

# ***JOB EVALUATION***





# LEARNING OBJECTIVE

- What we will be able to cover
  - What job evaluation is & how it can drive improvement in organizational effectiveness.
  - Key principle of & assumptions underlying Job Evaluation.
  - Methodology of Job Evaluation.
  - Concept of Job slotting.
- Hence, develop a team that can
  - Participate in a Job Evaluation Committee
  - Explain & internally champion the outcomes of Job Evaluation.
  - Ensure that they can communicate the objectivity, credibility & fairness of the Job Evaluation System.



# INTRODUCTION TO JOB EVALUATION

- What is job evaluation?

- A means of determining the relative importance of jobs in an organization in a structured, orderly & consistent manner which takes accounts of job content & organizational context



**IS**

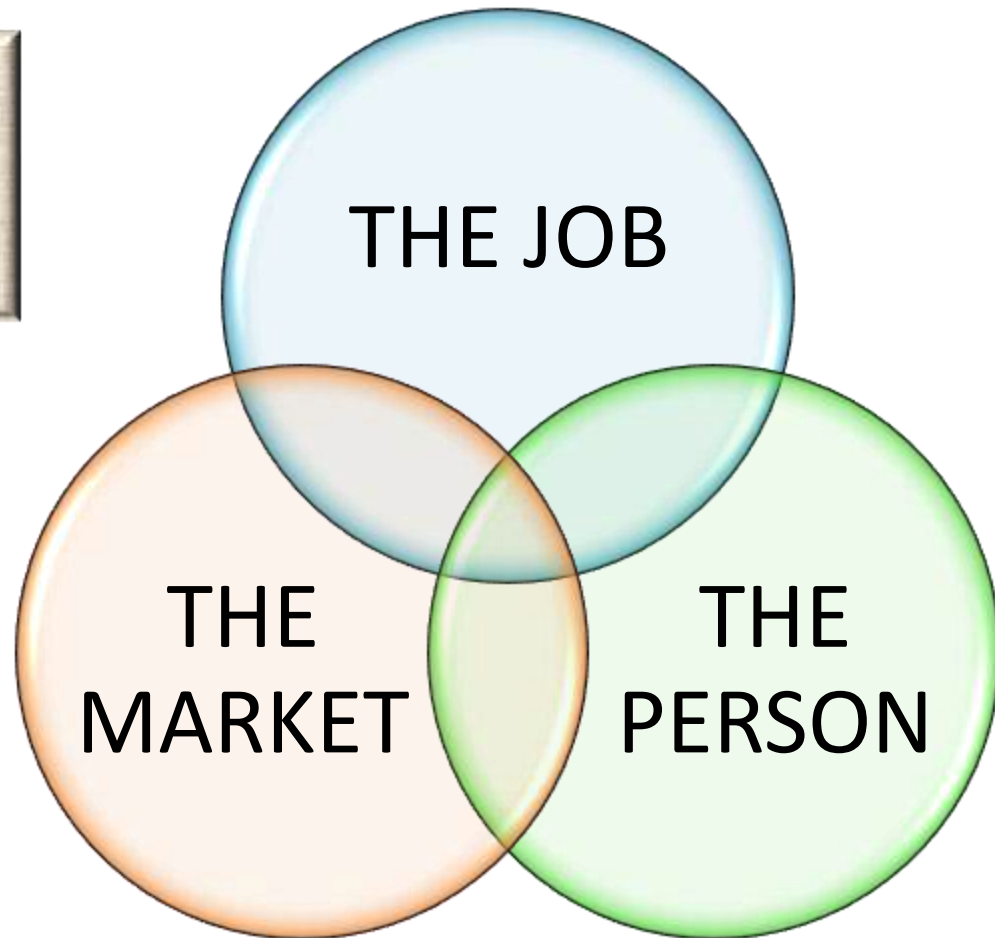
Comparative  
Judgmental  
Structure  
Job Centered

**IS NOT**

Absolute  
Scientific  
Unstructured  
Person Centered

**Job evaluation is one of the inputs into decisions on people, other two being the person & the market**

*Job Evaluation  
Provides rank  
order or roles*

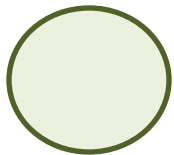


# All these 3 element need to be aligned to ensure effective functioning of our HR System

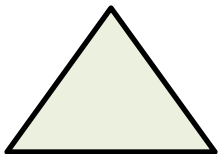
## Variable



•JOB



•Individuals



•Compensati  
on/ Grade

## NATURE

- Represented by a Job Evaluation score
- Resume fixed, irrespective of the seniority of individual occupying it.
- Changes only when the job/organization structure is redefined

- Perceived/ assessed capability/ potential of an individual
- Changes at periodic intervals depending on the ability of individuals to develop

- Total Compensation paid to the individual/for the job
- Compensation to the individual increases with performance/ potential.
- Benchmark compensation for the job changes with change in Job complexity or Job market.

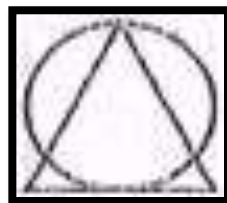
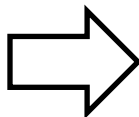
## ECONOMIC INTERPRETATION

Should be proportionate to the economic value expected to be created by the job

Should be proportionate to the economic value expected to be created by the job

Value paid for the Job/individual

Target a match between the three



Individual is paid commensurate to the economic value he can create; &  
He is in a job that helps him create the value he is capable of  
By default, he payment is commensurate with the value created

# What information do we need to accurately & consistently evaluate jobs?

Evaluation requires job information, the knowledge of the evaluator & other relevant documentation.



- Company purpose
- Financial structure
- Structure
- Ownership
- Organisation culture & sector
- Sector characteristics

- Job purpose
- Dimensions
- Accountabilities
- Skills, knowledge, experience
- Main challenges
- Organisation structure



# JE process governed by a few rules, checks & balances

## Constrained by rules

- Jobs not people
- “Normal” performance
- The job as it is now
- Disregard current pay & status
- No understanding: no evaluation

## Checks & Balance

- Collective Judgment & Consensus
- Profile check
- “Sore thumbing”



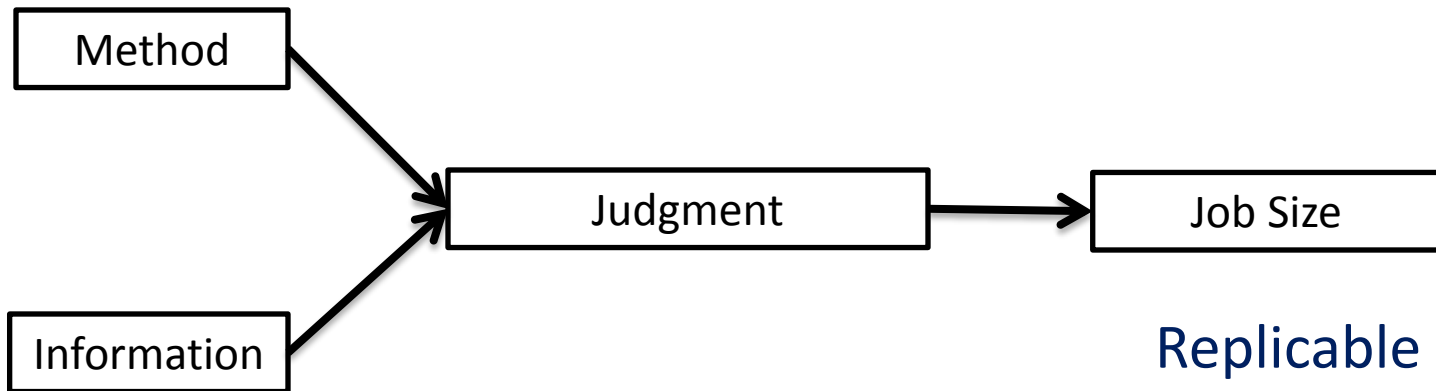
# Common Pitfalls of Job Evaluation Panels

- Over or under evaluating due to perception of differences in market
  - Evaluating jobs as they existed before or planned for future, instead of status quo
- 
- Evaluating the incumbent instead of the job
  - Prematurely slotting the job against job earlier evaluated, instead of applying the guide chart



"I always give 110% to my job.  
40% on Monday, 30% on Tuesday, 20% on  
Wednesday, 15% on Thursday, and 5% on Friday."

# The key inputs into Job Evaluation



Replicable  
Acceptable  
“Felt-fair”



- Company purpose
- Financial structure
- Structure
- Ownership
- Organisation culture & sector
- Sector characteristics

- Job purpose
- Dimensions
- Accountabilities
- Skills, knowledge, experience
- Main challenges
- Organisation structure

# METHODOLOGY



# Basic premise of JE Methodology

All jobs exist to contribute in some way to the organisation.

Job Evaluation allows us to measure the contributions of jobs in terms of internal value & further enables linking these internal values to external data.

This methodology measures three aspects of jobs:

- Knowledge required (input)
- Problem Solving involved (throughput)
- Accountability Results expected (output)

The outcomes of this methodology is a measurement of job size in terms of points.

# Factor used in Job Evaluation Methodology

Jobs exist to achieve an end result

To achieve this end result, jobholders must address problems, create, analyze, & apply judgment.

The jobholder requires knowledge & experience consistent with the scale & complexity of the result to be achieved

Know how

Problem Solving

+

Accountability

Accountability

Problem Solving

+

Accountability



# Job Evaluation process is based on Weber's law of Just Notification Differences

A perceivable step difference is defined in evaluation term as a 15% progression in point values in all of the charts.

## Examples

50

57

66

76

87...

## Assumptions on this evaluation process

1 x 15% step

Just perception difference

2 x 15% step

Noticeable difference

3 x 15% step

Clear difference

# Job Evaluation process is based on Weber's law of Just Notification Differences

- In other words, comparing one job factor to another...

50	No step	• Not a significant difference in size
57		
66	one step	• Just noticeable difference, perceived only after careful thought
76		
87	Two step	• Clear noticeable, quite evident after some consideration
100		
115	Three step	• Very obvious difference, needing little or no consideration
132		
152		



# Elements Of Job Evaluation



- Practical/ Technical Knowledge
- Planning, Organising and Integrating (Managerial) Knowledge
- Communicating and Influencing Skills
- Thinking Environment
- Thinking Challenge
- Freedom to Act
- Nature of Impact
- Area of Impact (Magnitude)

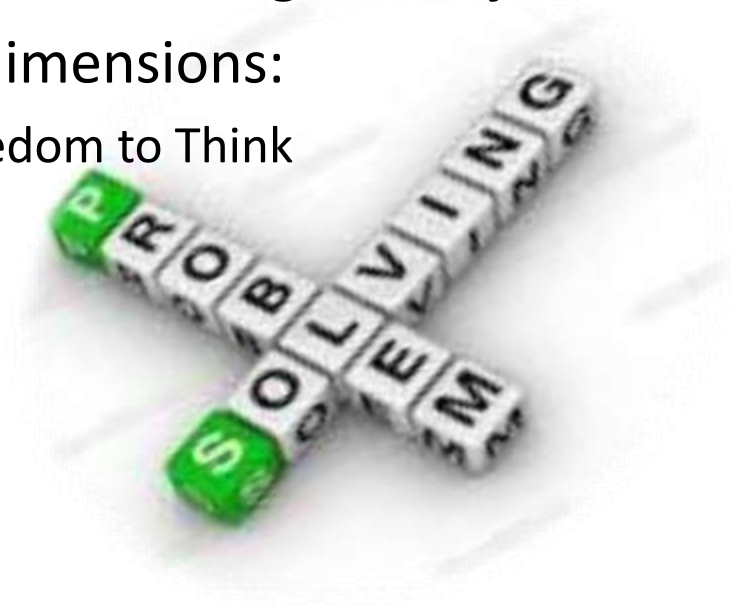


# KNOW-HOW FACTOR

- To achieve results, jobs must require a certain level of knowledge, skills & experience.
- Know-how is the factor we use to measure the sum total of knowledge required of a job, however gained.
- Know-how has three dimensions:
  - Practical/Technical Knowledge
  - Planning, Organizing, Integrating (managerial) /knowledge
  - Communicating & Influencing Skill

# Problem solving factor

- In utilizing know-how to achieve results, jobs are designed to analyze and resolve problems.
- Problem solving is the factor use to measure the nature & complexity of the problem & challenges that job must face.
- Problem solving has two dimensions:
  - Thinking Environment- Freedom to Think
  - Thinking Challenge

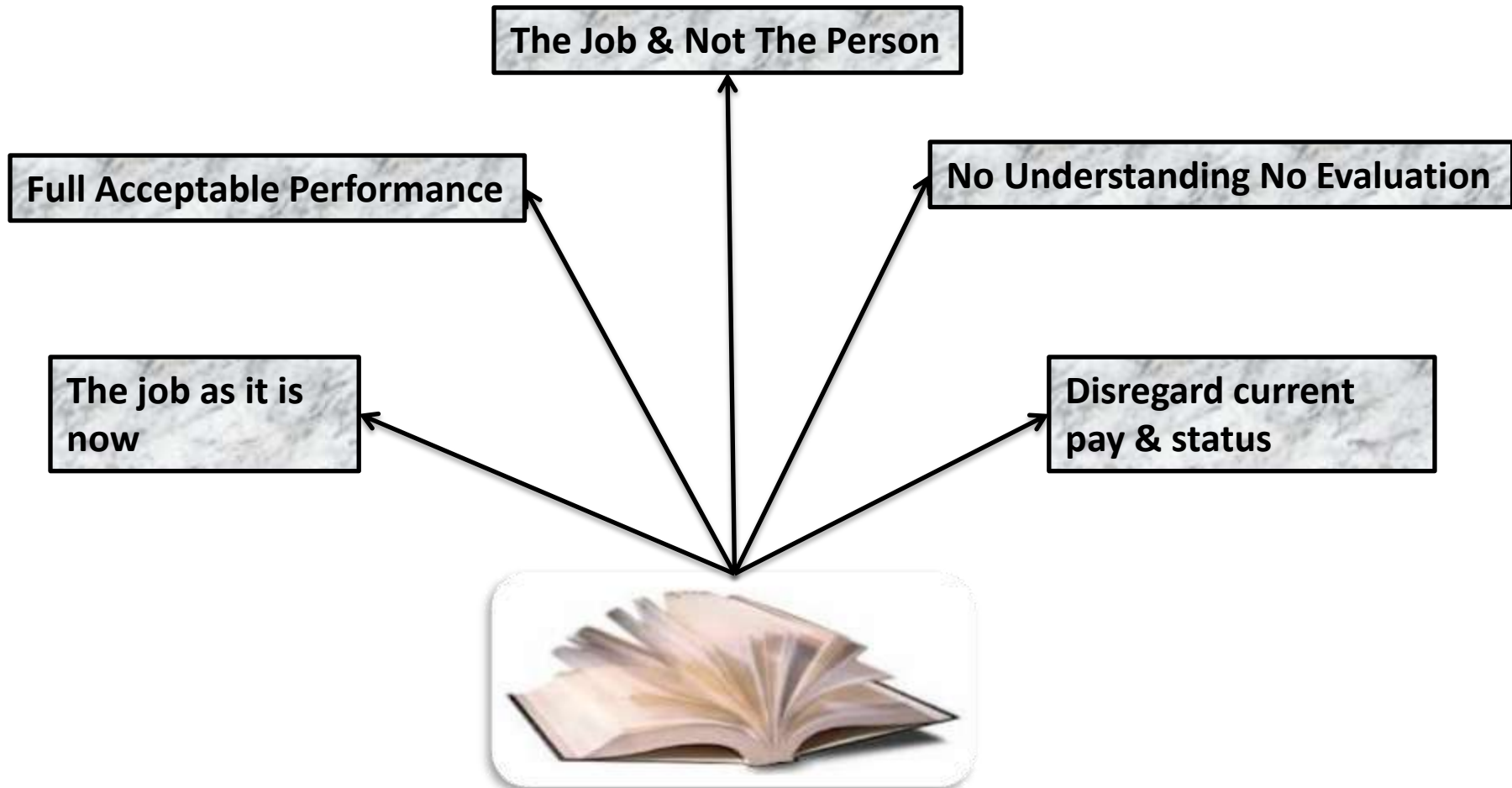


# Accountability Factor

- Based on the premise that all jobs exist to achieve results.
- Accountability is the factor used to measure out of the jobs.
- Accountability has three dimensions:
  - Freedom to Act
  - Nature of Impact
  - Magnitude (Area of Impact)



# Fundamental principles to be kept in mind when evaluating jobs





# Chart Factor Guide

## Know-How Factor





# Know-How

Sum total of every kind of capability , however acquired necessary for competent job performance.

- Know-How can be acquired through:
  - Formal education- engineering, finance, law, medicine, etc
  - Education & experience- programming, skilled traders, etc.
  - Experience- sales, supervision, etc
- Know-how has three dimensions:
  - Practical/Technical Knowledge
  - Planning, Organizing, Integrating (managerial) /knowledge
  - Communicating & Influencing Skill



# What Does Practical/ Technical Know-how Consider

- This is concerned with the depth & scope of knowledge. This is used to recognize increasing specialization (depth) &/or the requirement for a greater breadth (scope) of knowledge.

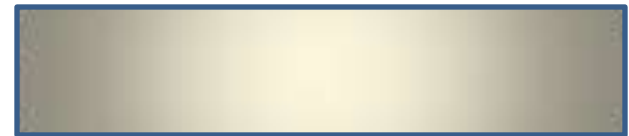
Deep & Narrow



Depth- Ranges from knowledge of simple work routines to unique & and authorized expertise.

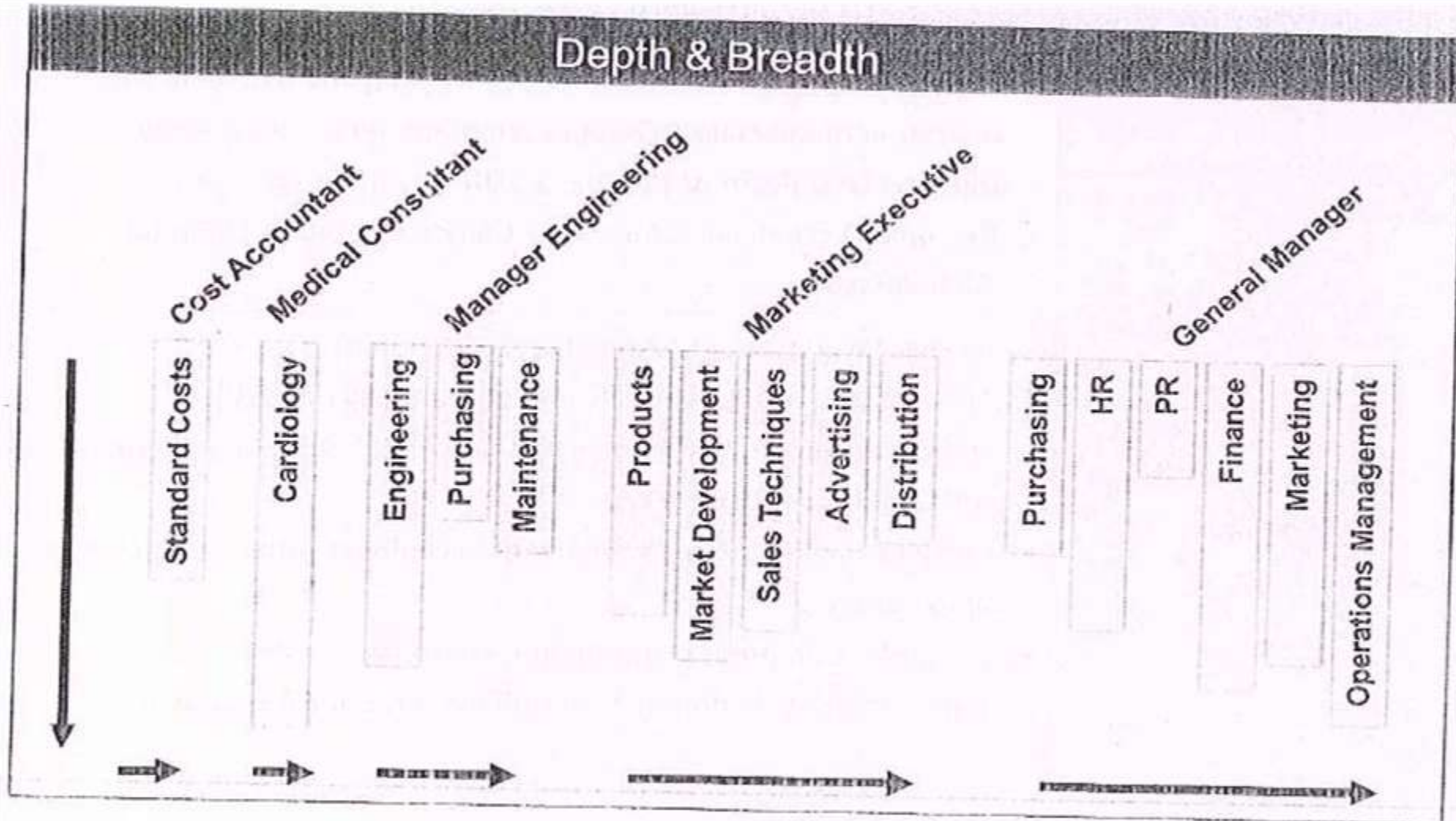
Board & General

G  
Managing Director



Scope-covers the variety of techniques, disciplines, processes, products, etc., from few to many, about which knowledge is required

# Practical/Technical Knowledge- Examples



# Evaluating Practical/Technical Knowledge

<b>A- Basic /Primary</b>	<ul style="list-style-type: none"><li>• Basic skills/ knowledge require only a few hour to learn &amp; reinforced by experience over a period of days.</li><li>• Simple procedures, detail instructions &amp; routine operations</li><li>• Primary/lower Secondary Education</li><li>• Example: mail room clerk, file clerk, assembler, laborer</li></ul>
<b>B- Introductory /Elementary vocational</b>	<ul style="list-style-type: none"><li>• Basic abilities in understanding established, standardized instructions, ability to utilize basic equipments</li><li>• Familiarization with standard work routines.</li><li>• Formal training &amp; reinforced by job experience months.</li><li>• Secondary Education</li><li>• Example: Typists</li></ul>

# Evaluating Practical/Technical Knowledge

## **C- General/ Process/ Procedural/ Practical Vocational**

- Procedural or systematic proficiency in use of somewhat diversified procedure & precedents; may involve facility in operation of specialized equipment of moderate complexity.
- Diploma Certificate/ 12<sup>th</sup> pass with 1 year experience.
- Example: Technical, Accounts Clerks, Computer Operator, Technicians.

## **D- Advanced Vocational/ Seasoned Practitioner**

- Broader & deeper technical understanding
- Specialized knowledge utilizing substantially diversified standards & precedents; may involve operation of equipment with significant complexity.
- Entry Level with professional degree/Diploma with relevant year of experience
- Example: Computer programmer, customer service representative, maintenance engineer, first-line supervisor

# Evaluating Practical/Technical Knowledge

## E- Professional

- Conceptual understanding & application of clearly defined policies & principles, define work practices, precedents, theoretical or scientific theory & functional principles. Understanding of why things are done important.
- Level of difficulties/ abstraction typically gained through years of experience
- Combination of experience & education.
- Degree with 5+year relevant experience
- Example: mid-level to upper mid level managers

# Evaluating Practical/Technical Knowledge

## F- Seasoned professional

- Proficiency in application of Knowledge in a broad, multifunctional field, or considerable depth & seasoning in a technical & specialized field.
- Degree with 12+ years of relevant experience
- Typical career top out level of technical know-how professions
- Example: Mainly Senior managerial positions



# Evaluating Practical/Technical Knowledge

## **G-Comprehensive professional/ Professional Mastery**

- Comprehensive Knowledge & experience in general management breadth &/or expert level of ability in highly technical areas.
- Positions generally have strategic importance to the organisation & represent the organization's leading expert in such an area.
- On technical side, requirements often exist for advanced degree or equivalent with similar experience
- Example: Senior executive (breadth) & technical top of technical career ladder in many organisation

## **•H- Authoritative**

- Recognized & accomplished industry/functional expert in a critical, technically complex & strategically important area.
- Rarely used, & where it is, associated with individual recognition & capability in order to organization need
- Example: World renowned scientists



# A Summary Of Practical/Technical Knowledge

LEVEL	TECHNICAL SKILL REQUIREMENTS	TYPICAL SKILL REQUIREMENTS	TRAINING NEEDED
A	BASIC	Literacy & ciphering skill needed	Very short on-the-job
B	INTRIDUCTORY	Semi-skilled/ simple repetitive assignment/uses of basics equipment	Short on job
C	GENERAL/ PROSESS/ PROCEDURAL	"Journey" level/specialized skills or equipment	Moderate, specialized training & experience
D	ADVANCED	Master vocational skills/ procedural proficiency	Vocational training & considerable experience
E	PROFESSIONAL	Disciplinary understanding/technical sufficiency	College degree or equivalent training experience
F	SEASONED RODESSIONA;	Technical, disciplinary proficiency	Advanced college study or equivalent training & experience
G	COMPREHENSIVE PROFESSIONAL	Broad management knowledge or deep technical knowledge	Extensive management or technically specialized experience.
H	AUTHORITATIVE	Pre- eminent knowledge & command of principles, theories & applications	Deep research- oriented experience in a scientific field or other learned discipline

## Exercise 2: what is the practical/ technical knowledge requirement for these 2 roles

Role 1- Plant Head of a Chemical Plant which manufactures 4 different types of chemicals & has end to end responsibility of all the plant functions such as Production, Maintenance, HR, Security, Administration, Quality etc.



Role 2- Secretary who manages all the administrative requirement of the finance department of an organization (e.g. booking flights, scheduling meetings etc.)

## Planning, Organizing, Integrating (managerial) Knowledge

- The knowledge required for integrating & managing activities & functions.
- It involves some or all the element of planning, organizing, coordinating, directing, executing & controlling over time.
- Managerial knowledge is related to the size of an organisation, functional and geographical diversity & time horizon.
- It may be exercised directly or in an advisory/consultative way.

# Planning, Organizing, Integrating (managerial) Knowledge

Management involved number of process, which are summarized, with examples below:

- Policy formulation
  - Defining direction & strategic goal
  - Establishing value, standards & guidelines
- Planning
  - Defining operational objectives
  - Resource allocation/ optimization
- Organization
  - Designing organizational structure
  - Developing decision making & work processes
- Implementation & Controlling
  - Deciding what to do
  - Doing it or getting it done



# Planning, Organizing, Integrating (managerial) Knowledge

**Planning, organizing & integrating (managerial) knowledge is rated higher the more the job holder has to :**

- Plan, organize, direct & control resources
- Trade off priorities & gains in one area with those in another
- Control diverse areas/ activities
- Operate to longer time-scales & horizons
- Integrated & harmonies functions which are in competition for resources & priorities.



# Planning, Organizing, Integrating (managerial) Knowledge

<b>T- TASK FOCUSED</b>	<ul style="list-style-type: none"><li>• Performance of the task or task which are highly specific as to objective &amp; content with limited awareness of surrounding circumstances and events.</li><li>• Examples: Small clerical roles “blue collar job”</li></ul>
<b>I - SPECIFIC</b>	<p>Performance or supervision of multiple activities which are specific as to objectives &amp; content. There is a requirement to interact with co-workers &amp; maintain an awareness of related activities</p> <ul style="list-style-type: none"><li>• Jobs are concerned with performing work or handling a workload</li><li>• Workload can be handled individually or by supervision of others.</li></ul>

# Planning, Organizing, Integrating (managerial) Knowledge

## ii- RELATED

Integration of operations or services which are generally related in nature & objective & where there is a requirement for co-ordination with associated functions.

- managerial concern for integrated & harmonizing related sub-functions.
- Requires substantial planning, budgeting & monitoring activity.
- Organizes resources to meet broad objectives for the future
- Requires the setting of priorities amongst competing demands or courses of action
- Individual contributors know & utilize the process of management to advise functional managers on how to manage.
- Example: Middle/Senior Management Roles



# Planning, Organizing, Integrating (managerial) Knowledge

## iii- DIVERSE

Operational or conceptual integration of functions of which are diverse in nature & objective or critical to the achievement of overall business goals.

- Multifunctional roles required to resolves conflicting priorities, allocate & human resources.
- Strategic diversity incorporating product/market diversity
- Functional completeness
- Geographic scope
- Examples: Senior Management roles





# Planning, Organizing, Integrating (managerial) Knowledge

## iv- BROAD

- Strategic integration & leadership of important business operations.
- Or
- Direction of a strategic function within & across the organization.
- Or
- Overall strategic integration & leadership of the organization ( depending on size & complexity)
  - Example : Senior Management Roles Heading Conglomerates

# Planning, Organizing, Integrating (managerial) Knowledge

\_\_\_\_\_ Individual performer assigned simple, specific task

-  Individual performer or supervisor.
-  Related managerial integration.
-  Diverse managerial integration.
-  Integration of broad major functions for the division

## **Exercise 3: What is Managerial Breadth for these 2 roles**

**Role 1-** Plant Head of a Chemical Plant which manufactures 4 different types of chemicals & has end to end responsibility of all the plant functions such as production, Maintenance, HR, Security, Administration, Quality etc.

**Role 2-** Sectary who manages all the administrative requirement of the finance department of an organization (e.g. booking flights, scheduling meetings etc.)

# Communicating & Influencing Skills



Person to person skills in the area of human relationships impacting outcomes of such interaction

Skills required to perform the positions at a 100% fully competent level.

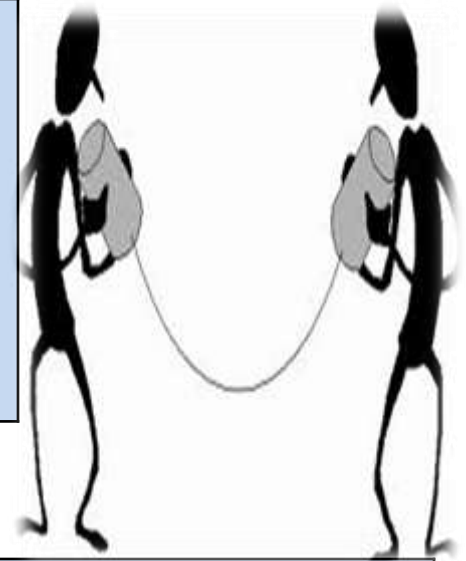


Nature of contact and end result expectation of interpersonal relationships are critical, not frequency of interpersonal interaction

# Communicating & Influencing Skills

## 1. Communication

- Commons courtesy, tact and effectiveness in dealing with others to meet their needs.
- Give & receive information, ask questions & get clarification.
- At a minimum, expected of every employee in the organization.



## 2. Reason

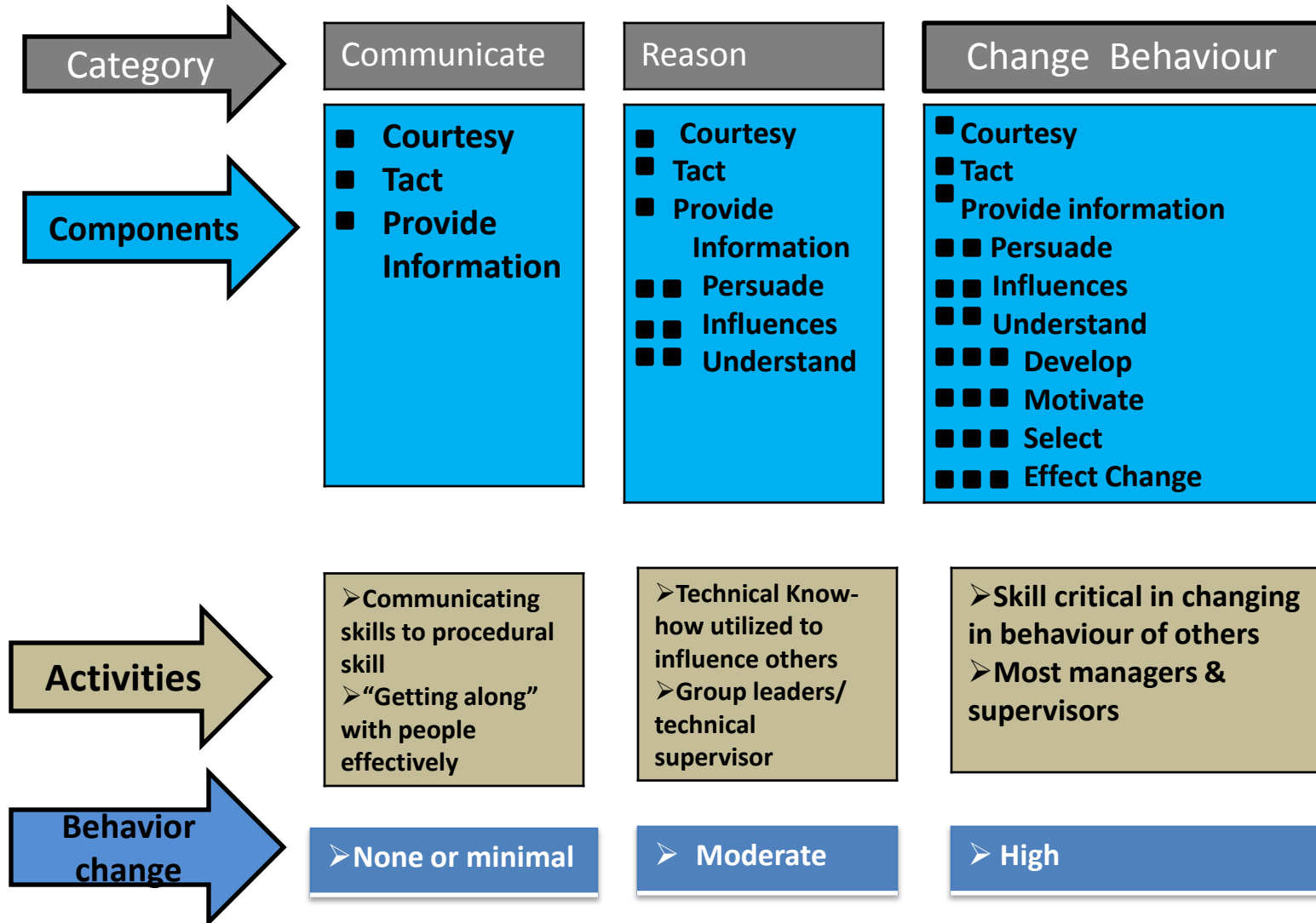
- Skills required to understand, persuade & influence outcomes.
- influences behavior, change opinions or turn a situation around.
- Examples: lead worker/ supervisor. Customer Service Representative, Technical Sales Representative







# Communicating & Influencing Skills



## Exercise 4: What are the Communication & influencing required for these 2 roles

- **Role1-** Plant Head of a chemical Plant which manufactures 4 different type of chemicals & has end to end responsibility of all the plant functions such as Production, Maintenance, HR, Security, Administration, Quality etc.



- **Role2-** Secretary which manages all the administrative requirement of the finance department of an organization(e.g. booking flight, scheduling meetings etc)

Know how slotting

# GUIDE CHART FACTORS PROBLEM SOLVING FACTOR



# Problem Solving

Problem solving is the amount & nature of thinking required in the job in the forms of analyzing, reasoning, evaluating, creating, using judgment, forming hypotheses, drawing inferences & arriving at conclusions.



Problem solving deals with the intensity of the mental process which uses know-How to identify & solve problem

Problem solving has two dimensions:

- Thinking Environment- Freedom To Think
- Thinking Challenge

# Thinking Environment- Freedom of thinking

**The degree to which thinking is constrained by rules, methods, procedures, precedents, policies, strategy, etc**



Thinking environment is limited by factors such as:


- Charter, mission & goals of the organisation/area
- Regulations/laws
- Department/Functional policies, practices & procedures
- Direct supervision/guidance expected to be provided



# Thinking Environment- Freedom of thinking

A. Strict routine	▪Thinking within very detail & precisely defined rules & instructions &/or continually present assistance.
B. Routine	▪Thinking within detailed standard practices & instructions &/or with immediately available assistance or examples.
C. Semi-routine	▪Thinking within well-defined, somewhat diverse, procedures with many precedents covering most situations &/or readily available assistance.
D. Standardised	▪Thinking within multiple, substantially different procedures, standards & precedents &/or access to assistance.
E. Clearly defined	▪Thinking within clearly defined policies, principle & specific objectives.
F. Broadly defined	▪Thinking within broadly defined policies & objectives.

# Thinking Environment- Freedom of thinking



Level	Overview	Job comprehension	Thinking guided by	Latitude permitted	Typical jobs
A	Strict routine	What to do	Simple rules & detail instruction	Rigid supervision	Production & Assembly Jobs
B	Routine		Established routines & standing instruction	Variation in sequence, continuous supervision	Recreationalist, Assembler, Clerical Jobs
C	Semi-routine	How to do	Somewhat diversified procedure & precedent	Organizing workflow in best sequence, interpret customs practices	Secretary, Accounting Clerk, Lead Worker, Technicians
D	Standardised	Told what to do: option on how	Somewhat diversified procedure & specialized standards	Choices of procedure & sequence of implications	Accountant, Engineer, First line supervisor, Jr. Management
E	Clearly defined	told what to do; free to think about how	Clearly defined policies & principles	Development of new procedure	Department Manager, Sr. Professional
F	Broadly defined	Told what to do in very broad terms	Board policies & specific objectives	Development of plant priorities & process to achieve objectives	Functional Executive, Sr. Management
G	Generally Defined	Free to think about all of the organization under board guidance	General policies & ultimate goals	Latitude to consider organizational direction	Core Executives, Board level position

## Exercise 5: What is the Thinking Environment for those 2 roles

- Role1- Plant Head of a chemical Plant which manufactures 4 different type of chemicals & has end to end responsibility of all the plant functions such as Production, Maintenance, HR, Security, Administration, Quality etc. *This role will receive guidance from the corporate regarding best practices in production technology, which products should be manufactured etc.*
- Role 2- Sectary who manages all the administrative requirement of the finance department of an organization (e.g. booking flights, scheduling meetings etc.). *This role will receive guidance from the corporate regarding how bookings should be made, what cost centers to use, who will provide approvals etc.*

# Thinking Challenges

- The complexity of the problems encountered & the extent to which original thinking must be employed to arrive at solutions.
- Concerned with the type of thinking predominantly used.
- The mental process used to resolve the problem (ranges from rote/instinct to deliberation/contemplation)

Variables that impact types of challenges:

- Quantity
- Complexity
- Abstractness
- Stability

*Challenges increases when variables constantly change*





# Thinking Challenges

1. Repetitive	•Identical situation requiring solution by simple choice of things learned.
2. Patterned	•Similar situations requiring solution by the discriminating choice between known alternatives.
3. Variable	•Different situation requiring the identification of issues, the application of judgment, and the selection of solutions within the area of expertise & acquired knowledge.
4. Adaptive	•Situation constantly requiring adaptation or development of new solution through analytical, interpretative, evaluative, creative & innovative thinking.
5. Uncharted	•Novel & path finding situations, requiring the development of new concepts & imaginative solutions for which there are no precedents.


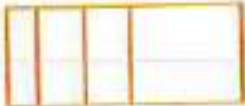
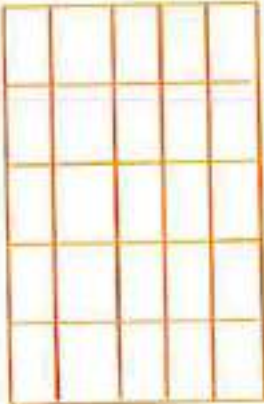


# Thinking Challenges

	1	2	3	4	5
Column1 ▼	Repetitive ▼	Patterened ▼	Variable ▼	Adaptive ▼	Uncharted ▼
Overview	"this is the answer"	"Which is the answer"	"where is the answer"	"Is this right Question"	"Change the Paradigm"
Situations encountered	Identical	Similar	Differing	Variable	Novel
Thinking Response	Simple Choice	Discriminating Choice	Search for Solution	Search Outstande Available Sources	Develop New Approaches
Thought Process	Recognize/ Recall	Recognize/ Recall Short	Recognize/ Recall Short Search	Recognize/ Recall Short Search Analyze Interpret Evaluate	Recognize/ Recall Short Search Analyze Interpret Evaluate Create
Typical jobs	Production Line Jobs	Middle Management Roles	Executive/ Senior Roles	Senior Professional, Strategic Management Roles	CEO, Core Exec Pure Research
	PREDIFINED SOLUTION ←				→ CREATED SOLUTION



# Simple Benchmarks For Scoring Thinking Challenge

Tend to be Reactive			Tend to be Proactive	
1	2	3	4	5
				
Solution found				
On one page	In one chapter	In one book	In the library	Must still be invented
Tends to be short to medium term			Tends to be medium to long term	
Will probably know the answer is right			Must wait to see effect of judgement	

## Exercise 6: What Is Thinking Challenge for these 2 roles

- Role1- Plant Head of a chemical Plant which manufactures 4 different type of chemicals & has end to end responsibility of all the plant functions such as Production, Maintenance, HR, Security, Administration, Quality etc. *This role will receive guidance from the corporate regarding best practices in production technology, which products should be manufactured etc.*
- Role 2- Sectary who manages all the administrative requirement of the finance department of an organization (e.g. booking flights, scheduling meetings etc.). *This role will receive guidance from the corporate regarding how bookings should be made, what cost centers to use, who will provide approvals etc.*

# Understanding of the Various Problem Solving percentages

PS%	Interpretation	Interpretation of Problem Solving Percentages
57	Functional strategy	Strategic direction
50	Functional policy	Strategic impact
43	Tactical content	Heavy tactical or light strategic
38	Broad operational; strong functional	Tactical or experienced professional
33	Operational or functional advisory	Heavy supervisory or technical professional
29	Junior operational/junior advisory	Supervisor or junior professional
25	Broad administration	Light supervisory or heavy clerical
22	Basic administration	Clerical with some reasoning
19	Light administration	Some element of initiative
16	Data input	Fairly routine procedures
<16	Basic clerical or manual	Very low degree of mental demands



# Relationship between Problem Solving & Know-How

- Typical combination, but do not use them as a rule of thumb!

Know-How Points	Problem Solving %														
50	10	12													
57	10	12	14												
66		12	14	16											
76			14	16											
87				16	19										
100					19	22									
115					19	22	25								
132						22	25	29							
152							25	29							
175								29	33						
200								29	33						
230									33	38					
264									33	38	43				
304										38	43				
350										38	43	50			
400											43	50			
460											43	50	57		
528												50	57	66	
608												50	57	66	
700												50	57	66	
PS Slots	A1	A1 B1	B1	B2	B2 C2	C2	C3	C3 D3	D3 E3	D4 E3	D4 E4	E4 F4	F4 G4	F5 G4	

# Problem Solving Slotting

e.g., D3+ (33%) 50  
B 3 → (29%)

		Thinking Challenge				
		1. Repetitive	2. Patterned	3. Variable	4. Adaptive	5. Uncharted
Thinking Environment	A. Strict Routine	10%	14%	19%	25%	33%
	B. Routine	12%	16%	22%	29%	38%
	C. Semi Routine	14%	19%	25%	33%	43%
	D. Standardized	16%	22%	29%	38%	50%
	E. Clearly Defined	19%	25%	33%	43%	57%
	F. Broadly Defined	22%	29%	38%	50%	66%
	G. Generally Defined	25%	33%	43%	57%	76%
	H. Abstractly Defined	29%	38%	50%	66%	87%
		10%	14%	19%	25%	33%
		12%	16%	22%	29%	38%
		14%	19%	25%	33%	43%
		16%	22%	29%	38%	50%
		19%	25%	33%	43%	57%
		22%	29%	38%	50%	66%
		25%	33%	43%	57%	76%
		29%	38%	50%	66%	87%
		33%	43%	57%	76%	100%

KH	PS	AC	Total
152	50	1	1
Bookkeeping Supervisor			

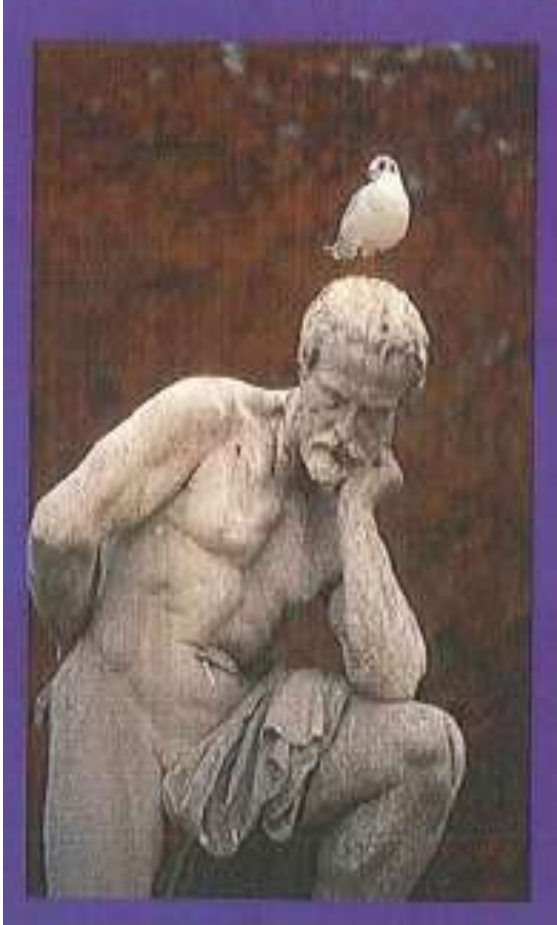
KH	PS	AC	Total
304	152	1	1
Principal Engineer			

KH	PS	AC	Total
700	460	1	1
Executive Vice President			

- Select the lower percentage in the cell unless there is pull up or down on Thinking Challenge and/or Thinking Environment.
- See point conversion table to calculate Problem Solving points.

# Table Of Content



7. Chart Factors- Accountability Factors

8. Quality Assurance

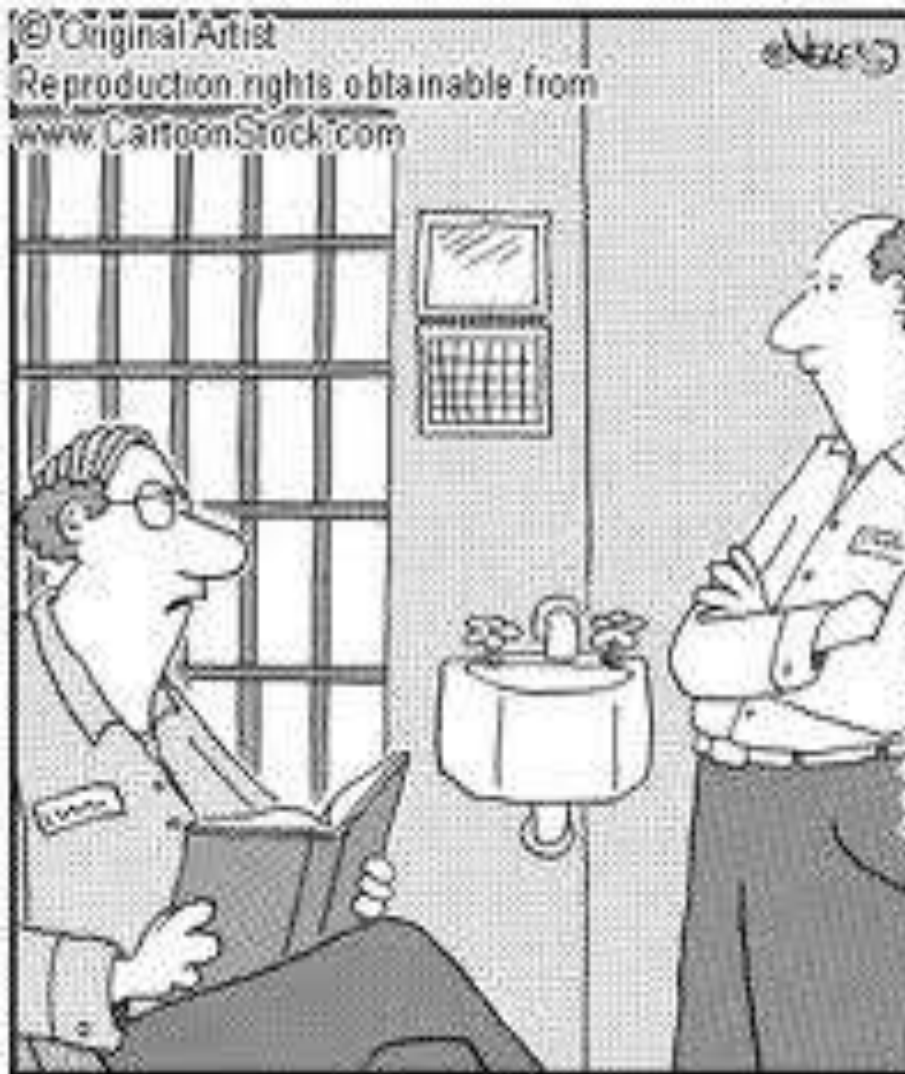
9. Job slotting

10. Implementation of Job Evaluation

11. Application of Job evaluation

12. Frequently Asked Question





*"When I was hired, the boss asked if I could handle a job with lots of accountability, and like an idiot, I said 'Yes!'"*

THE *accountability* RELIEF EFFORT...



## Chart Factors- Accountability Factors

# Accountability

Accountability assesses the extent to which a job/role is answerable for actions and their consequences.

- It measures the effect the position has on end results.
- Assume expected outcomes – not "worst case scenario."

Accountability has three dimensions:

- **Freedom to Act**
- **Nature of Impact**
- **Magnitude (Area of Impact)**



# Freedom to Act

- The extent to which the job/role decides on the measures & actions to be taken to achieve results.

Freedom to Act is a function of-

- Existence or absence of personal/procedural control & guidance
- Direct relationship to organizational structure
- Defines authority to act, to approve, to make decisions
- Related to time frame of impact of decisions



*"I realize our new, automated factory has made your job easier, but can you at least look busy?"*



# Freedom to Act

A. Closely controlled	<p>Operating within direct and detailed instructions with very close and continuous supervision.</p> <ul style="list-style-type: none"><li>▪ Told: <u>What</u> to do, <u>How</u> to do it, <u>When</u> to do it</li><li>▪ May be supervised by a machine or process</li><li>▪ Typical jobs: Production line jobs, shop floor workers etc</li></ul>
B. Controlled	<p>Subject to instructions and established work routines, under close supervision.</p> <ul style="list-style-type: none"><li>▪ Told to do as you are supposed to do</li><li>▪ Typical jobs: Technicians, clerical roles</li></ul>
C. Standardised	<p>Operating within standardised practices and procedures, general work instructions and supervision of progress and results.</p> <ul style="list-style-type: none"><li>▪ Told: Here is <u>what</u> and <u>how</u></li><li>▪ Told: <u>Keep me informed</u> on progress</li><li>▪ Typical jobs: First line supervisory jobs</li></ul>

# Freedom to Act

D. Generally regulated	<p>Operating within practices and procedures covered by precedents or well defined policies and review of end results.</p> <ul style="list-style-type: none"> <li>▪ Told: <u>Tell me when you have done it</u></li> <li>▪ Typical jobs: Engineer, Senior Accountant, Junior Management roles</li> </ul> <p><i>what is told how is it done when is it done</i></p>
E. Clearly directed	<p>Subject to broad practices and procedures covered by functional precedents and policies and managerial direction.</p> <ul style="list-style-type: none"> <li>▪ Told: This is what must be done</li> <li>▪ Typical Jobs: Department manager, plant manager</li> </ul>
F. Generally directed	<p>Subject to general direction and broadly defined policy objectives.</p> <ul style="list-style-type: none"> <li>▪ Typical Jobs: Senior management roles (generally CEOs, COOs etc)</li> </ul>

# Freedom to Act

## G. GUIDED

- Subject only to overall guidance on broad organizational objectives & collection of strategic policy
- Typical Jobs: Senior management roles (generally CEOs) MDs of every large business





# Exercise 7: Freedom to Act for these 2 roles

**Role 1** – Plant Head of a Chemical Plant which manufactures 4 different types of chemicals and has end to end responsibility of all the plant functions such as Production, Maintenance, HR, Security, Administration, Quality etc. This role will need to report to the regional CEO in relation to budgets, changes in production schedule, plant down time, senior level recruitments etc

**Role 2** – Secretary who manages all the administrative requirement of the finance department of an organization (e.g. booking flights, scheduling meetings etc). This role will report to the Administration Manager in relation to all approvals, attendance, sundry spending etc



# Magnitude (Area of Impact)

- How much of the organization is affected by the end results upon which the position can be measured? Why does the job exist?
- Magnitude and Impact are considered together (the nature of the impact on how much of the organization).
- What unit or function is most clearly and directly affected.
- Not a measurement of financial accountability.
- Represented by dynamic rupees in annualized terms – actual dollars are adjusted for inflation (AMI = accountability magnitude index – multiplier of 6.75 in 2009 dollars).
- Not intended to be a precise measure, but rather to put the job into the right broad category of responsibility.

# Magnitude (Area of Impact)

❖ Magnitude is expressed as follows-



- ☐ N – Non Qualified
- ☐ 1 – Very Small
- ☐ 2 – Small
- ☐ 3 – Medium
- ☐ 4 – Large

# Accountability Magnitude Index

- The Magnitude in your guide charts has been provided in the form of Indian Rupees
- In order to align the magnitude values to your country, please use the below Accountability Magnitude Index table

Country	Currency	0	1	2	3	4
India	INR	< 25 LACS	25LACS TO 2.5 CR	2.5 CR TO 25 CR	25 CR TO 250 CR	250 CR TO 2500 CR
Sri Lanka	LKR	< 4 million	4 million to 40 million	40 million to 400 million	400 million to 4 billion	4 billion to 45 billion
Singapore	SGD	< 92,000	92,000 to 920,000	920,000 to 9.2 million	9.2 million to 92 million	92 million to 920 million
Indonesia	IDR	<353.5 million	353.5 million to 3.535 billion	3.535 billion to 35.35 billion	35.35 billion to 353.5 billion	353.5 billion to 3535.0 billion



# Magnitude (Area of Impact)

## Operations

- Operating Budget
- Annual Payroll
- Expenses Controlled
- Units Produced
- Capital Budget
- Employees (Professional, Hourly, Managerial)

## Sales/Marketing

- Annual Sales Revenues
- Value Added
- Gross Margin
- Operating Budget
- Marketing Costs
- Employees (Professional, Clerical)

## Human Resources

- Total HR Costs
- Salaried Personnel Costs
- Hourly Personnel Costs

- Employees (Professional, Clerical)

## Purchasing

- Annual Cost of Purchases
- Department Budget
- Employees (Professional, Clerical)

## Financial

- Revenues
- Operating Costs
- Capital Budget

## Technical/R&D

- New Product/Service Revenues
- Average Annual Project Costs
- Average Annual Capital Budget
- Department Budget
- Employees (Professional, Clerical)

Question to be answered: What is the job designed to impact and in what way?

# Nature of Impact

## Impact of position on end results

- The nature of the influence (direct or indirect) the job has on end results (quantifiable or non-quantifiable).
  - Quantifiable: dynamic Rupees (revenues or expenses) in annualized terms (to ensure consistency when comparing jobs in this dimension).
  - Non-Quantifiable: not determinable or too small to be meaningful. Typically non exempt positions (receptionist, payroll clerk, production employee, etc.).
  - Organizational: may relate to impact on organization (e.g., total, group, divisional, department, unit).

Note: Impact is always viewed relative to magnitude or scope, which is the next factor.

# Nature of Impact

## Impact of Quantifiable positions

### Indirect (Support/Advise)

- Remote
  - Informational, recording services
  - Timely and accurate
  - Information used by others to make decisions
  - Primarily nonexempt
- Contributory *facilitates*
  - Interpretive, advisory or facilitating services
  - Measurable impact on results
  - Value-added
  - Staff functions
  - Project/Service orientation

### Direct (Makes Decisions)

- Shared
  - Team decision-making
  - Not shared with superiors/subordinates
  - Matrix structures
  - Facilitating orientation
- Prime
  - Line accountability
  - Controlling impact
  - Leadership, sponsorship, ownership orientation



# Nature of Impact

## Impact of Non-Quantifiable positions

### ■ I. Minor

- Incidental support with very indirect effects
- Clerk, Data Entry, Custodian

### ■ II. Moderate

- Support with indirect effects
- Secretary, Process Operator

### ■ III. Important

- Tasks that directly affect the results of the work unit
- Maintenance, customer service

### ■ IV. Critical

- Leadership for activities that directly effect the work unit
- Operators, lead workers



# Exercise 8: What is the Magnitude & Nature of Impact for those 2 roles

Role 1-Plant Head of a Chemical Plant which manufactures 4 different types of chemicals & has end to end responsibility of all the plant functions such as Production, Maintenance, HR, Security, Administration, Quality etc.



Role2- Secretary which manages all the administrative requirement of the finance department of an organization(e.g. booking flight, scheduling meetings etc)

# Accountability Slotting

e.g., C 1 P 66

Freedom to Act	Magnitude Impact	1) Very Small				2) Small				3) Medium			
		R	C	S	P	R	C	S	P	R	C	S	P
A. Closely Controlled		10 12 14	14 16 19	19 22 25	25 29 33	14 16 19	19 22 25	25 29 33	33 38 43	19 22 25	25 28 33	33 38 43	43 50 57
B. Controlled		16 19 22	22 25 29	29 33 38	38 43 50	22 25 29	29 33 38	38 43 50	50 57 66	29 33 38	38 43 50	50 57 66	66 76 87
C. Standardized		25 29 33	33 43 50	43 50 57	57 66 76	33 38 43	43 50 57	57 68 75	76 87 100	43 50 57	57 66 76	76 87 100	100 115 132
D. Generally Regulated		33 43 50	50 57 66	66 76 87	87 100 115	50 57 66	66 76 87	87 100 115	115 132 152	66 76 87	87 100 115	115 132 152	152 175 200
E. Clearly Directed		57 66 76	76 87 100	100 115 132	132 152 175	76 87 100	100 115 132	132 152 175	175 200 230	100 115 132	132 152 175	175 200 230	230 264 304
F. Generally Directed		87 100 115	115 132 152	152 175 200	200 230 264	115 132 152	152 175 200	200 230 264	264 304 350	152 175 200	200 230 264	264 304 350	350 400 450
G. Guided		132 152 175	175 200 230	230 264 304	304 350 400	175 200 230	230 264 304	304 350 400	400 450 528	230 264 304	304 350 400	400 450 528	528 608 700
H. Strategically Guided		200 230 264	264 304 350	350 400 460	460 528 608	264 304 350	350 400 460	460 528 608	608 700 800	350 400 460	460 528 608	608 700 800	800 920 1056
I. Generally Unguided		304 350 400	400 460 528	528 608 700	700 800 920	400 460 528	528 608 700	700 800 920	920 1056 1216	528 608 700	700 800 920	920 1056 1216	1216 1400 1600
KH PS AC Total		KH PS AC Total				KH PS AC Total				KH PS AC Total			
152   50   66   268		304   152   132   588				700   460   608   1768							
Bookkeeping Supervisor		Principal Engineer				Executive Vice President							

\* Select the middle number in the cell unless there is pull up or down on any of the factors. However, Freedom to Act is weighted the heaviest.

# Job Size



Know How



Problem Solving



Accountability



Job Size



# Quality Assurance



# Job Shape / Short Profile

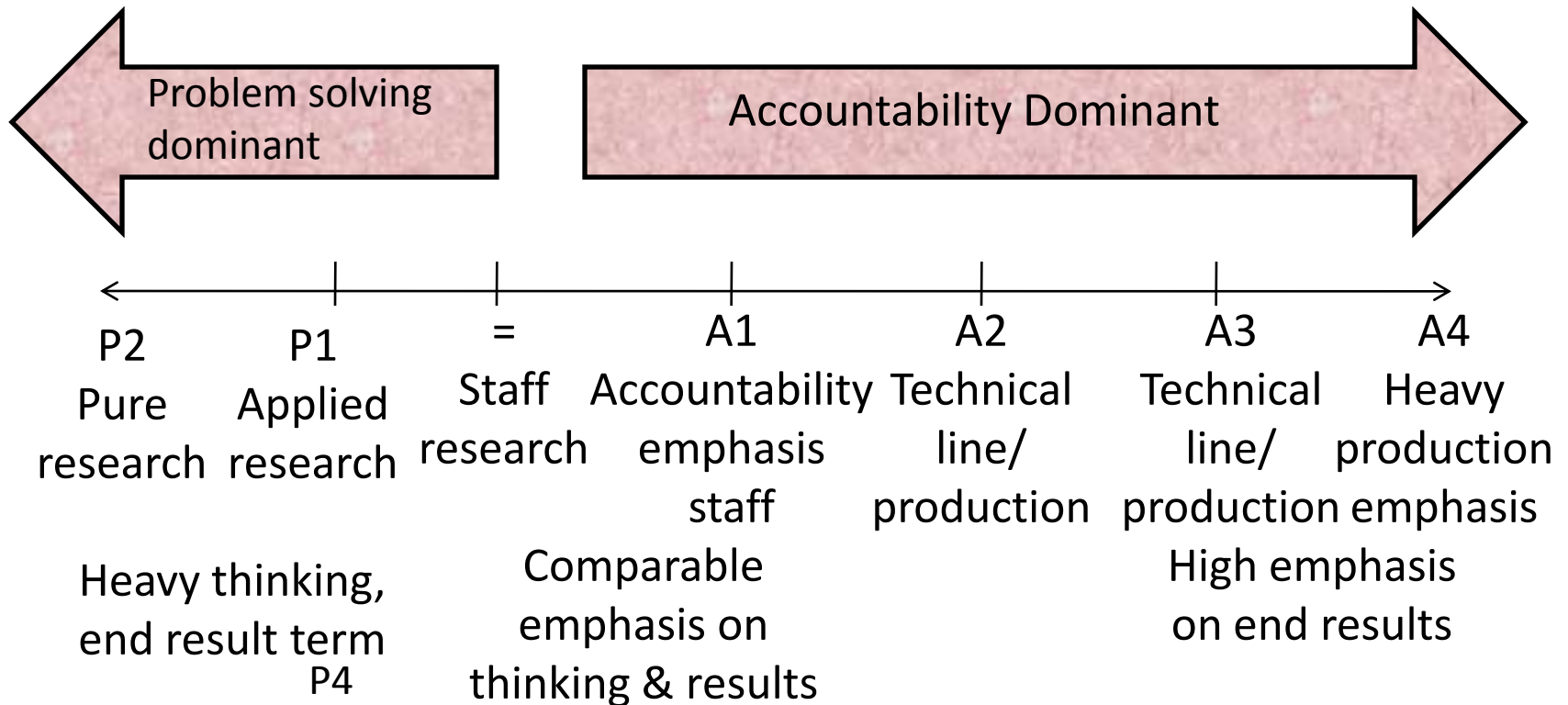
- Evaluation Factors can be compared within a job(i.e., the relationship between Problem & Accountability)
- Job “shape” or Short Profile is the relationship between Problem Solving points & Accountability points.
- To calculate :
  - Find Problem Solving Points on the Step Value table
  - Count up or down until you reach the Accountability Points
  - If you counts up two levels, the job is said to be +2 or A2 or “up2.” if you count down one level, the job is said to be -1 or p1 or “down 1.” if the points are equals, the job is said to be = or level





# Evaluation types

- Relationship between factors- Accountability to Problem Solving





Our research indicate that the job Shape/Short Profile will vary depending on the type of the job- therefore alignment between the 2 is critical

ACC>PS: "A Profiles

PS>ACC: "P" Profiles

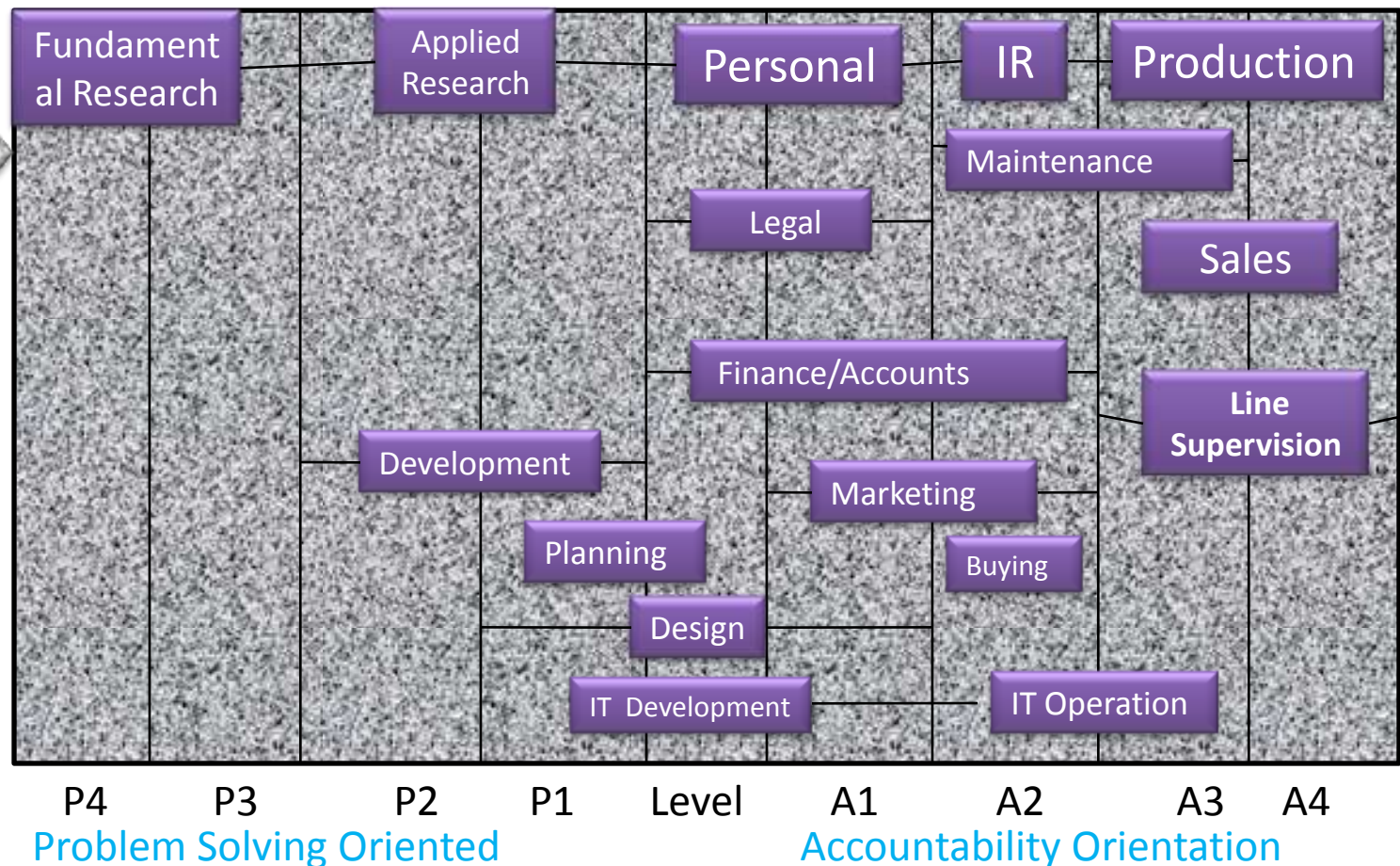
PS=ACC : Level Profiles

*'Research & Development'*

*'Staff/Support'*

*'Line'*

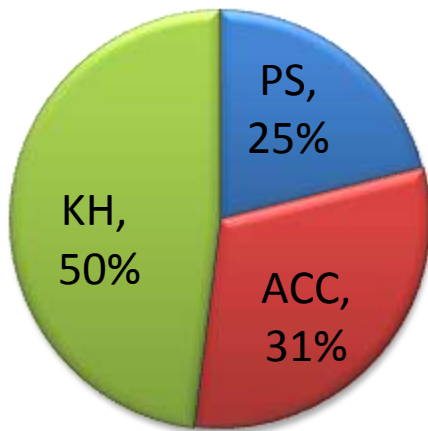
Typical  
profiles of  
different  
functions



# Sample Job profile

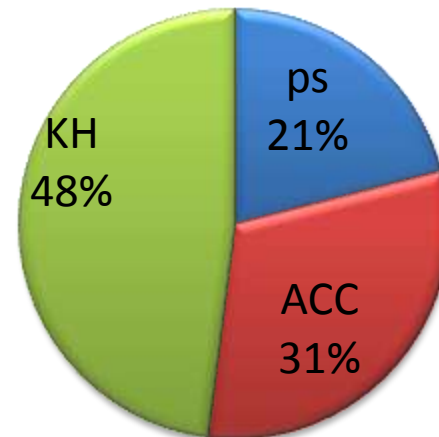
## Specialist v\ s Line Manager

Specialist



GI+2	=	400
F4(50%)	=	200
E4C	=	200
		<hr/>
		800

Line Manager



FII3	=	400
E4(43%)	=	175
E3P	=	264
		<hr/>
		839

We have done the evaluation & the desired profile but does that mean that we have got the evaluation right?



The final check we need to do before freezing on our evaluation is called “sore thumbing” i.e. does any factor stick out like a sore thumb?

KH   PS   ACC

D   E   D

E   D   D

F   E   F

F   F   F

F   E   D



Comment

Inappropriate. More thinking than Know-How to think

Acceptable

Inappropriate. More freedom to act

Acceptable

Possible. May be underutilizing incumbent



# Example: is it possible for the boss & the Subordinate to have the same Freedom To Act?

## Hierarchical

### Boss

F II 3	400
F 4 (50%)	200
E 3+ P	304
	<hr/>
	904 A3

### Subordinate

E+ II- 2	264
E 3+(38%)	100
E 3- C	132
	<hr/>
	496 A2

Same Freedom to Act!

Can we explain the gap between the jobs:

- In total ?
- In each factor?

Are judgements appropriate hierarchically?

Do we understand why there are differences in shape?

Example: is it possible that 2 Managers at the Same grade have a such a huge difference in evaluation Scores?

Horizontal

Manager Dept A		Manager Dept B	
E+ II 3	350	E I+ 3	264
E 3+(38%)	132	D+ 3(33%)	87
E 2 P	200	D+ 3 C	115
	<u>682 A3</u>		<u>466 A2</u>

Can we explain the distance between the jobs:

- In total?
- In each factor?

Do we understand why there are differences in shape?





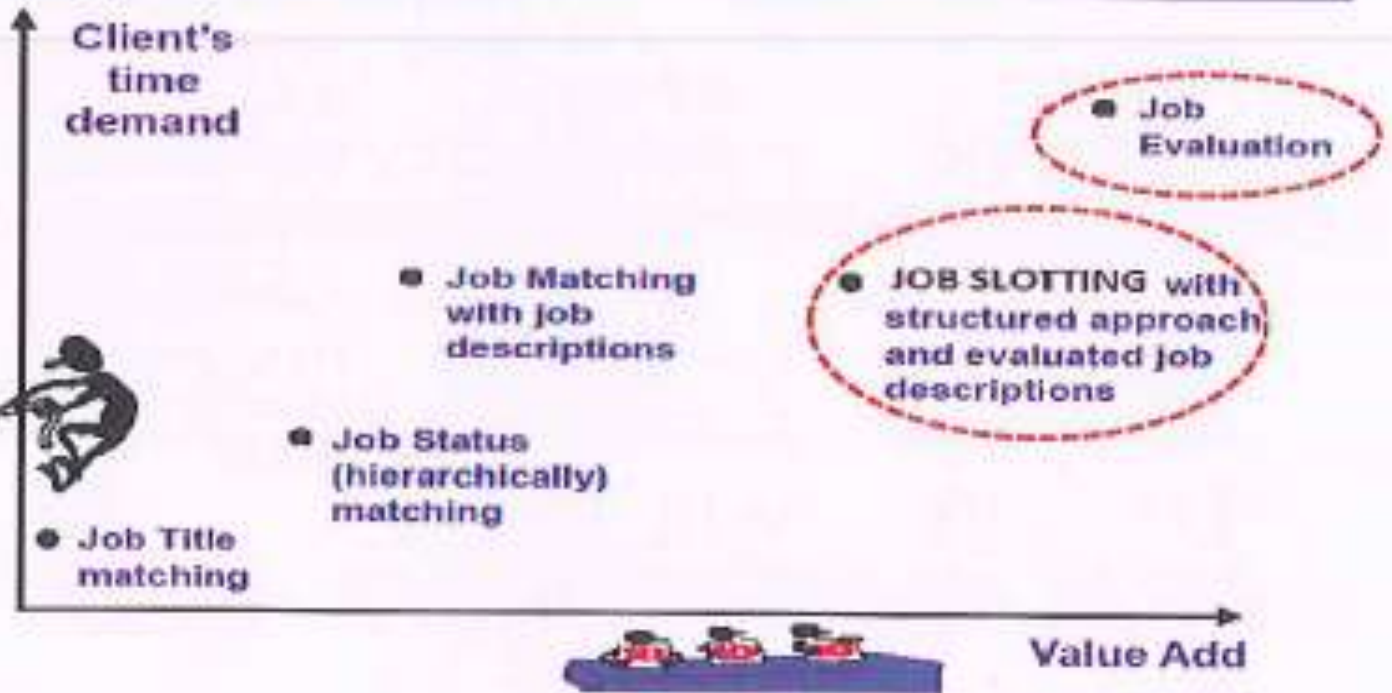
# JOB SLOTTING



# JOB SLOTTING



## *Different methods for job comparisons*



# JOB SLOTTING

*Job Slotting is a method used to align jobs to a relativity framework, anchored around evaluated benchmark roles*

*The output from a job slotting exercise would entail allocating Hay reference levels to all jobs in the business.*

# How Do We Slot Jobs?

- We use a **Relativity Matrix** of jobs, organized by job family (Vertically) and Hay reference levels (Horizontally)
- For your own operating companies, such a matrix will also exist
- Based on **decision rules**, we will slot each job role into a "box" in this matrix, hence attaching a relevant reference level to the job role
- This will allow us to make **consistent comparisons** across job families within and across operating companies.



# How Do We Slot Jobs?

**ILLUSTRATION : - To Slot a Head Mechanical Maintenance role in the framework below**

Columns: The columns in this framework represent a job family/ sub job family

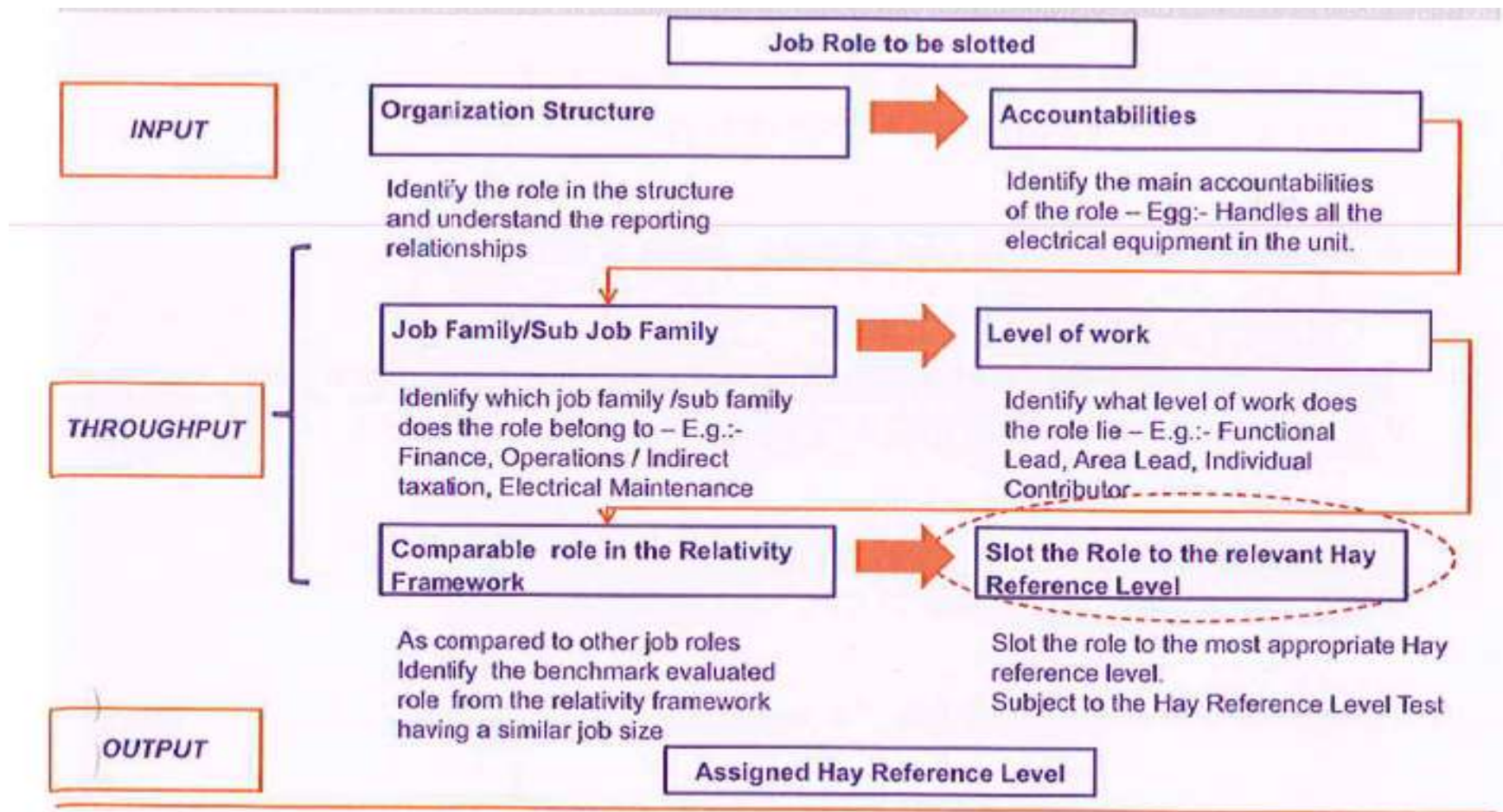
Role Relativity Framework based on the evaluation of the identified benchmark roles in M5- M11

Hay Levels	Maintenance	Operations	Finance	Human Resources	Procurement
19	Head Maintenance				Role G
18					
17		Role F			Role D
16					
15	Manager Mechanical Maintenance		Role A		

Rows:- Each row in the framework consists of a single Hay Reference Level.



# Decision Rules for Job Slotting



# Hay Reference Level Test

If the comparative job role :-

- a) Definitely feels like a different, bigger job
- b) But feels like a comfortable, natural step up
- c) Is seen as a natural "career ladder" move
- d) It is possible to make the jump to be performing fully within weeks or 2-3 months

This is a just noticeable difference of 1 Hay Reference Level.

If the comparative job role :-

- a) Feels like a different and bigger role altogether
- b) Takes some time to adjust to – a period of months
- c) Is a "real", rather than a career ladder promotion
- d) Means that you consider it to be a solid role change / promotion

This is a clear difference of 2 Hay Reference Levels.

If the comparative job role :-

- a) Is much bigger than anything you are used to – a different world entirely
- b) Sees you struggle to make the step up, and there is doubt as to whether you will succeed.
- c) If successful, full competence would take at least a year or more.

This is a very obvious difference of 3 Hay Reference Levels.

# Implementation of Job Evaluation





# Alternative Evaluation Approaches

	HR evaluates	HR evaluates With Line Manager Input	HR establishes grading structure, line populates	Committee / Panel based
Advantages	<ul style="list-style-type: none"> <li>• Good knowledge of evaluation Methodology</li> <li>• Low resource utilisation</li> </ul>	<ul style="list-style-type: none"> <li>• Line Involvement increases acceptance</li> <li>• Greater understanding of jobs</li> </ul>	<ul style="list-style-type: none"> <li>• Local Ownership</li> <li>• Job Information gathered via short questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>• Seen as Democratic Process</li> <li>• Best level of acceptance</li> </ul>
Disadvantages	<ul style="list-style-type: none"> <li>• No ownership by line – low credibility</li> <li>• Shallow knowledge of jobs – detailed documentation required</li> </ul>	<ul style="list-style-type: none"> <li>• Still seen as centralised control</li> </ul>	<ul style="list-style-type: none"> <li>• Maintaining consistency</li> <li>• Maintaining standards</li> </ul>	<ul style="list-style-type: none"> <li>• High resource utilisation</li> <li>• Slow turnaround</li> <li>• Detailed position documentation required</li> </ul>

# Factors not considered in the Job Evaluation & Slotting process

- Individual qualifications, performance, length of service, past or expected future status, gender, race, religion, etc.
- Negative performance or possible impact of errors.
- Existing internal pay relationships.
- External market conditions.





# JE & JS Team Ground Rules

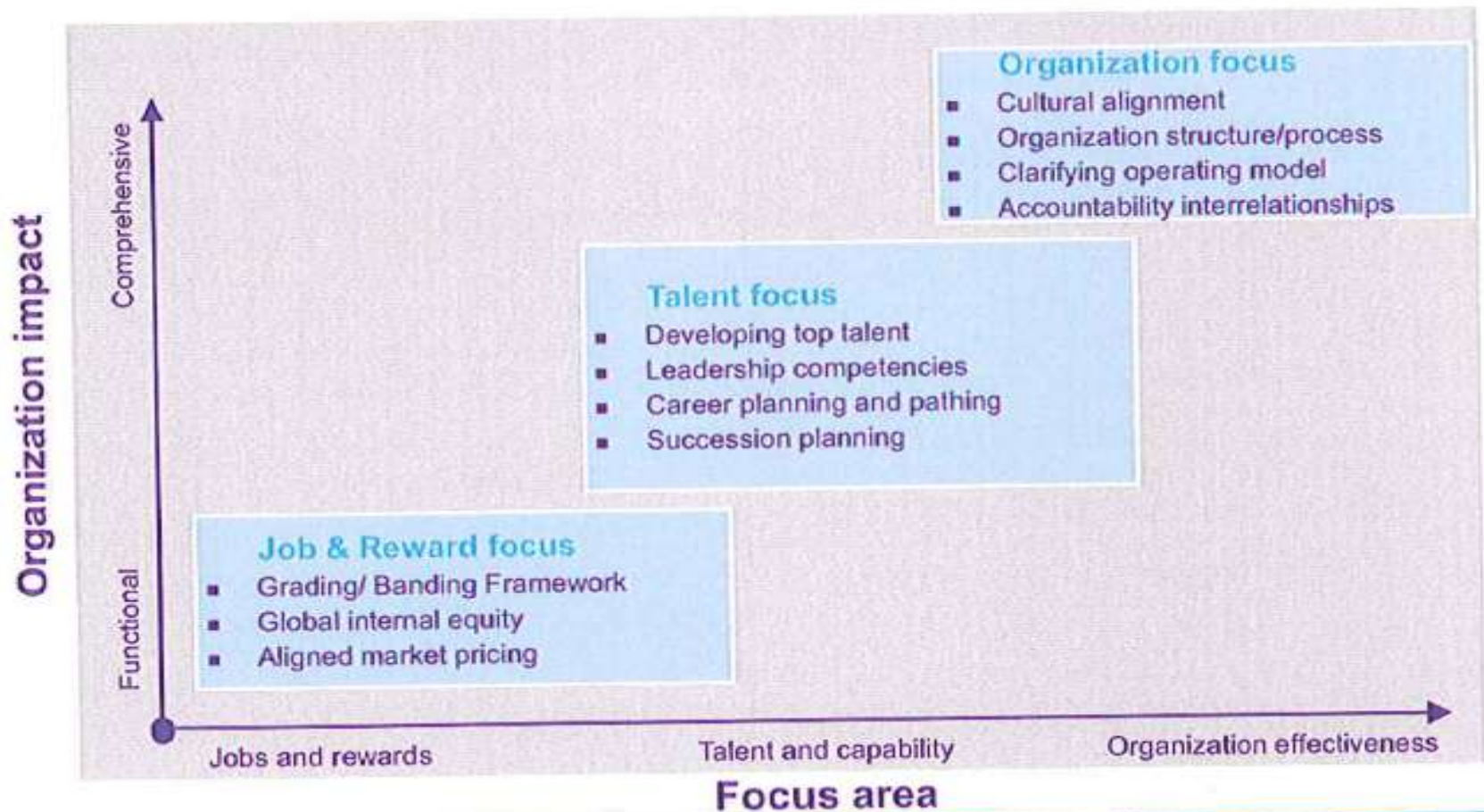
There are several guidelines to consider during the process of job evaluation and slotting. These include:

- Do not bargain or negotiate during the job evaluation process.
- Discussions about jobs are confidential.
- All job slots are team decisions.
- Each member should actively participate in the process.
- Decisions reached by consensus (not votes) are preferred.
- If the team cannot reach consensus within a reasonable amount of time, either get more information or table the job until later.

# Applications of Job Evaluation



# Job Evaluation Methodology Spans All Focus Areas





Job focus – job evaluation enables organizations to design jobs which are aligned to their operating model & a robust reward architecture to keep the job holders motivated



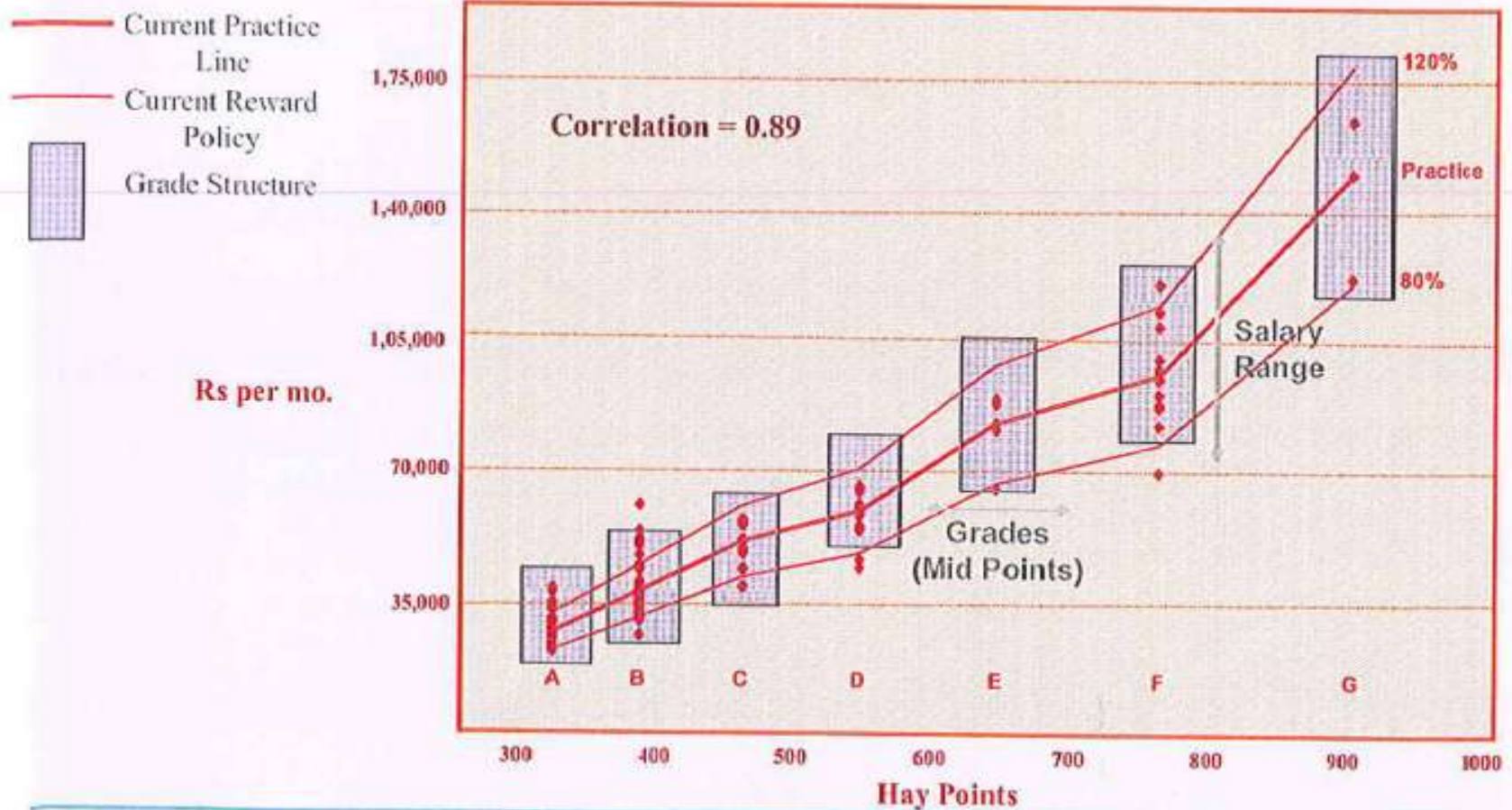


Hay levels can be clustered into management bands and this banding framework can be used to take all policy related decisions

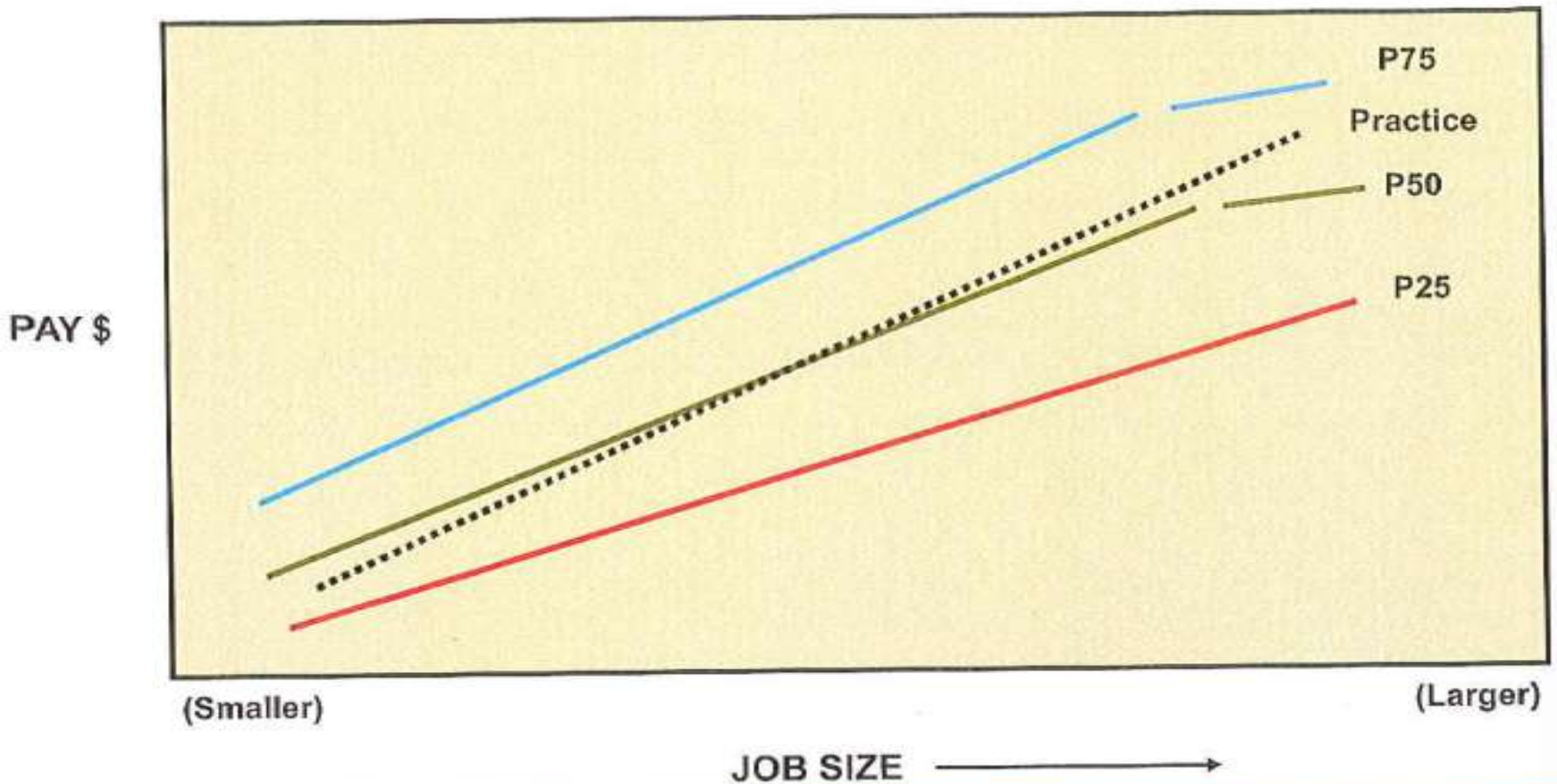
Bands	Area/ scope	Band Definition	Level
O	Group	<b>Governance Band</b> – Drive overall strategy and direction of the sector from a perspective of current business growth and new areas of growth	27
			26
A	Group/ Business	<b>Group Management Band</b> – Roles that are responsible for single large site, cluster of sites or large businesses at a site from an strategic, operational and administrative perspective.	25
			24
			23
B	Business/ Large Function	<b>Top Management Band</b> – Roles with operational and administrative responsibilities for secondary businesses at a site; large scale plants within a single site which are comparable in scale and complexity to secondary businesses; from a strategic operational and administrative perspective. Functional roles which are responsible for critical functions which impact site efficiency and operations	22
			21
			20
C	Unit/ Medium Sized Function	<b>Senior Management Band</b> - Purely operational roles which are only responsible for the functioning of large units within a plant. Functional roles are primarily responsible for managing critical but medium size functions	19
			18
D	Smaller Unit/ Large Sub Unit or Function	<b>Middle Management Band</b> - Purely operational roles which are responsible for smaller units, large sub units or functions. Functional roles which are either business partners at the plant level or managing smaller functions at the corporate	17
			16
E	Medium or Small Sub Unit/ Large Process Incharge	<b>Junior Management Band</b> - Purely operational roles which are responsible for smaller sub units; large departments within sub units; production shifts or critical production processes to ensure production targets are met. Functional roles are either managing small non-critical functions or departments	15
			14



By comparing across & within, Hay Level, HR manager can get a clear indication of internal equity



An organization's salary levels can be compared vis-à-vis the market using Hay Levels (instead of gross title match) offering more accurate market positioning



# Grading/ Banding framework enables organizations to design & implement reward related decisions in a structured & consistent manner

## Grade Structure



## Strategy Direction

Base Salary	Total Cash	Market
Median	3rd Quartile	Executives
Median	Median	Peer Group
Median	Median	Peer Group
Median	Median	Local
1st Quartile	Median	Local

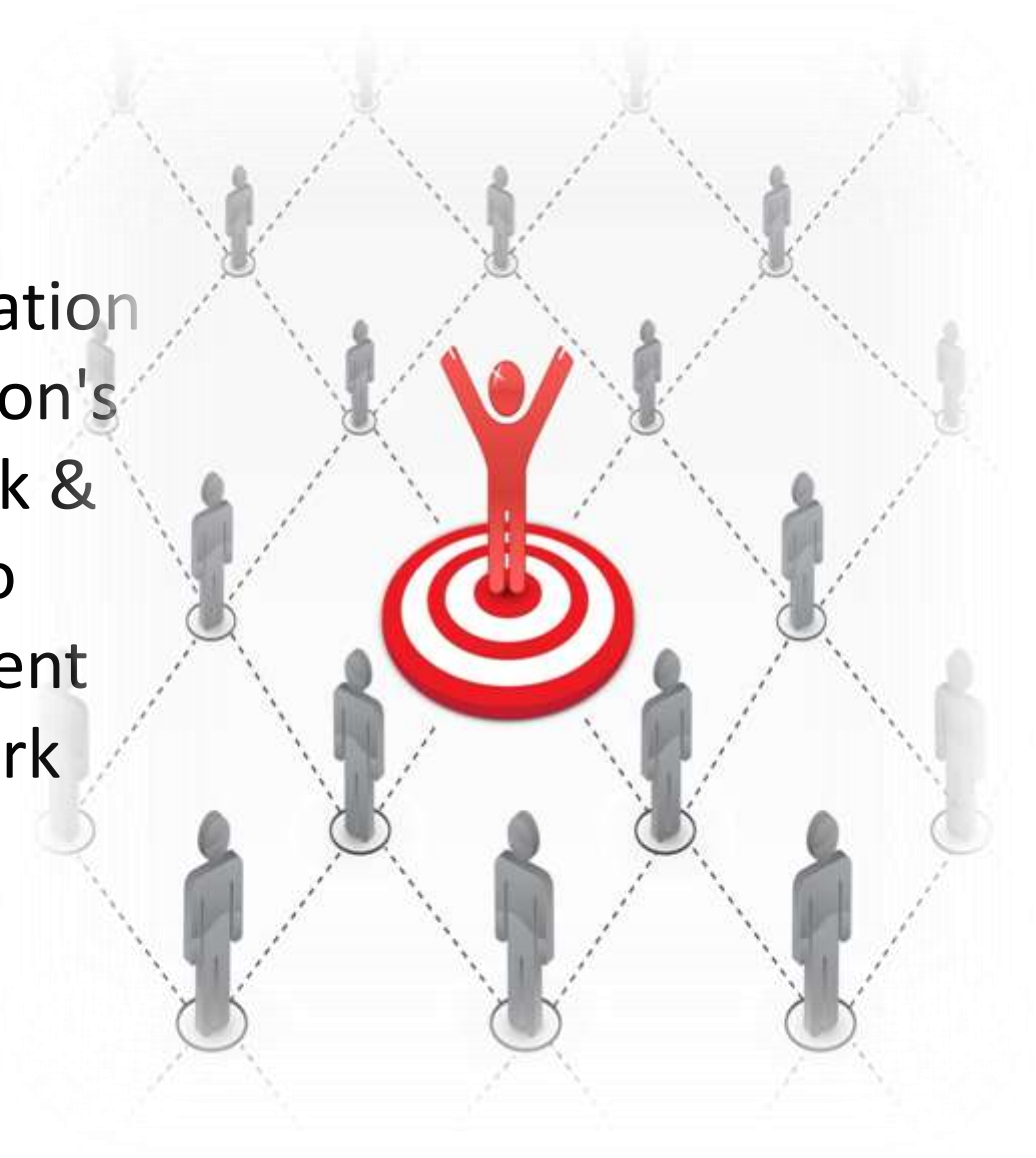
GRADE	HAY PTS	SALARY RANGE				
		MINIMUM	AVERAGE			MAXIMUM
STRUCTURE	MID POINT	80%	90%	100%	110%	120%
		I	II	III	IV	V
25	1136	3.200	3.600	4.000	4.400	4.800
24	988	2.712	3.051	3.390	3.729	4.068
23	860	2.298	2.585	2.873	3.160	3.447

## Analysis and Recommendations

- Cost Analysis
- Payroll Impact
- Individual Analysis
- Implementation Guidelines

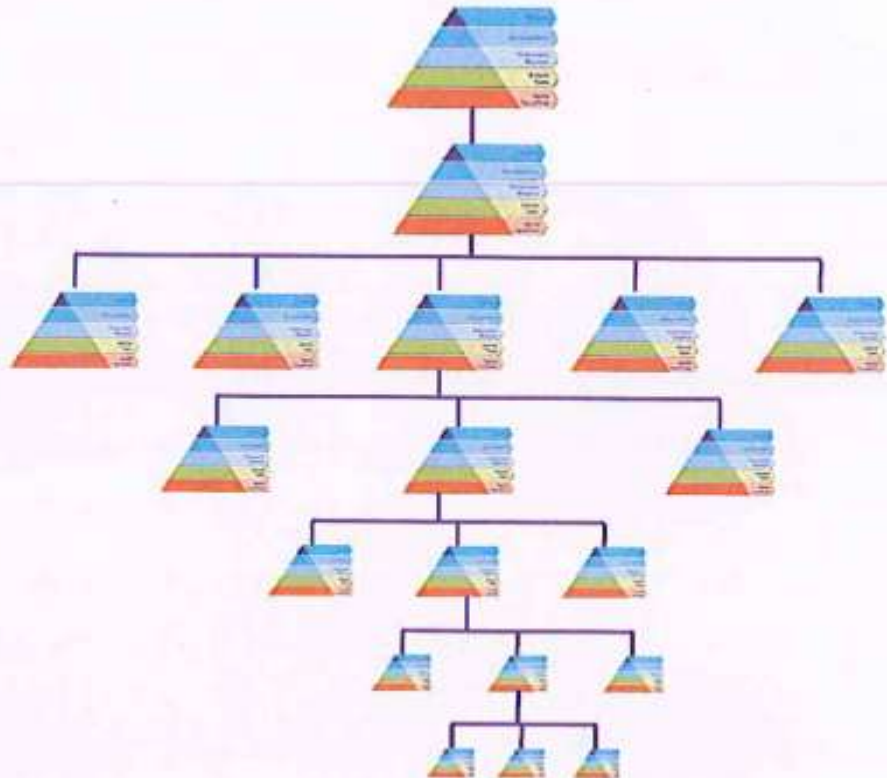


- Talent Focus-Job Evaluation aligns to the organization's competency framework & enables organization to developed a robust talent management framework



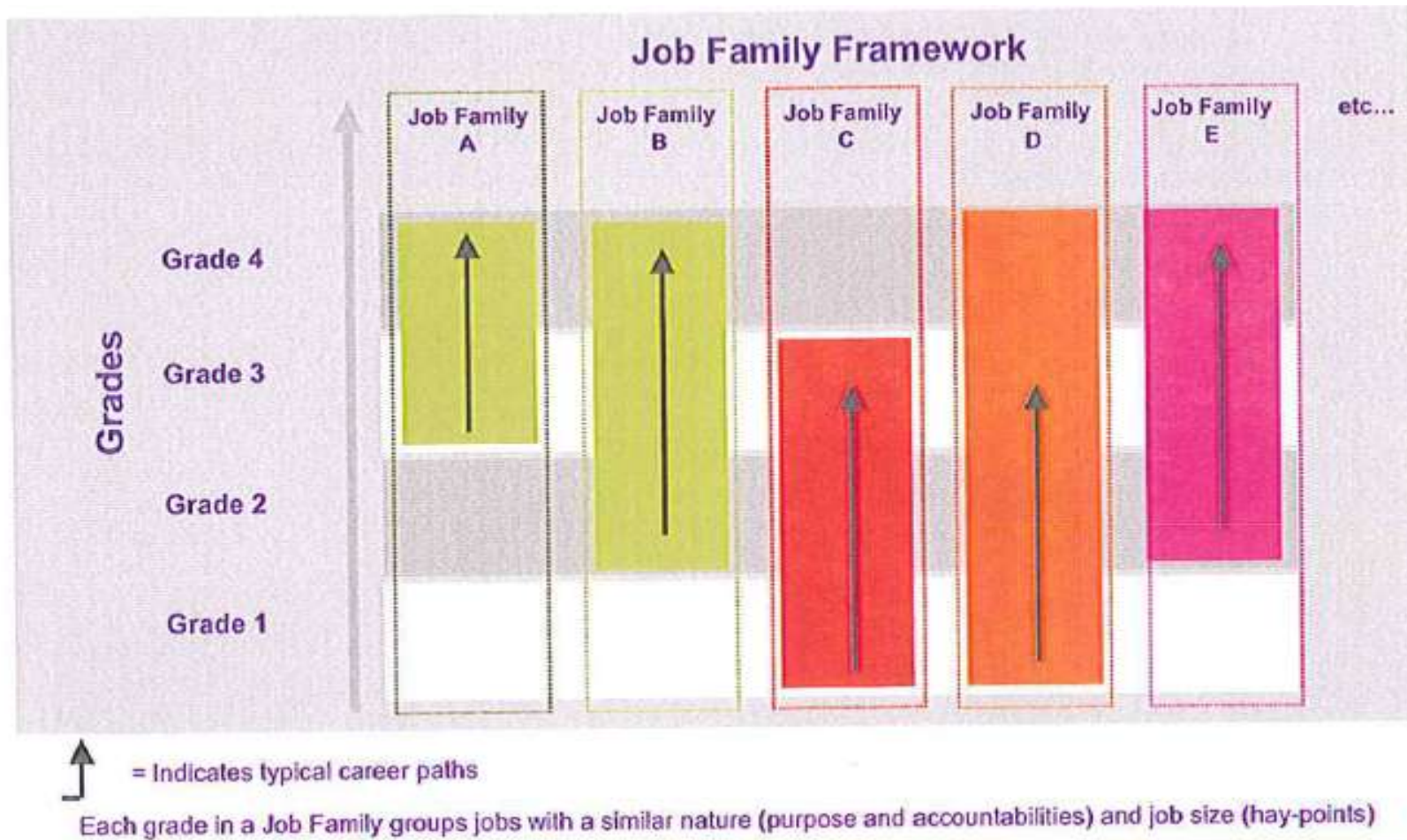
# JE enables HR managers to challenge the fundamental design of each roles & ensure minimal role overlaps across the organization

- Accountabilities and performance measures cascade down the organisation from the Top Job.
- Emphasis and focus will change as they move down.
- All accountabilities and performance measures at the lower levels should have a clear connection to accountabilities and performance measures at a higher level.
- Job/Org design should consider what is being passed down to each job and what is being passed down to its direct reports.
- Provide direct reports with the Boss's position description with accountabilities and performance measures clearly stated.





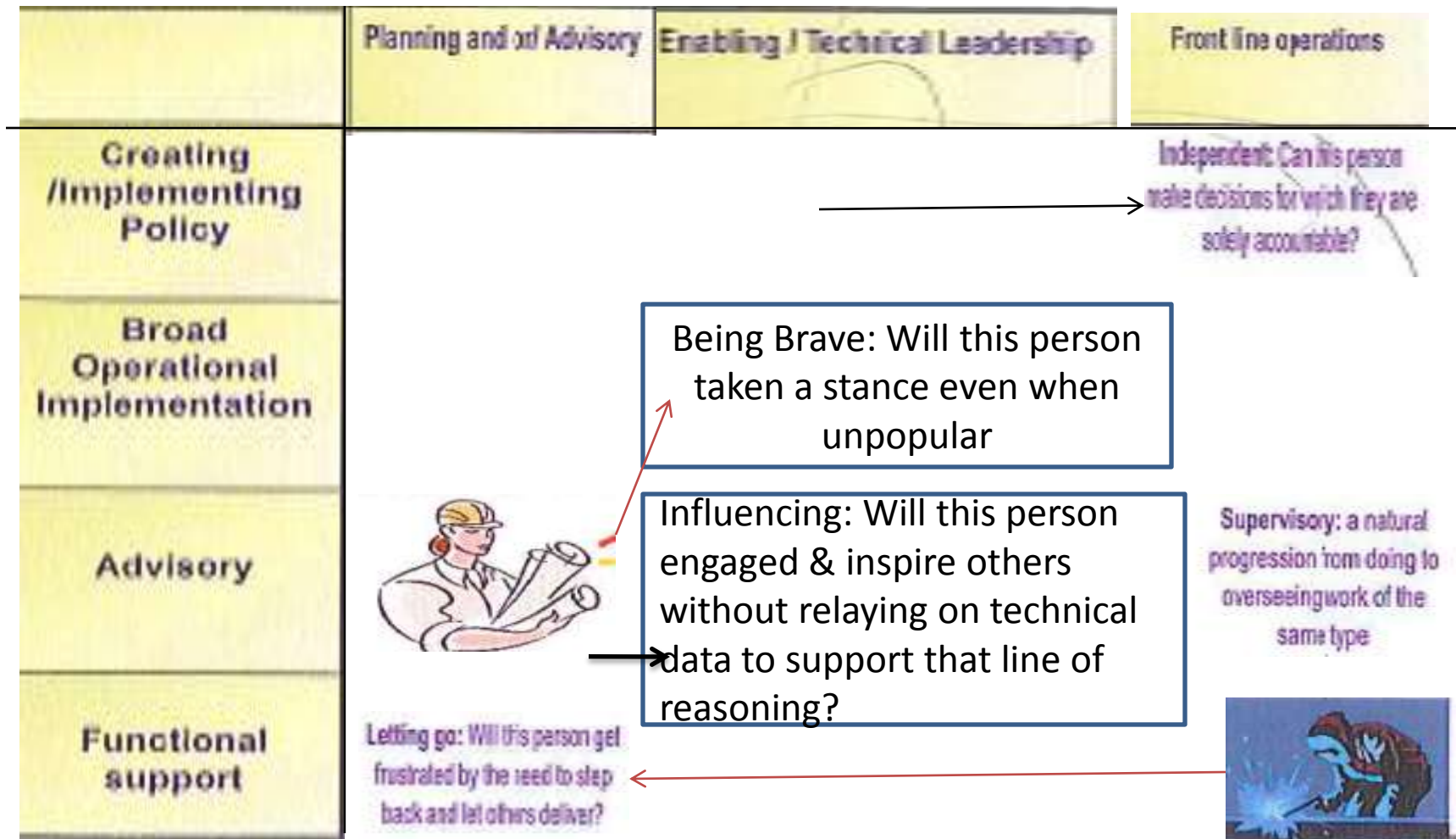
# JE framework provides a clear career path for employees within a particular job family



# Organization can align their competency framework to the JE framework thus providing clarity on the desired behavior for each type of role

	Planning and/or advisory	Enabling / Technical Leadership	Front line operations
<b>Creating / Implementing policy</b>		<b>Impact and influence:</b> Takes multiple actions to persuade others <b>Relationship building:</b> Builds and maintains relationships within and outside the organisation	
<b>Broad operational implementation</b>			
<b>Advisory</b>			<b>Drive for success:</b> Keeps track of and measures outcomes against a standard of excellence
<b>Functional support</b>	<b>Analytical thinking:</b> Sees basic relationships <b>Information seeking:</b> Investigates to collect relevant data		<b>Drive for success:</b> Tries to do the job well

# Using JE & the competency frame, organization can define the behavior required to transition across job families





# Job Evaluation enables organizations to better plan for succession

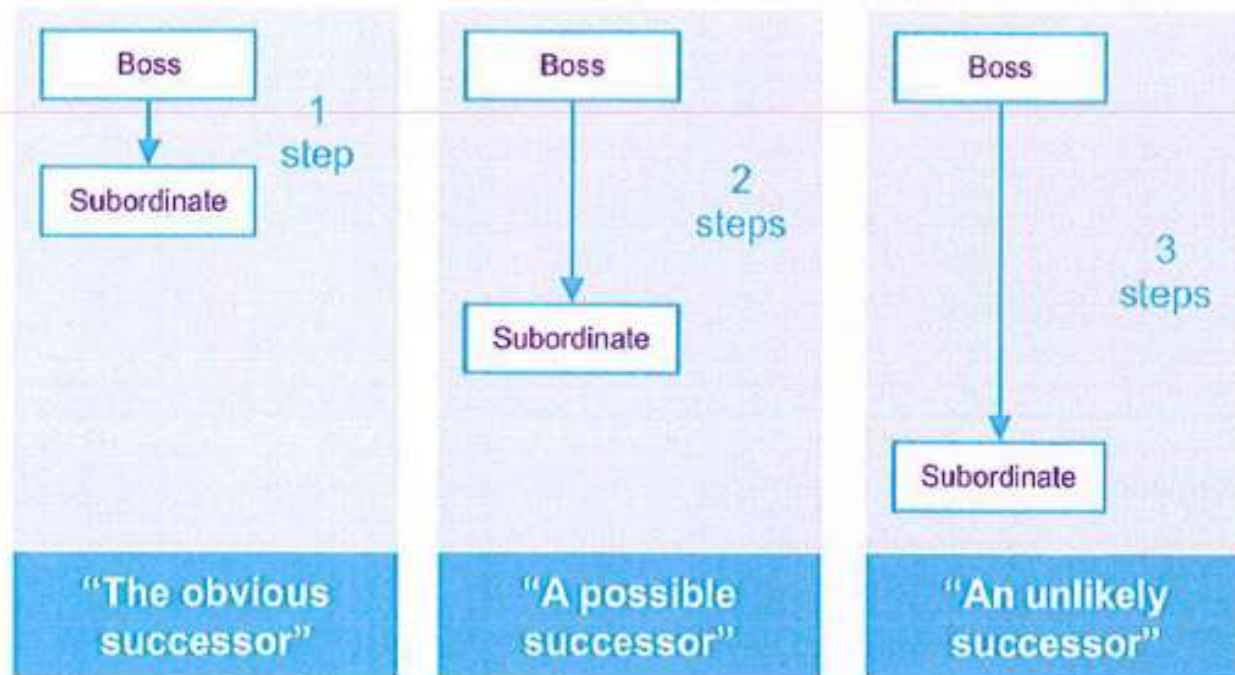
Know-How  
level

400

350

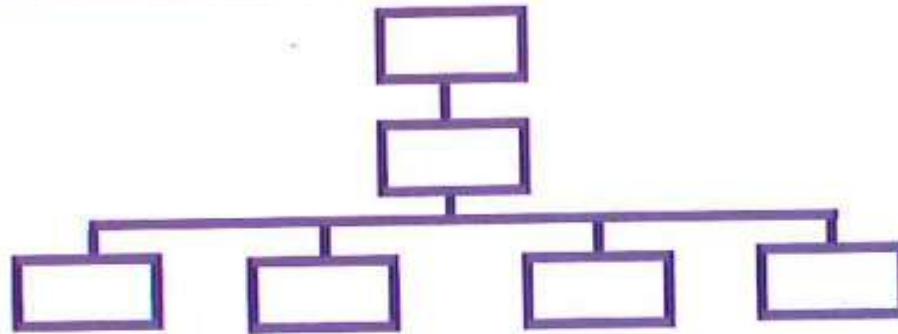
304

264



"Reality testing step differences"

# Job Evaluation can be used to assess the need for a 1-to-1 relationship from a succession point of view



## Step Differences:

KH	PS	PTS	ACC	% OF SUPERIOR
1	0	(1)	1	78 - 87 %
1	1	(2)	2	

## Common Characteristics:

- one subordinate
- boss/subordinate function as a team
- usually a temporary "grooming" position for subordinate prior to taking over the top position
- appropriate where critically of top job dictates (i.e. CEO) or where there is a need for a split between external focus and internal focus



**Organization Focus- Job Evaluation  
enables organizations identify  
structural anomalies & help them create  
truly accountable organizations**

# Job Evaluation can be used to test the extent of overlap between a manager & subordinate



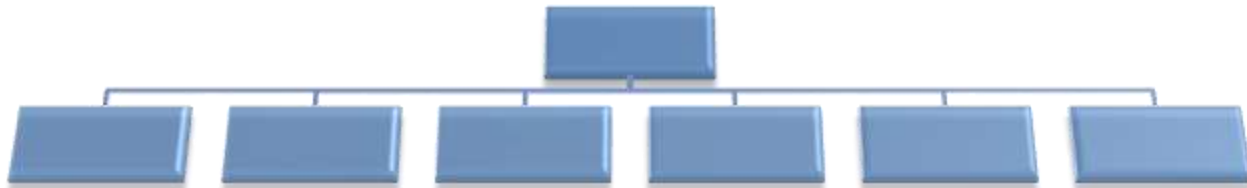
## Step Differences:

KH	PS %	PTS	ACC	% OF SUPERIOR
2	1	(3)	3/4	65 - 68%

## Common Characteristics:

- reasonable span of control
- clear channels of communication
- balance between subordinates
- management delegation

## Job Evaluation can be used to plan whether an organization wants to be broad banded or narrow banded



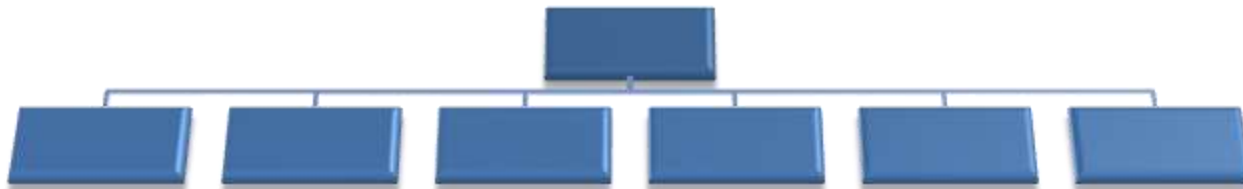
### Step Differences:

KH	PS	PTS	ACC	% OF SUPERIOR
3	2	(5)	5/6	52-55%

### Common Characteristics:

- broad span of control
- communication process fuzzy
- imbalance between subordinate positions
- management and decision making highly centralised

**Job Evaluation can be used to evaluate the difference in the roles between managers & their direct report thus identifying missing levels**



Step Difference:

KH	PS %	PTS	ACC	% OF SUPERIOR
4	3	(7)	7/8	41 - 44 %

Common Characteristics:

- Large span of control
- Communication of task only
- Large differentials in subordinate position
- Management decision-making highly centralized





# Frequently Asked Question on Job Evaluation

# Approach To Tackling FAQs



- Proactive resolution of concerns / issues through discussions sessions
- Follow the process of resolving concerns, but please do not express personal judgment
- Actively participate in the communication and capability building sessions
- Remember & reiterate the board principles of evaluations

# FAQs (1/3)



## My job should be higher than what I have got

- First round of redresses should be at the manager level, using the broad principles
- If the issue is not resolved and the manager, escalate to the local helpdesk
- If still unsolved, local helpdesk will escalate higher

## Does the evaluation impact my compensation?

- The level identified is based purely on the job. Compensation takes into account market conditions, demand and supply, organizational resources and capability/ performance of the individual on the job. JE is also one of the many inputs into compensation

# FAQs (2/3)

## How did the evaluators gain an understanding of my role?

- They invested time into understanding the organisation context through senior management interview , field visit
- Evaluations were based on JDs that had been validated by your line manager

## How were the evaluations validated?



- Internally, a management committee has been set up to validate each of the evaluation and it is only after much discussion and debate has the evaluation for each role been finalized
- Besides , the evaluations have also been validate by comparisons across other similar companies / organisations.



# FAQs (3/3)



- My job description does not include everything that I do. Does this affect the valuation of my role ?
  - JD has been document for evaluation. But information on the Job, wherever the JD has been found to be insufficient, has been added by the management committee and by your line manager
  - Besides , there have been plant visit and discussions with the managers wherever found necessary