

## Point Factor Listing

Induction Program Leader

Point Range: 945-1044

### Position Factors

|  |                |   |           |   |
|--|----------------|---|-----------|---|
| <p>1. <b>Knowledge:</b> Combined required <b>minimum education/experience</b> for competent performance</p>  |                |   |           |   |
| <b>Experience Range - Years</b>  |                |   |           |   |
| <b>Education</b>   | <b>Up to 3</b> | <b>4-7</b>  | <b>8+</b> |   |
| A. High School   | 1              | 2   | 3         |   |
| B. A.A/Vocational training   | 1              | 2   | 3         |   |
| C. B.S/B.A.  | 1              | 2   | 3         |   |
| D. <b>M.S/ M.A.</b>  | 1              | 2   | 3         |   |
| E. MS+ (Sr. Mgmt.)   | 1              | 2   | 3         |   |
| <p>2. <b>Human Relations Skills:</b> All interpersonal skills required to produce the desired end result</p> |                |   |           |   |
| <b>Required skill level</b>  |                |   |           |   |
| <b>*Organization Contact Level</b>   |                |   |           |   |
| A. Moderately important; courtesy/tact   | 1              | 2   | 3         | 4 |
| B. Important; communicate ideas/lead team  | 1              | 2   | 3         | 4 |
| C. <b>Very important; influencing others; supervise/manage</b>   | 1              | 2   | 3         | 4 |
| D. Critical to end result; convincing others; lead/motivate  | 1              | 2   | 3         | 4 |
| <p><b>*Definitions</b></p>   |                |   |           |   |
| 1 – Immediate workgroup  |                | 2 – Outside of immediate workgroup                          |           |   |
| 3 – Assistant/Associate/Deputy Superintendents   |                | 4 – Superintendent, School Board; critical external parties |           |   |
| <p>3. <b>Problem Solving:</b> Thinking environment to perform job duties</p>                                 |                |   |           |   |
| A. Follow established routine and well-defined patterns  |                |   |           |   |
| B. Some analysis; known solutions  |                |   |           |   |
| C. Apply established principles; determine method  |                |   |           |   |
| D. <b>Follows broad policies; known objectives</b>   |                |   |           |   |
| E. Establish policies based on goals/strategies  |                |   |           |   |
| <p>4. <b>Decision Making Freedom:</b> Freedom to take action</p>   |                |   |           |   |
| A. Follows instructions; refer decisions to a higher authority   |                |   |           |   |
| B. Occasional independent action; interpret practices/procedures   |                |   |           |   |
| C. Independence within specialty area; report progress   |                |   |           |   |
| D. <b>Frequent independent action; may impact other areas</b>  |                |   |           |   |
| E. Regular independent action; follows broad policies  |                |   |           |   |
| <p>5. <b>Position Impact:</b> Degree of job impact on the District</p>                                       |                |   |           |   |
| A. Minor to total organization; moderate to work unit  |                |   |           |   |
| B. Advisory to work unit; used by others to take action  |                |   |           |   |
| C. <b>Substantial support, advice, and counsel to work unit</b>  |                |   |           |   |
| D. Substantial direct impact on unit's results   |                |   |           |   |
| E. Authoritative to unit/substantial to District   |                |   |           |   |

### Position Analysis Criteria

|              |                           |                    |                            |                    |
|--------------|---------------------------|--------------------|----------------------------|--------------------|
| 1. Knowledge | 2. Human Relations Skills | 3. Problem Solving | 4. Decision Making Freedom | 5. Position Impact |
| D2           | C3                        | D                  | D                          | C                  |