- Administrative Assistant – Public Works

The wages of the following 9 positions are less competitive, but exceed the average minimum pay of comparable communities:

- Town Clerk
- Human Resources Administrator
- Executive Assistant – Administration
- Deputy Tax Collector
- Accountant
- Administrative Assistant – Planning and Building
- Captain – Staff Division Commander
- Vehicle Maintenance Laborer
- Custodian (one of the employees in this position)

This should not represent a significant obstacle in recruiting employees for these positions. In some cases, however, it may be necessary to offer something higher than the minimum wage for the corresponding labor grade in order to attract the most qualified applicants.

The wages of the following 3 positions are the only ones that are not competitive; they are below the average minimum pay of comparable communities:

- Deputy Town Clerk
- Records Clerk – Police
- Solid Waste Facility Operator

It is likely that this could represent a significant obstacle in recruiting employees for these positions.

As noted in the Introduction of the Study, there was inadequate information from which to calculate comparative pay data for some positions. Sufficient comparative pay data was not available for the following 10 positions:

- Economic Development Director
- Health Officer
- Recreation Coordinator
- Office Clerk – Parks and Recreation
- Electrical Inspector
- Natural Resource Planner
- Deputy Code Enforcement Officer
- Assistant Engineer
- Engineering Technician
- Water and Sewer Utilities Clerk

In these instances, however, the competitiveness of compensation may be deduced by comparing the labor grades of these positions with the labor grades and corresponding pay of other positions in the Study. On the basis of such deductions, it appears that the following three positions could

be considered highly competitive, likely exceeding the average maximum comparable pay in their labor grade:

- Health Officer
- Deputy Code Enforcement Officer
- Engineering Technician

It appears that the following two positions could be considered less competitive, likely exceeding the average minimum comparable pay in their labor grade:

- Electrical Inspector
- Natural Resource Planner

It appears that the Recreation Coordinator position could be considered not competitive, because it is likely below the average minimum comparable pay in its labor grade.

There is insufficient data on wages within the same labor grade of the Office Clerk - Parks and Recreation to draw any conclusions about the competitiveness of pay. Likewise, no conclusions can be drawn about the competitiveness of pay for the Economic Development Director, Assistant Engineer or the Water and Sewer Utilities Clerk, since current pay had not been established for those positions at the time this Study was written.

C. ANALYSIS OF BENEFIT DATA

The Town of Exeter offers its full-time employees a comprehensive benefit package in comparison to the surveyed communities.

Sick Leave – The Town of Exeter provides more sick leave days than any of the comparable communities. In Exeter, the minimum of 12 sick leave days equals the allocation of nine communities and exceeds the minimum allocation of five other communities. The maximum Exeter allocation of 18 sick leave days also exceeds the maximum allocation of all the other comparable communities. Exeter also allows a substantially greater maximum accumulation of sick leave days than any of the comparable communities. This rich allocation and maximum accumulation of sick leave days is a reasonable concession, owing to the fact that the Town does not provide either short-term or long-term disability. Should the Town ever provided short-term or long-term disability insurance, it would be beneficial to employees if the maximum accumulation of sick leave corresponded to the waiting period required for receipt of those disability benefits.

Five of the comparable communities allow employees to convert some portion of unused sick leave days to cash. Exeter allows this conversion at retirement only. Eight of the 14 comparable communities do not have any cash or conversion policy for unused sick leave. This is generally the case among most municipalities in New Hampshire.

Personal Days – Like all of the comparable communities, the Town of Exeter also provides personal days. Only 21% of the comparable communities provide more than Exeter's allocation

of 3 personal days; half of the comparable communities offer less. There has been a growing trend among municipalities in New Hampshire to eliminate personal days. They are often more difficult to administer than vacation days, and in many instances they have been replaced by other leave provisions such as the Family and Medical Leave Act, bereavement leave, witness leave, crime victim leave, etc.

Holidays – Only three of the comparable communities offer one or two more holidays than the Town of Exeter. Among New Hampshire municipalities, the most common number of holidays is the same as Exeter’s allocation (10 – 11).

Vacation Time – On balance the Town of Exeter provides a very competitive vacation leave benefit. Like the Town of Exeter, 78% of the comparable communities allow employees to accrue vacation time within the first six months of employment. Just under half of the comparable communities offer more vacation days than the Town of Exeter after 1, 5 and 10 years of service. However, only three of the 14 comparable communities offer more vacation days than Exeter after 15 years of service, and only five offer more vacation days after 20 years of service.

Health Insurance – Ten of the 14 comparable communities pay a higher percentage of the employee premium than the Town of Exeter, although 3 of those also pay a lower percentage than Exeter in some cases. The same is true for nine of the comparable communities with respect to the percentage of payment for family coverage premiums. Three of the comparable communities pay a lower percentage than Exeter for both employee and family coverage. It should be noted that more and more municipalities throughout the state, like the Town of Exeter, have introduced an employee cost sharing provision for health insurance premiums. Although Exeter’s 88% employer paid premium for both employee and family coverage is slightly less than some others, it is still competitive, especially in comparison to the private sector.

Dental Insurance – The Town of Exeter, like slightly more than half of the comparable communities, pays 100% of the premiums for dental insurance.

Disability Insurance – The Town of Exeter does not provide short-term or long-term disability coverage. Twelve of the 14 comparable communities offer short-term disability, and most of them pay 100% of the premium for the employee. Although the Town of Exeter does provide short-term disability, it should be noted that it allows employees to accumulate between 105 – 180 days of sick leave so that employees can, in effect, insure themselves against a loss of income at 100%, instead of the 66% of income normally provided by short-term disability coverage.

Likewise, twelve of the 14 comparable communities also offer long-term disability, and most of them pay 100% of the premium for the employee. Only four of the comparable communities do not provide long-term disability coverage for some or all of their employees. While the benefits of long-term disability are typically accessed less frequently than short-term disability, when it is needed long-term disability is an enormously valuable insurance benefit for employees.

Life Insurance – The Town of Exeter provides non-exempt employees (not exempt from the overtime provision of the Fair Labor Standards Act) with \$25,000 of life insurance up to one times their annual salary. For exempt employees, the Town provides \$50,000 up to one times their annual salary. This is equivalent to or exceeds the life insurance benefit of all but possibly one of the comparable communities. The most common benefit among municipalities that provide life insurance is one times annual salary.

Retirement – The Town of Exeter, like all of the comparable communities, offers a defined benefit plan through the New Hampshire Retirement System (NHRS). Exeter also offers defined contribution plans, which are considered valuable supplemental retirement planning options. Only three of the comparable communities also offer these options.

II. RECOMMENDATIONS

In any compensation system the employer is essentially paying for 3 things:

1. What the employee brings to the job – knowledge, skills and abilities.
2. How long the employee has been at the job – longevity.
3. What the employee is accomplishing on the job – performance results.

The goal of the employer is not to pay employees as little as possible in order to retain them. Neither is the goal necessarily to pay what others are paying. The goal should be to pay as much as possible to attract and retain good employees, field an effective organization and maintain a stable work environment.

The compensation of current employees is usually based on some combination of these factors:

1. Current wage
2. Years of service
3. Education
4. Experience
5. Performance

Normally, newly hired employees would start to be compensated at the beginning of their pay range or step, but consideration should be given to education, experience and what it takes in the marketplace to attract good candidates for that particular position.

It is recommended that once employees reach the top of their range or step, they earn an equivalent increase as a bonus on their anniversary date. This does not change their base pay in the future, but helps alleviate retention and motivation problems associated with employees who have “maxed out” in their labor grade.

In order to keep the proposed schedule current, an annual market adjustment should be made based on the Consumer Price Index or some other standard of inflation. This adjustment should be applied as a general percentage increase to every pay range equally. Employees may earn a merit increase on their anniversary date, based on their years of service and/or performance.

The ultimate goal in any compensation system is to develop an acceptable pay structure that will enable the Town to attract, retain and motivate qualified employees. Hopefully, this Pay and Classification Study will assist the Town in achieving that objective.