HR Design has enabled the UW-Madison campus to create its own personnel system.

One key element is the Title and Total Compensation Study.

Today’s session will update you on the Study progress and prepare you for the next steps:

JOB DESCRIPTION PROCESS
01 | Where We Have Been
02 | TTC Study Overview
03 | Job Framework
04 | The Job Description
05 | Upcoming In Phase 3 & 4
06 | Feedback
Alignment with UW Strategic Framework:

Ensure our ability to attract and retain talent by making progress toward competitive compensation relative to our peers and market medians.
Where We Are Going

• You will see how your job and title compares to positions across campus and at other organizations

• It will be more evident what skills and abilities are needed to seek advancement opportunities at UW-Madison

• Managers will have tools to make informed decisions about pay and career opportunities for their employees
MILESTONES TO GET THERE

<table>
<thead>
<tr>
<th>Spring 2017</th>
<th>Summer 2017</th>
<th>Spring 2018</th>
<th>Fall 2018</th>
<th>Spring 2019</th>
</tr>
</thead>
</table>
USES OF JOB DESCRIPTIONS

- **Document** the primary duties, essential activities and requirements typically performed in each job
- **Clarify** hiring requirements
- **Ensure** that employees have a clear understanding of their responsibilities
- **Communicate** expectations between employer and employee
- **Provide** a basis for job evaluation, salary surveying, market pricing, and developing equitable pay ranges or salary structure
- **Provide** employees with information about jobs that lie ahead on career paths, to help inform them about what future career opportunities may exist in the organization, and what they need to do to get there
CHARACTERISTIC OF AN EFFECTIVE JOB DESCRIPTION

- Follows a consistent format that employees can easily understand
- Utilize consistent, organization-wide definitions where appropriate to increase clarity when comparing positions
- Utilize a career path and level descriptions as a platform for consistent, organization-wide definitions where appropriate
- Reflect the principal elements of a role (minor differences in the ways individuals perform jobs should be ignored)
- Describe a job, not a person that currently works in this job
- Describe essential responsibilities rather than specific tasks
- Describes physical demands required to perform job duties
CHARACTERISTICS OF AN INEFFECTIVE JOB DESCRIPTION

• Exaggerate or downplay the importance of the job
• List qualifications that are not really needed for the job
• Overestimate or underestimate the qualifications necessary to be successful on the job
• Are out-of-date because the job has changed
• Are too long (lack focus for what is most important)
• Are too short (don’t provide enough clarity regarding role)
## Benefits of the New Model

<table>
<thead>
<tr>
<th>Current</th>
<th>Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual job titles include positions performing very different work</td>
<td>Individual job titles include positions performing similar responsibilities</td>
</tr>
<tr>
<td>Positions performing similar responsibilities found in multiple job titles</td>
<td>Positions performing similar responsibilities grouped together in job titles</td>
</tr>
<tr>
<td>Paths for career advancement are unclear</td>
<td>Career paths are more defined and advancement opportunities are more evident</td>
</tr>
<tr>
<td>Pay grades not linked to market data</td>
<td>Pay grades linked to market data</td>
</tr>
</tbody>
</table>
NEW JOB DESCRIPTION PROCESS

Advantages of the New Process

- Greater consistency in job descriptions for similar jobs
- Less time spent in creation of job descriptions
- Ability to use current language to describe jobs
- Career advancement transparency
<table>
<thead>
<tr>
<th>Working Titles associated with this title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACADEMIC ADVISOR</td>
</tr>
<tr>
<td>ACADEMIC STAFF</td>
</tr>
<tr>
<td>ADMISSIONS COUNSELOR</td>
</tr>
<tr>
<td>ASSISTANT EDUCATION SPECIALIST</td>
</tr>
<tr>
<td>BADGER VOLUNTEERS COORDINATOR</td>
</tr>
<tr>
<td>CAREER &amp; OUTREACH SPECIALIST</td>
</tr>
<tr>
<td>COMMUNITY HLTH SPEC</td>
</tr>
<tr>
<td>EDUCATION PROGRAM MANAGER</td>
</tr>
<tr>
<td>EEMBA TECHINCAL &amp; OPS MGR</td>
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<tr>
<td>EA RES SUPPORT SERV ASST DIR</td>
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<tr>
<td>EMERGENCY MED EDUCATION COORD</td>
</tr>
<tr>
<td>ENROLLMENT COACH</td>
</tr>
<tr>
<td>HONORARY ASSOC/FELLOW</td>
</tr>
<tr>
<td>INTERNATIONAL PROGRAMS MANAGER</td>
</tr>
<tr>
<td>NEUROBIOLOGY MAJOR COORDINATOR</td>
</tr>
<tr>
<td>OPERATIONS MANAGER</td>
</tr>
<tr>
<td>PRE-HEALTH ADVISOR</td>
</tr>
<tr>
<td>RL ASST DIR - INCLUSION</td>
</tr>
<tr>
<td>TRANSITION PROGRAM MGR</td>
</tr>
<tr>
<td>VETERANS SVCS COORDINATOR</td>
</tr>
</tbody>
</table>
### Similar types of work requiring similar:
- Training
- Skills
- Knowledge
- Expertise
Specialized functions

- Academic Advising
- Academic and Student Registration and Records
- Academic and Student Services Administration
- Academic Skills Development
- Admissions and Recruitment
- Career Services and Student Professional Development
- Financial Aid
- Recreation and Wellness
- Residential Life
- Student Life and Student Program Management
CAREER PATHS: LEVELS AND LEVEL DESCRIPTIONS

- CAREER PATHS
- Organizational Contributor
- Manager
CAREER PATHS: LEVELS AND LEVEL DESCRIPTIONS

Organizational Contributor or Manager Path

Eight possible levels
- Most title series will utilize only 3 to 5 levels
- Some may only have 1 or 2 levels

Level Criteria:
- Organizational Impact
- Complexity of Work
- Independence and Supervision Received
- Leadership and Talent Management
- Knowledge and Experience
CAREER PATHS: LEVELS AND LEVEL DESCRIPTIONS

CAREER PATHS & LEVELS

- Organizational Contributor Level 8
- Organizational Contributor Level 7
- Organizational Contributor Level 6
- Organizational Contributor Level 5
- Organizational Contributor Level 4
- Organizational Contributor Level 3
- Organizational Contributor Level 2
- Organizational Contributor Level 1

ILLUSTRATIVE TITLES

- Career Counselor
- Career Counselor
- Career Counselor
- Career Counselor
TITLE AND TOTAL COMPENSATION STUDY

JOBS FAMILY (JOB GROUPS)
- Academic Services and Student Experience
- Administration
- Advancement
- Animal Care Services
- Arts
- Athletics
- Clinical Faculty
- Communications and Marketing
- Compliance, Legal and Protection
- Dining, Events, Hospitality and Sales
- Equity, Diversity and Inclusion
- Executive Leadership

SUB-FAMILY (SUB-GROUPS)
- Facilities and Capital Planning
- Faculty
- Financial
- Health and Wellness Services
- Human Resources
- Information Technology
- Libraries, Archives and Museums
- Outreach and Community Engagement
- Public Broadcasting
- Research
- Sponsored Programs, Grants and Contracts
- Teaching and Learning
- Academic Advising
- Academic and Student Registration and Records
- Academic and Student Services Administration
- Academic Skills Development
- Admissions and Recruitment
- Career Services and Student Professional Development
- Financial Aid
- Recreation and Wellness
- Residential Life
- Student Life and Student Program Management

CAREER PATHS & LEVELS
- Organizational Contributor Level 8
- Organizational Contributor Level 7
- Organizational Contributor Level 6
- Organizational Contributor Level 5
- Organizational Contributor Level 4
- Organizational Contributor Level 3
- Organizational Contributor Level 2
- Organizational Contributor Level 1

ILLUSTRATIVE TITLES
- Career Counselor
- Career Counselor
- Career Counselor
- Career Counselor
# ILLUSTRATIVE EXAMPLE
## STANDARD JOB DESCRIPTION
### Career Services Counselor

<table>
<thead>
<tr>
<th>Job Family (Group)</th>
<th>Academic Services and Student Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sub-Family (Group)</td>
<td>Career Services &amp; Student Professional Development</td>
</tr>
</tbody>
</table>

### Typical Responsibilities
- Provide career counseling including administering self-assessments, goal setting and planning, and providing one-on-one counseling (40%)
- Foster relationships with employers and alumni to cultivate meaningful career outcome opportunities (30%)
- Design and deliver workshops and other learning opportunities to enhance student's career development skills (30%)

### Qualifications
Requires knowledge of principles, practices and theories in professional, administrative or technical area. Generally requires a Bachelor’s degree and a minimum of 3 years of related work experience is required.
<table>
<thead>
<tr>
<th>ILLUSTRATIVE EXAMPLE JOB DESCRIPTION A</th>
<th>ILLUSTRATIVE EXAMPLE JOB DESCRIPTION B</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Job Family (Group)</strong></td>
<td><strong>Job Family (Group)</strong></td>
</tr>
<tr>
<td>Academic Services and Student Experience</td>
<td>Academic Services and Student Experience</td>
</tr>
<tr>
<td><strong>Sub-Family (Group)</strong></td>
<td><strong>Sub-Family (Group)</strong></td>
</tr>
<tr>
<td>Career Services &amp; Student Professional Development</td>
<td>Career Services &amp; Student Professional Development</td>
</tr>
<tr>
<td><strong>Typical Responsibilities</strong></td>
<td><strong>Typical Responsibilities</strong></td>
</tr>
<tr>
<td>• Provide career counseling including administering self-assessments, goal setting and planning, and providing one-on-one counseling (30%)</td>
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</tr>
<tr>
<td>• Foster relationships with employers and alumni to cultivate meaningful career outcome opportunities (20%)</td>
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</tr>
<tr>
<td>• Assist students in obtaining internships, employment, or advanced education by helping with resume preparation, interviewing skills, and graduate and professional school applications (20%)</td>
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</tr>
<tr>
<td>• In charge of honors student group activities and social networking (30%)</td>
<td>• Facilitating ESL mentoring and language assistance (30%)</td>
</tr>
<tr>
<td><strong>Qualifications</strong></td>
<td><strong>Qualifications</strong></td>
</tr>
<tr>
<td>Requires knowledge of principles, practices and theories in professional, administrative or technical area. Generally requires a Bachelor’s degree and a minimum of 3 years of related work experience is required</td>
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</tr>
</tbody>
</table>
Food Service Worker
Job Description

JOB INFORMATION
Job Code Description: Food Service Worker
Working Title: Food Service Worker
Approved Date: 4/9/2013
Date Last Edited: 4/9/2013
Reports To: 

ORGANIZATION
Primary UDDS: 
Institutes and Department: 
Career Path and Level: 
Career Group/Family: 
Sub Group/Family Description: Manage and perform all areas of food and culinary preparation, serve and present food and beverages, setup dining and serving areas, setup equipment and tableware, maintain health code standards.
View Skills by Sub: 

JOB SUMMARY
Under general supervision, performs food service work involving related tasks on serving lines, sanitation duties, and food preparation duties.

Roles

Typical Responsibilities

<table>
<thead>
<tr>
<th>Typical Responsibilities</th>
<th>Percentage</th>
<th>% Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perform, lead, and direct activities for food production.</td>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>Prepare a variety of foods according to customers’ orders and/or supervision of instructions, following approved procedures.</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>Provide exceptional customer service through engaging guests and resolving customer issues and concerns in a timely and professional manner.</td>
<td>15%</td>
<td>15%</td>
</tr>
<tr>
<td>Prepare, package, and serve food to customers.</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>Operate cash register and process customer bills and payments.</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>Clean, sanitize, stock, and maintain equipment and work areas.</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>Ensure food safety by and qualify through safe food handling processes.</td>
<td>10%</td>
<td>10%</td>
</tr>
</tbody>
</table>

Total Percentage: 100

QUALIFICATIONS

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

Education and Experience

<table>
<thead>
<tr>
<th>Education and Experience Level</th>
<th>Details</th>
<th>Typical Preference Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associates Degree</td>
<td>Culinary Arts</td>
<td>Or</td>
</tr>
</tbody>
</table>

Experience (0 to 2 Years) 
Food production experience

Skills and Abilities

- Job Information
- Organization
- Job Summary
- Typical Responsibilities
- Qualifications
- Education and Experience
- Skills and Abilities
### JOB DESCRIPTION

- Licenses and Certifications
- Physical Demands

---

### JOB DESCRIPTION FORMAT

#### Licenses and Certifications

<table>
<thead>
<tr>
<th>Enter Licensed Certification</th>
<th>Licensed Certification Details</th>
<th>Time Frame</th>
<th>Standard</th>
<th>Preferred</th>
<th>Required</th>
</tr>
</thead>
</table>

#### Physical Demands

A thorough completion of this section is needed for compliance with legal standards such as the Americans with Disabilities Act. The physical requirements described here are representative of those that must be met by an employee to successfully perform the essential functions of this job.

<table>
<thead>
<tr>
<th>Physical Demand</th>
<th>NA</th>
<th>Rarely</th>
<th>Occasionally</th>
<th>Frequently</th>
<th>Constantly</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standing</td>
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<tr>
<td>Walking</td>
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<tr>
<td>Sitting</td>
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<tr>
<td>Lifting</td>
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<tr>
<td>Carrying</td>
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<tr>
<td>Pushing</td>
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<tr>
<td>Pulling</td>
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<tr>
<td>Climbing</td>
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<tr>
<td>Balancing</td>
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<tr>
<td>Stooping</td>
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<tr>
<td>Kneeling</td>
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<tr>
<td>Crouching</td>
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<tr>
<td>Crawling</td>
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<tr>
<td>Reaching</td>
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<tr>
<td>Handling</td>
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<tr>
<td>Grasping</td>
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<tr>
<td>Feeling</td>
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<tr>
<td>Talking</td>
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<tr>
<td>Hearing</td>
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<tr>
<td>Repetitive Motions</td>
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<tr>
<td>Eye Hand/Foot Coordination</td>
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</tbody>
</table>

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

### Travel Requirements
Collaboration Up to this Point

- Employee Forums
- Outreach and Collaboration Team
- Project Leadership
- Working Team
- Job Description Team
  - Job Family/Group Team
  - Job Family/Group Team
  - Job Family/Group Team
  - Job Family/Group Team
Exercise
Provide administrative support to research staff (55%)  
A. Provide general administrative support to research coordinators and program managers at all locations. **Not mapped**  
B. Act as receptionist, greeting public and staff, at the office. Independently receive and respond to telephone, electronic, or written communications from internal UW research study personnel, other faculty or staff and research study sponsors.  
C. As instructed by Research Program Managers, provide clinical research management system data entry for 3-5 specific managed studies. Enter critical study information into electronic case report forms making sure information is precise and accurate. Scan and save original case report forms.  
D. Maintain and update complex clinical research study binders and regulatory files for all studies handled by research staff.  
E. Coordinate laboratory shipments for research studies following strict biohazard and time-sensitive guidelines. **Not mapped**  
F. Prepare general correspondence or data gathering forms as requested by research staff.  
G. Assist general public who are interested in enrolling in research studies. Act as central contact point for recruitment database, independently handle initial contact, correspondence to obtain consent, enter data in secure database.  
H. Assist Office Administrator with new hire components for research staff. Items include, but are not limited to, new employee badging, name plates, office keys, pager, and desk supplies. **Not mapped**  
I. Assist Research Program Managers with scheduling coordinator staff meetings, training classes, credentialing and certifications, and any/all other duties assigned.  

Provide administrative support to finance staff (30%)  
J. Prepare and process University financial forms such as payments to individuals (PIRs), Direct Payments, reimbursements, Continuing Order Requisitions, and Blanket Orders.  
K. Prepare and process requisitions and direct payments to vendors, obtaining proper coding. Upload and save documentation. Assist finance staff with additional documentation as needed.  
L. Order general office supplies from MDS and Staples via website. Maintain detailed records of all purchases, resolve differences and disputes. Follow up on corrections and errors in billing.  
M. Obtain necessary information from research staff and Director to correctly prepare and process subscriptions, memberships, and certifications.  

Provide administrative support for Director and office administrator (15%)  
N. Assist office administrator and provide support for department/program moves during remodeling projects. **Not mapped**  
O. Assist office administrator by overseeing work performed by student staff. Provide training of new student staff upon request of supervisor. Track and assign coordinator projects to student staff to ensure deadlines are met.  
P. Maintain and update electronic files and procedures which relate to administrative support for clinical research and finance staff.  

**Typical Responsibilities for Administrative Assistant**  
1. Maintains calendars for unit staff and arranges meetings, conferences, teleconferences, and travel. (20%)  
2. Answers inquiries by greeting customers and staff, in person or on the telephone; provides routine information, referring more complicated issues to appropriate resources. (20%)  
3. Prepares invoices, reports, memos, letters, and presentations using word processing, spreadsheet, database, or presentations software. (15%)  
4. Open, sort, and distribute incoming correspondence, including faxes and email. (15%)  
5. Maintain electronic and paper files related to work orders, correspondence, projects, and department operations. (15%)  
6. Provide administrative support by collecting, analyzing, transcribing, formatting, inputting, editing, retrieving, copying and transmitting text, data and graphics. (15%)
The following are the tasks from the current job description did not map to the new job description.

A. Provide general administrative support to research coordinators and program managers at all locations.

E. Coordinate laboratory shipments for research studies following strict biohazard and time-sensitive guidelines.

H. Assist Office Administrator with new hire components for research staff. Items include, but are not limited to, new employee badging, name plates, office keys, pager, and desk supplies.

N. Assist office administrator and provide support for department/program moves during remodeling projects.

O. Assist office administrator by overseeing work performed by student staff. Provide training of new student staff upon request of supervisor. Track and assign coordinator projects to student staff to ensure deadlines are met.

When reviewing your job description, you will need to consider what tasks your position is responsible for completing that are not represented in the job responsibilities. Remember, that you are reviewing the tasks of the position and not the tasks that are completed by the person currently in the position. Consider and discuss the following questions regarding the tasks that were not mapped.

1. Decide if the task statement is important enough to include on the new description. The task typically should take at least 10% of the total time to be included in the job description.

2. If the task statement is significant to a specific position, the manager and employee may add it by using the Additional Responsibility section in JD Expert. This allows for unique descriptions that reflect individual positions. What are some responsibilities you have that are unique to your position?

3. It may be possible to combine a few non-mapped task statements into a new responsibility. For example, you could combine tasks H and O to create, “Assist Office Administrator in providing new hires’ office supplies and orientation and ensuring new student staff have appropriate training and direction on assignments.”

4. Just because a task is not specifically identified on a job description does not mean it doesn’t fall within the scope of a particular job. What are other ways to communicate specific tasks? (process lists, orientation manuals)
Process Feedback
Next Steps

- **Job Description Orientation Sessions**
- **Divisions train managers and employees as needed**
- **Job description review occurs with managers and employees**
Job description review may occur in different ways.

- One-on-one
- Small Groups
- Large Groups
QUESTIONS AFTER THE FORUM

Website:
go.wisc.edu/ttcstudy

Email:
ttcstudy@ohr.wisc.edu

Complete a Forum Survey before you leave today