

Guidelines for EMCP In-Grade Compensation Adjustment

- In-grade compensation adjustments based on significant changes in the scope and complexity of work are to be documented in the official position description.
- Changes may include, but not be limited to the assumption of new assignments, projects, applications that have major impact on the position’s focus, function and the expected impact of the position’s work product, e.g., the position’s work product impacts on enterprise or has statewide systems impact.
  - Note: Neither a change in a position’s volume of work or transactions nor the mere addition of an additional subordinate staff member of the same character or class as existing subordinates does not automatically qualify as significant changes in responsibility, additional function, or new significant function for in-grade compensation adjustment purposes. However, these situations may be more appropriately addressed in other management options such as increasing staff to address the increase in work volume, or staffing realignment or reorganization to address additional subordinates. For a supervisor, if a new subordinate supervisory level is created such may merit recognition as an expansion of the position’s scope of responsibility, additional function, or new significant function.
- In-grade compensation adjustments are to be supported by an analysis of the employee’s additional duties and responsibilities and must be substantial as demonstrated in an increase in the accountability; critical thinking; problem solving; decision making; knowledge, skills and expertise; and/or communications.

<b>Criteria</b>	<b>Guidelines for In-Grade Compensation Adjustment</b>
Scope of responsibility and accountability	For example, but not limited to: <ul style="list-style-type: none"> <li>○ New functions have been added;</li> <li>○ New authority has been delegated to the position for which an adjustment is being considered;</li> <li>○ Expectations associated with the position have changed with respect to the level and degree that the position incumbent will be held accountable.</li> </ul>
Critical thinking and problem solving	For example, but not limited to: <ul style="list-style-type: none"> <li>○ Expectations have changed from administering established policies and procedures to requiring a high level of analytical ability in order to interpret and develop new policies and procedures, and/or develop creative adaptations of policies and procedures to new situations;</li> </ul>

Criteria	Guidelines for In-Grade Compensation Adjustment
	<ul style="list-style-type: none"> <li>○ The level of complexity in solving problems has increased and solutions are unusual, extremely difficult, and require considerable ingenuity;</li> <li>○ Independent judgment is required and solutions are not subject to review by a higher authority or expert.</li> </ul>
Decision making	<p>For example, but not limited to:</p> <ul style="list-style-type: none"> <li>○ The scope, impact and consequences of decision-making has increased;</li> <li>○ Decisions are of considerable importance and errors may result in serious consequences or loss, financial impact of decision-making increased for example from hundreds of thousands of dollars to millions of dollars.</li> </ul>
Knowledge, skills and expertise	<p>For example, but not limited to:</p> <ul style="list-style-type: none"> <li>○ New and/or more complex knowledge, skills and expertise are required to perform assigned duties and responsibilities.</li> </ul>
Communications	<p>For example, but not limited to:</p> <ul style="list-style-type: none"> <li>○ The scope of communication changed and involves having to communicate with more senior executives and managers for the purposes of negotiating, interpreting or persuading for policy and process changes with the intent to influence more senior decision-makers;</li> <li>○ Contact requires considerable tact, discretion, and persuasion to obtain results;</li> <li>○ Presents new methods, programs, and/or controversial issues.</li> </ul>