

CASE STUDY ON THE FEDERAL JOB CLASSIFICATION SYSTEM OF BELGIUM

REGIONAL CAPACITY-BUILDING SEMINAR PAY AND GRADING REFORM

20 SEPTEMBER 2006 – Amman, Jordan

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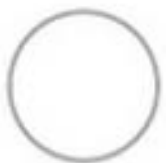
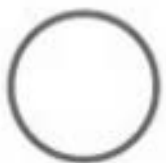
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1. JOB CLASSIFICATION: WHY?





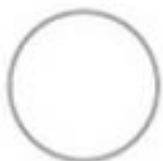
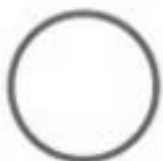
THE FORMER CAREER AND REWARD SYSTEM ...

- 1. gave rise to problems of internal equity**
→ because job content is not considered in reward

- 2. did not stimulate individual development**
→ because career & salary growth are largely determined by years of service and quota

- 3. created obstacles for internal mobility**
→ because the system is highly complex and not transparent

- 4. created problems in recruiting & retaining skilled people**
→ because remuneration is not always in line with market

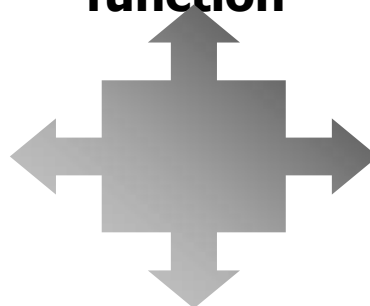




PILLARS OF THE SOLUTION

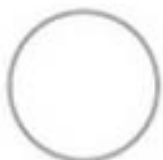
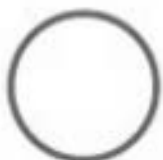
**1. More attention
devoted to the content
and the impact of the
function**

**4. Salary in
conformity with
the market**



**2. Competencies
are at the core**

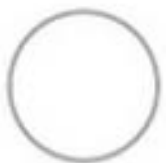
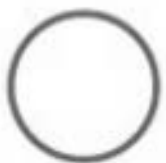
**3. Possibilities of evolution and
perspectives of clear career
paths**





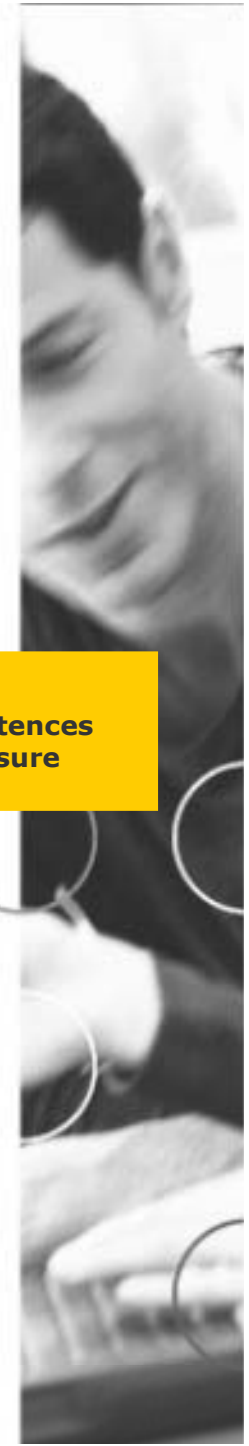
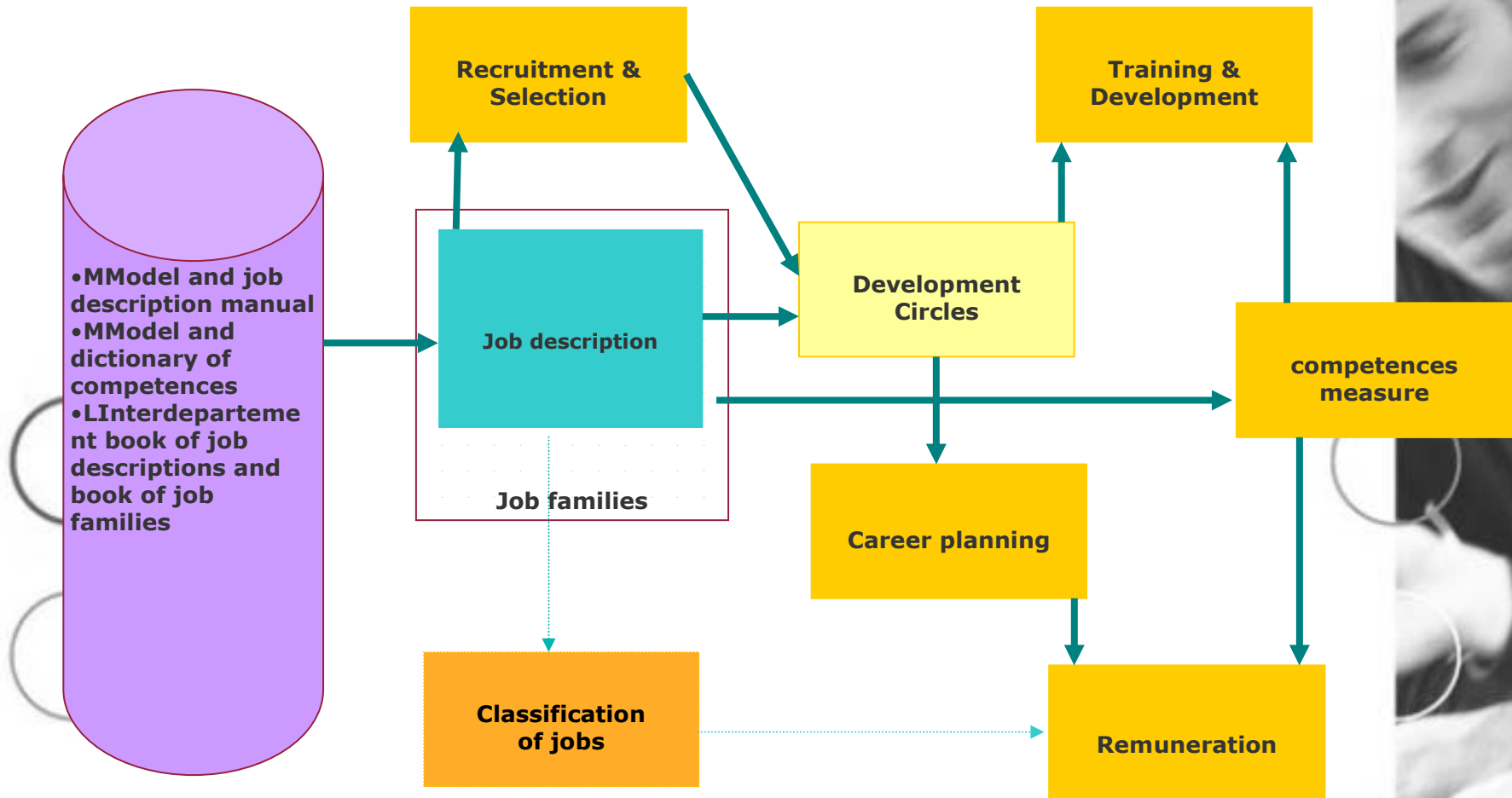
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 **Job descriptions and classification
results → central instrument for an
integrated HR policy**



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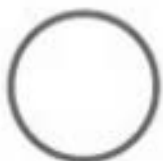






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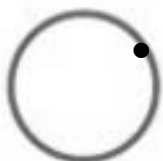
2. JOB CLASSIFICATION: WHAT?





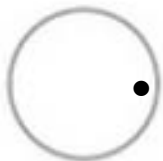
- **Clear distinction between the different levels in terms of responsibilities and competences:**

- Level D: no diploma
- Level C: secondary school degree
- Level B: high school degree
- Level A: university degree
- Top Management: N, N-1 and N-2



- **Levels B, C and D:**

- Description of job families and competency profiles
- Determination of the 'point limits' of each level
- No further distinction within the levels

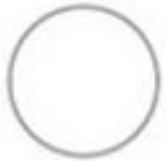
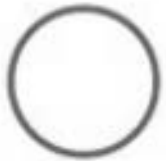


- **Level A and Top Management: further distinction based on analytical job evaluation** → more differentiation needed for these levels because of increasing importance of expertise and management capabilities.





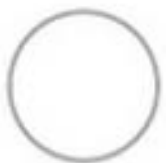
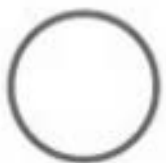
- **Link between content of the job/required competencies and (financial) career development:**
 - Levels B, C and D: progression to higher salary range (horizontal growth only) through competency test (based on the content of the job) and less importance to seniority
 - Level A: horizontal growth (progression to higher salary range through competency test) and vertical growth (progression to higher salary level through being selected for a job with substantially higher responsibilities); less importance to seniority
 - Top Management:
 - salary based on responsibilities and classification of the job
 - salary appointed for (a maximum of) 6 years
 - no progression within the salary level





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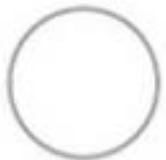
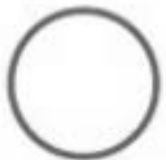
3. JOB CLASSIFICATION FOR THE A-LEVEL: HOW?





PROCESS

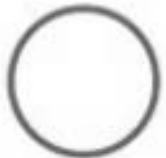
- **Inventory of all jobs at the A level**
- **Determination of a representative sample of functions for all domains of expertise (17) and all levels**
- **Detailed job descriptions of this sample → model for job description**
- **Classification → model for analytical job classification: existing model of an external provider (appendix 1); classification by a central classification committee (HR-experts, representatives of different organisations certified in the chosen classification system)**
- **Design of the grade structure: 5 classes**
- **Description of the common characteristics for each level: distinction between expertise, management and project management functions**





PROCESS

- 7. Description of all other jobs**
- 8. Classification based on comparison with the common characteristics identified in phase 6 by the central classification committee**
- 9. Consistency check of all classification results**
- 10. Development of an IT-tool to provide all information to (potential) employees and the management of the organisations**
 - **standardisation of information; more consistency**
 - **extensive database capabilities for sorting, analysing and reporting**
 - **computerised review process**

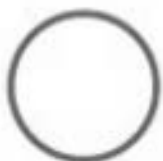




OUTCOME

Clear 'career' structure based on 'levels' and 'domains of expertise'

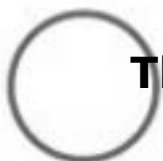
	Domain of expertise 1	Domain of expertise 2
Level 5		
Level 4		
Level 3	Function X	
Level 2		Function Y
Level 1		





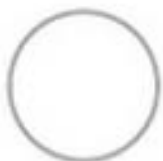
The structure identifies:

- **All domaines of expertise**
- **All different functions in these domains**
- **Category of functions (management, expert, project management) in these domains**
- **The levels of all functions (1 tot 5)**
- **The organisations in which these functions exist**



This structure allows to see clear career paths:

- **In the own organisation**
- **In the other organisations**
- **In other domains of expertise**
- **Within the own level**
- **Within the higher level**
- **Within all categories of functions**





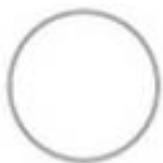
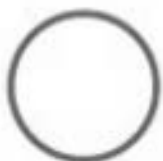
CRITICAL COMPONENTS OF SUCCESSFUL IMPLEMENTATION

- Tranparancy and open communication: regular communication during the implementation process → to ensure stakeholder involvement (Top management of all organisations, political level, unions, employees).
- Pay/career system is only an instrument to manage HR-processes: make sure every link is clear and logical.
- Provide an integrated IT-tool (eg. through the internet) based on the pay/career instrument (function descriptions and related information) which helps the implementation process in the different HR domains.
- Responsibility of all management levels: system and support at central level, but implementation and follow-up at decentralised level.





- Easy and gradual transfer:
 - **transfer to the new salary scales based on former salary**
 - **finalisation based on gap analysis and available budgets (responsibility of each organisation separately)**
- Provide a legal basis for the final structure
- Regular benchmark with other public organisations, private market, etc. to ensure external equity
- Clear and regular review of the classification results: new functions (not yet allocated), changes in existing functions, etc. to ensure internal equity





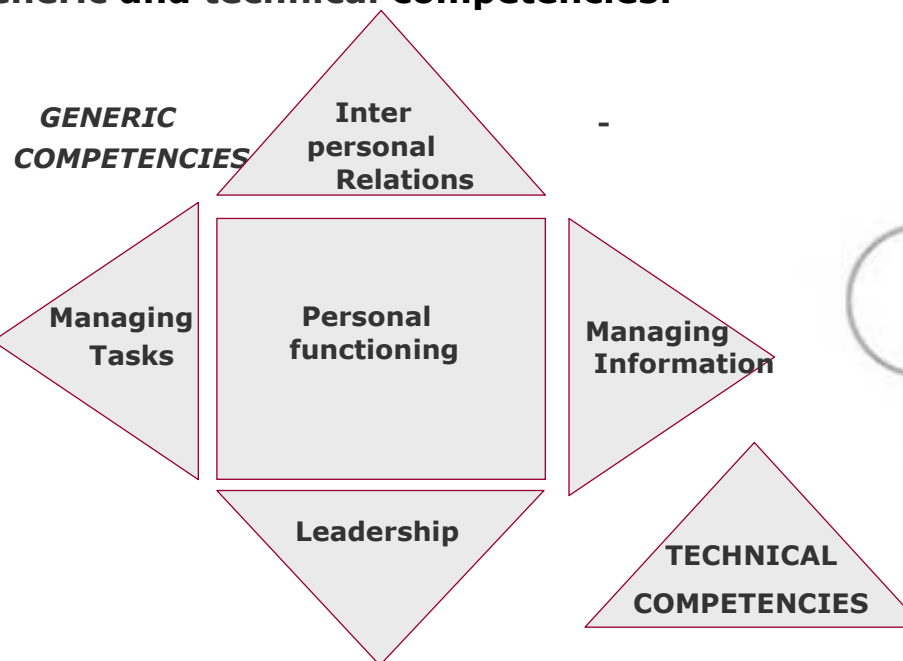
Competency model Civil Servants levels A, B, C, D

Generic versus technical competencies

- Each function requires a set of Generic and technical competencies:

- **Generic competencies (5 clusters)** are more or less needed and are not directly related to the work area.

- **Technical competencies** are the specific knowledge and technical abilities which are necessary for a specific position (work area, rules, procedures, PC knowledge,...)



- The needed competencies for a certain function are indicated in the competency profile (grid) attached to the function description.





GENERIC COMPETENCIES: 5 CLUSTERS

Increasing competency level

Managing information	Managing tasks	Leadership	Interpersonal Relationships	Personal Functioning
Understand	Execute Tasks	Learn	Communicate	Demonstrating accommodating
Treat Information	Structure Work	Support	Listen Actively	Adapt Yourself
Analyse	Solve Problems	Guide Directly	Work in team	Demonstrating reliability
Integrate	Decide	Motivate	Act client and citizen oriented	Demonstrating commitment
Innovate	Organize	Coach/Develop	Counsel	Being stress resistant
Conceptualize	Lead	Build Team	Influence	Develop yourself
Insight into the organization	Manage the organization	Lead Teams	Build Relations	Reach objectives
Develop a Vision	Undertake	Inspire	Network	Organization commitment

