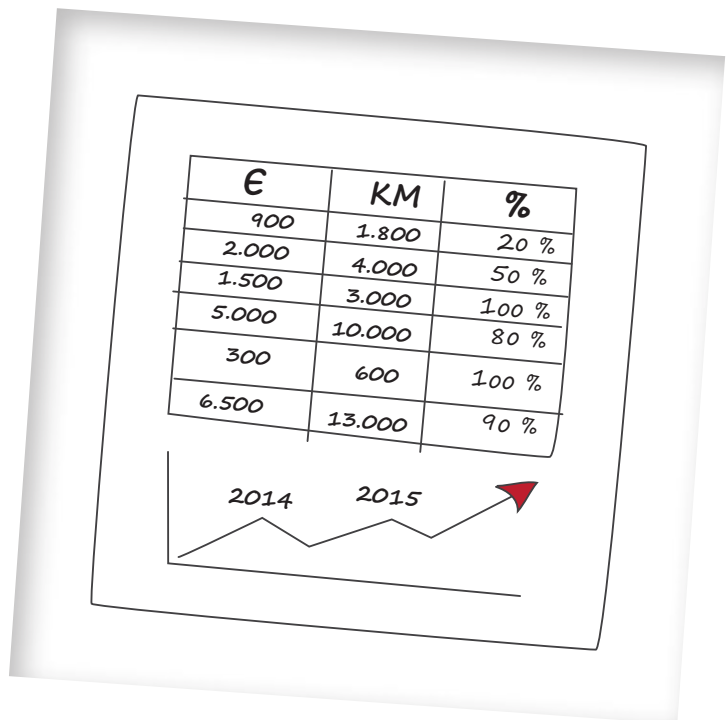


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# Analytical job assessment and job analysis



analysis →



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## 1) Job analysis

### 1. Introduction

Job analysis is a process which includes collection and analysis of information about work posts with the primary aim to prepare high-quality job descriptions. Information is collected within the job analysis in order to define the purpose of a particular job within the organisation, main tasks and responsibilities, as well as education level, experience and skills (competences) required to perform tasks and responsibilities at that particular job.

Job analysis represents the basis for other processes in the human potential management, such as:

- human potential management (defining the future requirements for the job);
- recruitment and selection (preparing the specification, i.e. the knowledge and skills which will serve as the basis for selection);
- performance appraisal (defining those factors which will be taken into account when determining the objectives and additional skills which can be considered within the performance appraisal);
- human potential development (providing information about the knowledge and skills which are necessary for the work performed at different jobs and which should be covered by training);
- development and maintenance of a computerised information system for human potential management (indicating what should be registered in the data base).

The process of job analysis comprises two main phases:

- data collection and
- preparation of a job description.

The main result of the job analysis is a high-quality job description which entirely matches the activities performed at the job and ensuing results, i.e. which identifies the future requirements and needs in terms of tasks, duties and responsibilities, if it is a new job.

The objective of this section is to determine clear rules for job analysis, i.e. how to conduct data collection and prepare job descriptions which will serve as a reliable basis for other functions of human potential management within the civil service structures in BiH.

## **2. Data Collection**

Data collection is the first phase in job analysis and it includes collection of different types of information pertaining to the job being analysed. The information can be obtained by analysing the existing job description in the rulebook on internal organisation, organisational charts and different procedures or instructions concerning the job. In addition to analysing different documents, information about the job is obtained primarily from the employee at the job, i.e. from the civil servant who performs tasks at a given job and if necessary from his immediate supervisor.

Data collection, as well as other phases of job analysis, should be performed by the job analyst, i.e. employee who works on human potential management and/or other employee determined by the secretary of the public administration body, i.e. head of the public administration body. Job analyst collects all information relevant for performance of tasks and responsibilities at a specific job (information about internal organisation of the public administration body, existing job description in the rulebook on internal organisation, organisational charts, etc.) and conducts an interview with the civil servant who works at the job on the basis of the job analysis questionnaire contained in the Annex I of this Chapter.

## **3. Preparation of Job Descriptions**

### **3.1. New Job Description Form**

Result of job analysis is a job description. Job descriptions should be made based on the data collected in the process of job analysis, i.e. on the comparison of such data with the existing job description. The analysis is also used to check the accuracy of the existing job descriptions.

New trends in human potential development require such job descriptions which will provide sufficient information about the job. In addition to the technical information about the job (e.g. work post title, organisational unit, number of positions), it is necessary to clearly specify the purpose of the job and description of tasks on that particular job indicating concrete results, as well as the percentage of time necessary for their completion. The job description should contain detailed information about a technical profile of the incumbent, specifying the education level and work experience required, as well as necessary professional knowledge and competences (knowledge, skills and personal characteristics) of the incumbent necessary to perform tasks at a given job. In the end, the job description should also contain the title/category of the work post, as the result of the analytical job assessment, which will be in more detail discussed in the next chapter. The new form for the job description is contained in the Annex 2 of this Chapter.

### 3.2. Job Description Criteria

All areas falling under the competence of a public administration body should primarily be reflected in the competences of organisational units and further on, in job descriptions for all work posts in the public administration body. All job descriptions should be written using the standard format containing all the elements defined in the Annex 2 of this Chapter.

**Purpose of work post** is a brief description why the work post exists (what the incumbent is expected to do and why). It is desirable to define the purpose in one sentence (usually up to 40 words). When defining the purpose, it is necessary to consider the following:

- which part of the competences of the public administration body/organisational unit is performed through this work post (from the rulebook on internal organisation of work posts, i.e. organisational charts);
- what is the contribution of this work post to the objectives of the organisational unit which makes it specific compared to other work posts;
- how to, in one sentence, summarise the overall responsibility at the work post.

**Description of tasks and responsibilities** should be in compliance with the purpose of the work post. Each job should represent a separate area in which results must be achieved in order to fulfil the purpose of the job (what is it that the public administration body expects from a particular job). Both the theory and practice showed that the majority of jobs include 5 to 9 specific tasks and responsibilities. Should there be less than 5 tasks, it can be assumed that something was left out, if there are more than nine tasks, it can be assumed that the individual activities were included in the list.

When defining the tasks and responsibilities, it is necessary to pay attention to the main characteristics, as follows:

- all tasks and responsibilities should in a realistic manner present the key results expected from the employee at a given job;
- each job should be different from another and represent a specific area in which results should be achieved;
- each of the jobs should be focused on what is required and not how it will be done;
- the tasks should be prioritised, starting from the most important ones to achieve the purpose of the job, i.e. in accordance with the percentage of the time necessary for their execution;
- the tasks should be defined in a manner to be measurable.

Each of the tasks should be defined in line with the principle that “something needs to be done in order to achieve a certain result or standard”. It is desirable that the description of tasks begins with the words such as: preparing, creating, planning, organising, testing, maintaining, developing, supervising, providing, etc.

Percentage of workload for each of the tasks and responsibilities should refer to a regular time period of twelve months. This information will help to categorise all jobs based on the most important and frequent tasks performed at a given job.

**Contacts** are to specify the main internal and external contacts of the incumbent at a given job and their purpose and frequency.

**Requirements for a work post include:** education level, work experience, professional knowledge and skills and competences. In addition to the elements of the description which should specify the education level and relevant work experience, professional knowledge and skills (such as, for example, knowledge of a specific field pertaining to the work post, knowledge of foreign languages, knowledge in a specific field of expertise proved by certification, etc.), this part of the job description should also provide an answer to the question which competences – knowledge, competences (skills) and behaviour - are necessary in order to perform the job efficiently. The list of competences for jobs in civil service and their in-depth explanation are contained in the chapter on the use of Competency Frame and in the questionnaire for job analysis in the Annex I to this Chapter.

**Category/position of a work post** is determined following the analytical assessment for a given work post, as described in the next chapter dealing with the analytical job assessment.

### **3.3. Drafting Job Description**

Based on the data collected and interview with the civil servant at a given work post, as specified in the chapter above, a job analyst will prepare a draft job description using a new job description form. In bodies which have high number of employees draft job description can be prepared by a civil servant or an employee which is in charge of managing of internal organisational unit or other person determined by the head of a body.

Having drafted the job description, a job analyst will send the draft job description to the person whose job is analysed for comments and afterwards, she/he should once more analyse the content of the described tasks and responsibilities and analyse described tasks and responsibilities from the perspective of internal environment, competences and goals of the public administration body in order to establish that all described elements of a given work post are mutually compliant. Should it be established that some of the elements are not mutually harmonised, a job analyst has to consult the head of the organisational unit where the work post is situated and, if necessary, with the secretary of the public administration body.

After consultations, a job analyst will make an analytical assessment of the work post in order to establish the position/category into which the work post is categorised. The process of categorisation is done on the basis of the established methodology for analytical job assessment, which will be in more detail discussed in the next chapter. After the analytical assessment, a job analyst will make the final job description and title of the work post into which the job is classified. The final job description is delivered to the secretary of the public administration body, i.e. other responsible person determined by the head of the public administration body for approval. Having obtained the approval relevant parts of the job description will be integrated into the rulebook on internal organisation of work posts.

#### **4. Conclusion**

Job analysis is a modern instrument representing the basis for all other processes in the human potential management. A successful job analysis provides a precise method to determine the purpose, tasks and responsibilities and requirements for a work post in a new comprehensive job description format, which will represent an excellent basis for planning of human resources and recruitment, as well as for analytical job assessment, performance appraisal and development of human potentials. Having in mind the significance of job analysis in the system of human potential management, it is necessary to particularly pay attention to this instrument and introduce it in all public administration bodies and institutions within the civil service/public administration system in Bosnia and Herzegovina.

## Annex 1

### JOB ANALYSIS QUESTIONNAIRE

The information collected through this questionnaire will primarily be used for the development of improved job descriptions in (name of the institution). Please, prior to answering the questions, carefully read the instructions.

#### 1. MAIN INFORMATION

Institution	
Sector	
Organisational unit	
Work post title	
Number of staff	
Number of targeted staff	

#### INFORMATION ABOUT THE RESPONDENT

Name and surname:	
Title of immediate supervisory work post:	
Title and number of subordinated work posts and staff members:	

#### 2. JOB PURPOSE

Please describe as briefly as possible the purpose of the job you perform.

This information should clarify why the work post exists (what is its main purpose) and its relevance for the institution. What is the end result expected from the job? Do not describe how you perform your work obligations. A typical formulation of the job purpose is: The substance of this work post is to (provide, contribute, etc.) WHAT? (e.g. efficient and timely analysis of the legal framework) with the aim to WHAT (e.g. fulfil the requirements of the institution in the EU integration process)?



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### 3. DESCRIPTION OF TASKS AND RESPONSIBILITIES

In this part, you are expected to identify the main tasks and responsibilities, i.e. duties at your work post. Do not explain how you perform your tasks, only specify which tasks you perform. Rank them in accordance with the percentage of workload at the annual level (the sum of all percentages should always be 100). The higher number of tasks and responsibilities does not necessarily imply the higher complexity of the job.

Try to connect each task with a particular result or output (e.g. data collection and analysis for the purpose of production of reports, etc.).

You can also specify the level of decision-making (independent decisions or provision of information/opinion on the basis of which other staff members make decisions).

Tasks and responsibilities	Percentage of workload (your estimate on annual level)

### 4. CONTACTS

Please describe the frequency and purpose of key contacts which you make working on this work post (within and outside the institution).

Internal contacts – within the institution:		
Name of the organisational unit you have contact with	Purpose of the contact	Frequency (daily, weekly, monthly)

External contacts:		
Name of the institutions/ organisations you have contact with	Purpose of the contact	Frequency (daily, weekly, monthly)

**5. REQUIREMENTS (EDUCATION LEVEL, WORK EXPERIENCE, PROFESSIONAL KNOWLEDGE AND SKILLS, AND COMPETENCES)**

Based on your experience and knowledge concerning the requirements for this work post, please give your opinion as to which staff member profile would best fit this work post taking into account the following categories:

- a) education (education level, specialisation) and work experience
- b) professional knowledge and skills
- c) competences

Please note that, in this part, the respondent does not necessarily have to confirm what is specified in the rulebook on internal organisation of work posts, i.e. organisational charts, because the purpose of this question is to more realistically specify the requirements for the profile for this work post.

Required degree, type and work experience	
Required professional knowledge and skills	
Required certificates for professional knowledge	

The text below contains the list of competences as specified in the Competency Framework to more specifically determine the profile of the incumbent. Please circle those competences (knowledge, capacities/skills, behaviour) which you find to be of the highest relevance for performance of tasks at your work post.

Please make sure you circle up to 6 competences.

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## COMPETENCES FOR ALL CIVIL SERVANTS

### 1.0. Professional development and integrity

- 1.1. Continuous development of knowledge and skills necessary to perform the job
- 1.2. Commitment to personal and professional development
- 1.3. Knowledge dissemination
- 1.4. Integrity

### 2.0. Initiative, change, problem solving

- 2.1. Initiative
- 2.2. Innovations (develops new ideas to solve work related problems and improve work processes)
- 2.3. Creativity (questioning conventional approaches to work)
- 2.4. Ability to solve problems
- 2.5. Ability to address difficult and complex challenges
- 2.6. Assisting others in accepting changes

### 3.0. Team Work

- 3.1. Building constructive working relations
- 3.2. Promotion of team work
- 3.3. Provision of assistance to others in resolution of conflict situations
- 3.4. Respect for different viewpoints and acceptance of differences
- 3.5. Ability of a team work with employees from other organisational units (within and outside the public administration body)

### 4.0. Communication

- 4.1. Tactfulness
- 4.2. Ability to clearly convey ideas, facts and instructions
- 4.3. Active listening
- 4.4. Encouragement of others to provide feedback
- 4.5. Adjustment of communication style to the audience
- 4.6. Efficient participation in meetings

### 5.0. Personal effectiveness and results orientation

- 5.1. Focus on results and expected outcomes
- 5.2. Ensuring satisfaction of citizens with the provision of services
- 5.3. Attention to detail
- 5.4. Efficient and effective time management and management of resources
- 5.5. Efficient decision-making
- 5.6. Analytical thinking
- 5.7. Keeping composure in stressful situations

## COMPETENCES FOR MANAGERIAL CIVIL SERVANTS

### 6.0. Leadership skills

- 6.1. Ability to translate strategic objectives in daily tasks
- 6.2. Development of a positive working environment
- 6.3. Skills necessary to define objectives
- 6.4. Efficient delegation of tasks
- 6.5. Motivation of employees
- 6.6. Leading by example

### 7.0. Planning and organisation

- 7.1. Efficient planning
- 7.2. Planning of work of a group of employees
- 7.3. Supervising the work and results of employees
- 7.4. Ability to manage risks (risk assessment and establishment of realistic risk management plans)
- 7.5. Ensuring that deadlines are met

### 8.0. Developing employees

- 8.1. Identification of training needs in employees
- 8.2. Recognition and development of employees' potential
- 8.3. Coaching (detailed coaching of employees with the aim to increase efficiency)

### 9.0. Strategic direction

- 9.1. Strategic planning
- 9.2. Monitoring of implementation of strategic plans
- 9.3. Management of resources necessary to achieve strategic objectives
- 9.4. Taking responsibility for ensuring the strategic objectives are met
- 9.5. Building an effective managerial team

## 6. COMMENTS AND RECOMMENDATIONS

This point is intended for comments and recommendations by the employee concerning his/her work post. Comments/recommendations can refer to any aspect of work, including the problems pertaining to the tasks and responsibilities. It does not mean that every employee has comments or recommendations but if the employee has them, it is important that such comments or recommendations are given in order to improve the job description.

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Date:	
Name of the employee who conducted the interview:	
Signature of the interviewee :	

## Annex 2 : New Job Description Form

### Job Description

#### 1. Main information about the work post

*Institution:*

*Title of work post:*

*Sector/department/service:*

*No of staff/number of targeted staff:*

*Title of immediate supervisory work post:*

*Title and number of directly subordinated work posts and staff members:*

#### 2. Purpose of work post

#### 3. Work post description

Tasks and responsibilities	Percentage of workload

#### 4. Key contacts

## 5. Requirements for the work post

Required education degree and work experience	
Required professional knowledge and skills	
Required competences	

6. Category/position the work post is categorised into \_\_\_\_\_

7. Signature of the work post analyst \_\_\_\_\_

8. Signature of the Secretary of the Ministry  
or other responsible person \_\_\_\_\_

9. Date \_\_\_\_\_

## Annex 3 : Sample job description in a new form

### Job Description

#### 1. Main information about the work post

<i>Institution:</i>	Ministry of Labour
<i>Title of work post:</i>	Head of Labour Inspection Section
<i>Sector/department/service:</i>	Labour Inspection Section
<i>No of staff/number of targeted staff:</i>	1/1
<i>Title of immediate supervisory work post:</i>	Assistant Director – Chief Labour Inspector
<i>Title and number of directly subordinated work posts and staff members:</i>	13 labour inspectors

#### 2. Purpose of work post

Managing the Labour Inspection Section within the Department with the aim of efficient performance of inspection controls in the field of labour and work protection.

#### 3. Work post description

Tasks and responsibilities	Percentage of workload
Conducting complex inspection controls, producing minutes, decisions and misdemeanour warrants in accordance with the control performed	30%
Cooperation with the chief inspector on preparation of inspection plans on monthly and annual level	20%
Cooperation with heads of field offices concerning the implementation and monitoring of implementation of the inspection operational plans	20%
Managing the Section, supervision of the work of inspectors and reporting to the Assistant Director on conducted inspection controls	10%
Entry of data into the IT system and production of reports on inspection controls conducted	10%
Monitoring of regulations in the field of labour and work protection and harmonising best practices in the inspection	10%

#### 4. Key contacts

Daily internal contacts with heads of field offices and chief inspector concerning the planning of implementation of inspection activities. Regular contacts with local labour inspectors with the aim of adequate delegation of tasks. Contacts on a weekly level with the Ministry of Labour, administrative inspectors, police, ombudsman in order to exchange information with the aim of a more efficient control.



## 5. Requirements for the work post (education level, work experience, professional knowledge and skills, and competences):

Required education degree and work experience	University degree – level VII, faculty of economics or law, 3 years of work experience in the field of inspection control
Required professional knowledge and skills	Law on Administrative Procedure, Labour Law, Law on Inspections, Law on Work Protection and other regulations, coordination of ideas and resources necessary to achieve the objectives, data analysis, making conclusions and resolving problems
Required competences	Communication, management, continued development, tactfulness, strategic planning and decision-making

## 6. Category/position the work post is categorised into the fourth category

7. Signature of the work post analyst \_\_\_\_\_

8. Signature of the Secretary of the Ministry  
or other responsible person \_\_\_\_\_

9. Date \_\_\_\_\_

## II) Analytical job assessment

### 1. Introduction

Analytical job assessment is a systematic process used to determine a relative value of a work post, in accordance with the complexity level, responsibility and influence that job has in the organisation. Using an adequate system of analytical job assessment, each work post can, in an appropriate manner, be compared with other work posts within the civil service.

Analytical job assessment represents the basis for the civil service salary system. The objective of the salary system reform for civil servants and general service employees is to have their work paid in accordance with the level of responsibility and complexity of a job and in accordance with the contribution of those tasks to the efficiency and results of the organisation.

In order to achieve this, it is necessary to:

- Develop the system of analytical job assessment for evaluation of a relative value of tasks performed by a civil servant, i.e. a general service employee;
- Define a structure and gradation of work posts reflecting the differences in the level of responsibility, complexity and results of different work post levels;
- Assign work posts into different categories using the agreed system of analytical job assessment.

### 2. Systems of analytical job assessment

Most frequently used methodologies for analytical assessment of work posts in the civil service in European countries are the classification of work posts and factor scoring system. Selection of methodology for analytical job assessment to be used must be carefully tailored to the circumstances and needs of a concrete civil service system for which it is developed.

#### JOB CLASSIFICATION

In accordance with this approach, every job category is described in accordance with the key criteria for tasks and responsibilities performed in that category (e.g. level of responsibility, level of communication, necessary qualifications and experience, etc.). Jobs are designated into adequate categories based on how closely they match established general category descriptions (salary grades). These general descriptions will usually indicate categories such as the relative complexity of work, types of decisions to be made, scope of managerial responsibilities, knowledge, experience and skills necessary for each category, etc.

Job classification method is easy to create and apply. Usually, this concept is easily understood and accepted in public administration bodies. However, the problem with this

approach is that it is not transparent enough and it cannot be documented, wherefore the system can be abused and biased. Nevertheless, comparison of job descriptions against the general and standard job descriptions, if conducted in line with the guidelines and under the adequate monitoring, can be rather objective. Numerous transition countries which introduced the pay grade system based on analytical job assessments, such as Lithuania, Armenia, Serbia, Slovenia and state level in BiH, adopted the job classification model.

### **FACTOR SCORING SYSTEM**

The first step in this approach is to select several factors which will characterise all relevant elements of a job category (e.g. responsibility, decision-making, complexity, etc.). Scores are given for each of the determined factors in line with the definition (level) which best matches the tasks and responsibilities of a given job. The scores given for each factor are added to obtain a total score for each job. Jobs are designated into categories based on the total score and in accordance with the score range established for each category.

The advantage of the factor scoring system is that it can be documented and therefore it can hardly be biased. However, the problem is that the application of this system is very demanding. A precondition for its application is to have detailed job descriptions in all public administration bodies and intensive engagement of the staff in order to implement and maintain the system. This system is, for example, used in Latvia and the United Kingdom.

The factor scoring system is particularly recommended when introducing a new system in the structure or gradation of jobs, since it contains the elements suitable for the establishment of new systems (linking factors to scores). Thus, for example, the factor scoring system was used in Armenia to establish a new job gradation in the process of the reform of the salary system and in Serbia at the beginning of the reform of the salary system in the public sector. However, both countries opted to apply the job classification system in practice as it is easier for application.

### **3. Recommended methodology for analytical job assessment for the establishment of new job grading system**

Taking into account the fact that the factor scoring system is very suitable for the establishment of a new job grading system in civil service, we recommend the use of the factor scoring methodology in the establishment of a new job categorisation in the civil service structures in BiH. The decision on application of the analytical assessment methodology in practice should be made after a careful discussion by key decision makers, taking into account the implications of the process of application of the proposed solutions.

In order to implement the factor scoring system (and other analytical job assessment systems) aimed to establish a new job structure, it is necessary to have a certain sample of representative jobs. Criteria for selection of a sample require that these are representative, i.e. generally known jobs in public administration bodies which will not be changed by the adoption of a new rulebook on internal organisation of work posts and that they represent all existing work posts/categories. Thus, they will represent a framework for comparison with the work posts within the public administration body and other public administration bodies.

#### **4. Application of the factor scoring model**

In order to apply the factor scoring system for the purpose of the establishment of a new job grading, it is first necessary to make a factor scoring scheme. The best way to do that is to work in a working group, which would include representatives of different public administration bodies and experts for human resources in different sectors.

There are several steps necessary to create and implement the factor scoring system:

- a) identify and define factors;
- b) define different factor levels;
- c) decide on the scoring model;
- d) implement the initial test of the draft factor plan on a typical sample of tasks and responsibilities;
- e) assess all work posts in the sample;
- f) give proposals for a new job structure.

##### **a) Identification and definition of factors**

First, it is necessary to identify a certain number of factors which are common for a number of work posts that are a subject of the analytical assessment. Usually, there are 5 to 6 factors so that the scheme is neither too simple nor too complex. In order to assist in implementation of the scheme, each of the factors can be described to a certain level of detail.

We recommend to analyse the following factors:

##### *1. Responsibility*

This factor is to denominate to what degree the tasks and responsibilities performed at a given work post affect the achievement of the objectives of the public administration body, as well as the scope of material, financial and human resources managed in order to achieve the results.

##### *2. Decision-making*

This factor is used to determine the level of initiative and autonomy within a given job. Autonomy needs to determine the level up to which the job is done under supervision of a

supervisor or in line with his general or individual guidelines and instructions, taking into account the type of the decisions made which affect the management of the work of the public administration body.

### *3. Complexity of work and creative thinking*

This factor is used to express the diversity of duties, need for analytical skills and creative thinking in resolution of problems or identification of alternative courses of action. Creativity can be best observed as a need to introduce innovations in order to resolve a problem within the accepted procedures and guidelines.

### *4. Contacts and representation*

This factor is used to determine the scope, level and purpose of contacts with people within and outside the organisation, taking into account required writing and speaking skills, nature of contacts and relevance of results.

### *5. Competence*

This factor is used to determine the knowledge and skills (technical/professional/managerial) acquired through education, training and experience as prerequisite basic input parameters necessary to fulfil job requirements.

## **b) Defining the factor levels in order to develop the basic factor plan**

The main factor plan defines the **levels within each factor** and gives a framework for analytical job assessment. The starting point could be the analysis of the levels that could be characterised as the highest and lowest level for each factor and their description. For example, the highest level in the complexity and creative thinking can be defined as: "Resolving complex issues of general interest requiring a high level of creative thinking for the purpose of the development of new public policies". The lowest level could be described as "simple tasks of repetitive nature". Further on, it is necessary to determine, following the structure of the groups of key tasks and responsibilities, the number of levels, with each level truly representing the difference in responsibilities and requirements of the levels above and below.

Proposal of the factor plan for proposed factors is contained in the Annex I of this Chapter.

## **c) Determining the scoring model**

It is necessary to decide how to determine scores for defined levels within each of the factors. There are two possible models:

- 1) „arithmetic“ or linear approach, applying the assumption that there are consistent differences between factors, e.g. a four-level factor can be given a score 1, 2, 3, 4.

2) “geometric” scores, applying the assumption that there are progressively larger differences in scores at every following hierarchical level.

#### **d) Initial testing of the draft factor plan**

The factors should be tested on a typical job sample. The objective of the initial test is to check whether the factors are adequate and to ensure that all aspects of work posts to be assessed are taken into consideration. The definitions included in the factor plan should also be subject to verification, in order to make sure that they are clearly worded and reflect real differences between individual work levels and cover the entire scope of requirements applicable to jobs to be assessed, in a way that they enable a consistent evaluation.

Pilot testing is also used to assess the results of the initial analytical assessment. If the results are not satisfactory, the factor plan needs to be amended and supplemented.

#### **e) Assessment of all work posts in the sample and consideration of ranking options**

The analytical assessment based on the factor plan is conducted in a way that the working group assesses and scores each job description in the sample on the basis of the definitions in the factor plan and then ranks them on the basis of the total score. Following the analytical assessment for all prepared job descriptions, the working group should consider the ranking results resulting from the analytical assessment. There is no simple test to confirm that the ranking of job descriptions based on the factor scoring system is well done. The testing of the ranking is done by the working group which compares each work post with the work post immediately above or below in the resulting ranking. If there are inconsistencies, the working group can change the scores, so that the final result is, if possible, acceptable for all participants.

Assessment of all work posts will serve as a basis to prepare proposals for a new structure of work posts or grading. It is important to conduct a detailed analysis of the proposal of a new job structure in order to ensure that it entirely covers all tasks performed in the civil service.

#### **f) Assigning all work posts of civil servants and general service employees into determined job categories**

After achieving the agreement on a new job grading, it is necessary to prepare a plan for classification of all work posts in public administration bodies in line with the new job grading. This is a rather demanding task, which will require additional consultations of all actors which will be involved in this process.

**Table 1**

In the course of 2014 and 2015, the EUHRM project team, in cooperation with project participating pilot institutions in the Federation of BiH, Republika Srpska and Brcko District used the factor scoring system to develop a new job grading, i.e. work post structure. A sample of about fifty work posts at each level, which were first analysed in accordance with the job analysis methodology, was selected and new job descriptions were made. The main instruction when selecting the jobs to be included in the sample was that those were representative, i.e. generally known jobs in public administration bodies which will not be changed by adoption of new rulebooks on internal organisation and work posts and which represent all existing categories of work posts. A draft factor plan was prepared, which included the following factors and their detailed definitions: responsibility, decision-making, complexity, contacts and representation, and competence. In Brcko District, considering that the new 2014 Law on Civil Service, foresees somewhat different factors, a separate accustomed factor plan was made with the following factors: responsibility, complexity, contacts, qualifications, experience and work environment. The factor plan for individual levels was first tested on a sample of 10 to 15 jobs and improved after receiving the feedback from users. The analytical job assessment was done through several workshops, based on the revised factor plan, for each level of government after which options for new job grading in the public administration bodies were proposed.

## **5. Proposed methodology for analytical job assessment to be used in practice**

Taking into account the prior experience in application of different systems for analytical job assessment in transition countries and the fact that this is the first time the analytical assessment is introduced in civil structures in BiH, the EUHRM project team proposes that the analytical job assessment system used in practice should be based on the job classification methodology.

The first step in the classification methodology is to define the criteria which will serve as a basis for classification. We propose that the job classification criteria be the same criteria used in the factor plan methodology (i.e. when establishing a new job grading system), which are: responsibility, decision-making, complexity, contacts and representation and competence.

Unlike the factor scoring system, which uses scores to determine the differences in the criteria levels, the job classification system is based on a **general description** of categories the work posts are classified into. The classification system implies that there is an exact number of established job categories into which jobs are classified, i.e. designated. A general category description is prepared for each job category and it, in a descriptive manner, determines the level of established criteria, which represents the basis for analytical assessment. Examples of general job descriptions are presented in the table 2.

**Table 2. Examples of General Description of Highest Job Categories**

First Category	The highest level of the achievement of strategic objectives of the public administration body (highest managerial level)
<p>First Category</p> <p>Jobs classified in the first category are the jobs that involve performance of especially complex managerial duties and responsibilities, constituting a rather high level of the achievement of strategic objectives; they encompass finding solutions to very important issues and developing new policies, processes and procedures, which require a high level of creative thinking. These jobs entail the responsibility for the management, the representation of the public administration body and the utilization of material and financial resources. At this level, decisions are made on expert and strategic organizational issues, as well as recommendations of key relevance to the institution as a whole. Performance of this job entails making a significant number of contacts with various institutions in the country and abroad, which leads to assuming obligations for the organization and requires a particularly advanced degree of communication and negotiation skills. To execute the tasks within this category, requirements include the ability to do strategic planning, work experience of minimum nine years at the required education level, expertise in specialist fields, and university education acquired at one of basic academic institutions comprising 240 ECTS credits.</p>	
Second Category	Rather high level of the achievement of strategic objectives of the public administration body (higher managerial level)
<p>Second Category</p> <p>Jobs classified in the second category are the jobs that involve performance of complex managerial duties and responsibilities, that constitute the basic level of the achievement of strategic objectives; they encompass problem-solving on important issues and problems and performance of a variety of duties, innovative work approach and creative thinking. These jobs entail the responsibility for the management of rather large organizational units and the representation of the public administration body. At this level, decisions are made on professional and organizational issues which do not come with guidelines, and decision making is limited only by organization's strategy and policy. Performance of this job entails making contacts with various institutions in the country, and sometimes even abroad, which leads to assuming obligations for the organization and requires a high degree of communication and negotiation skills. To execute the task at this level, requirements include a high level of expertise on certain issues, work experience of minimum seven years at the required education level and university education acquired through basic academic study programs comprising 240 ECTS credits.</p>	



The methodology for job classification is based on the comparison of the job description for a specific job (prepared in accordance with the job analysis in new format) with a general category description. If definitions within the general description match the description of the job at hand, the job is categorized/classified into that particular category.

However, it sometimes happens in practice that the classification criteria described for each category, bearing in mind that these are generic definitions, are not sufficient to assess the value of duties and responsibilities and to classify the job. For this reason, it is very important to prepare standard descriptions of duties and responsibilities for each job category, in order to make the classification process easier. **Standard descriptions** of duties and responsibilities are examples of description of typical, well-known jobs in various fields (human resources management, drafting of legislation, inspection, budget, etc.) that can be found in any public administration body, and which serve as an example in the procedure of analytical job assessment. An example of standard job description for the jobs in the field of human potential management that has been developed by the project team for the BiH state level is given in Table 3 in the text below.

In case of a dilemma between two categories into which a job can be classified, a comparison should be made between the description of duties and responsibilities for the job at hand and the examples of standard job descriptions, which are also representative of their respective categories. Such comparison should provide a consistent and sufficiently broad framework for the classification of all jobs into their appropriate categories.

If, however, it happens in practice that even after the comparison with general and standard job descriptions the dilemma persists as to which category the job should be classified into, analytical assessment should be made using the factor scoring system, or, in other words, the factor plan. It is recommended, however, that this system be used only by the bodies that have substantial expertise in the field.

All of the above elements of the job methodology will be further described in the next section, which explains more detailed steps of this process.

**Table 3: Proposal of Standard Job Descriptions for Human Potential Management at BiH State Level<sup>1</sup>**

Expert Advisor	Senior Expert Associate	Expert Associate

<sup>1</sup> At the BiH state level, standard job descriptions do not include information pertaining to job requirements, such as education level, work experience and competencies. In this regard, standard job descriptions pertain only to the duties and responsibilities performed on their jobs by expert advisors, senior expert associates and expert associates, which are further categorized

Expert Advisor	Senior Expert Associate	Expert Associate
<ul style="list-style-type: none"> <li>• Preparing strategic documents in the field of human potential management (institutional strategic and personnel plan, strategy for human potential management, integrity plan, etc.) and giving expert advice in this field through the work of the managerial boards of the institution;</li> <li>• Defining guidelines to improve job descriptions;</li> <li>• Supervising and, if necessary, implementing procedures for filling vacancies or job openings and hiring new employees in the institution;</li> <li>• Supervising performance appraisal procedures, preparing detailed reports on appraisals and proposing measures to advance employee appraisal process in the institution;</li> <li>• Preparing the program for professional development and vocational training of the staff in the institution, making assessment of the impact of training through continuous monitoring of staff development and progress;</li> <li>• Preparing work program for the interns, volunteers and student trainees;</li> <li>• Acting as mediator and advising management in the resolution of potential conflict situations and misunderstandings with the staff;</li> <li>• Representing the institution in the contacts with the Civil Service Agency.</li> </ul>	<ul style="list-style-type: none"> <li>• Preparing the annual and medium term plan of HR needs in the institution;</li> <li>• Making job analyses and analytical job evaluations;</li> <li>• Implementing procedures for filling vacancies or job openings when hiring new employees in the institution;</li> <li>• Organizing performance appraisal procedures, giving expert support to appraisers, preparing appraisal report;</li> <li>• Proposing and organizing (decentralized) training and making assessment of conducted training;</li> <li>• Carrying out activities regarding orientation for interns, volunteers and student trainees;</li> <li>• Coordinating the preparation and implementation of the integrity plan and analyzing the irregularities reported in the operations of the institution and corruption;</li> <li>• Sharing information in the field of human potential management with the Civil Service Agency;</li> <li>• Preparing individual regulations pertaining to labor rights, duties and responsibilities or those related to employment</li> </ul>	<ul style="list-style-type: none"> <li>• Preparing data for the annual and medium term plan of HR needs in the institution;</li> <li>• Conducting analytical job evaluations;</li> <li>• Submitting necessary information to the Civil Service Agency in order to implement procedures for filling vacancies or job openings when hiring new employees;</li> <li>• Preparing documents for performance appraisal and collecting data for the preparation of appraisal reports;</li> <li>• Organizing (decentralized) training, keeping record of conducted training;</li> <li>• Keeping the Register of personnel records and personnel files of the employees;</li> <li>• Collecting data for the preparation of the integrity plan and reports of irregularities in the operation of the institution and corruption;</li> <li>• Preparing standard individual regulations pertaining to labor rights, duties and responsibilities or those related to employment.</li> </ul>

## 6. Classification Process

The classification process in each public administration body should be carried out by a job analyst, that is, by an employee in charge of human potential management. Each public administration body should have at least one job analyst, answering to the ministerial secretary or another responsible person selected by the head of the public administration body.

The classification process is always preceded by the process of job analysis. In this regard, a job analyst collects data on the duties and responsibilities of a particular job and prepares a new description for the job on the new form, in accordance with the methodology for job analysis, which has been addressed in the previous section of this handbook.

After producing a new description for the job, a job analyst should analyze the description of that particular job and compare it with the general descriptions of particular job categories. The starting point in this process is the category for which a job analyst believes that it best suits the job that is being classified. A job analyst then compares the description of the particular job that is being assessed with the description of the duties and responsibilities in the general category description. If it is determined that the description of the job under assessment undoubtedly matches the general category description for the job, a job analyst makes an entry into that job description, proposing the name of the category into which the job is classified.

In case of a dilemma between two (or more) categories in which the job could be classified, a job analyst makes the comparison between the description of the duties and responsibilities for the job at hand and examples from the standard job descriptions, which are also representative of their respective categories. This classification based on comparative analysis of the draft job description with the standard job description in this case can be deemed final if the majority of the duties and responsibilities for the job at hand would be classified into the same category and provided that the civil servant spends more than 60% of his time at work performing those duties. However, if this is not the case, a job analyst should revisit the job description and correct potential inconsistencies in its contents.

Job classification should be subject to scrutiny and approval, in order to avoid the natural tendency to classify jobs into higher categories, which come with higher salary grades. The procedure for approval of the classification of particular job into particular category should be the same as the procedure for approval of the job description, by adopting amendments to the rulebook on internal organization and job systematization, i.e. the organizational plans. As is widely known, it is the Government that gives its consent to rulebooks on internal organization and job systematization (organizational plans) in this procedure, after having previously obtained a positive opinion from the institutions in charge of administrative and financial affairs. This is to prevent the possibility to overestimate positions and classify them into higher categories that do not correspond to the actual value of the job.

## **7. Conclusion**

Analytical job assessment is an indispensable tool in the determination of the relative value of the job and the establishment of a fair salary system in the civil service. Based on the system of analytical job assessment, each job can be compared to other jobs in the civil service, which is the basis for finding its proper ranking on the hierarchical ladder, which is linked to the corresponding salary grade. The introduction and performance of analytical assessment is a pre-requirement for the establishment of a fair salary system, which will be able to attract and keep the best human resources in the civil service.

## **Annex 1**

### **FACTOR PLAN FOR ANALYTICAL JOB ASSESSMENT**

#### **RESPONSIBILITY**

This factor is used to determine to what degree the tasks and responsibilities performed at a given job affect the achievement of the objectives of the public administration body, as well as the scope of material, financial and human resources that are managed in order to achieve the results.

1. The incumbent is responsible for performing duties and responsibilities that involve simple routine operations and the application of uniform working methods, with no managerial responsibilities, and which have little impact on the achievement of the objectives of the organizational unit.
2. The incumbent is responsible for performing duties and responsibilities that involve routine operations with clearly defined tasks and the application of established working methods, with no managerial responsibilities, and which have moderate impact on the achievement of the objectives of the organizational unit.
3. The incumbent is responsible for performing specialized administrative or skilled/technical duties and responsibilities, which involve the application of various working methods and expert techniques, with no managerial responsibilities, and which have little impact on the achievement of the objectives of the organizational unit.
4. The incumbent is responsible for performing specialized administrative or skilled/technical duties and responsibilities that require an in-depth knowledge of the working methods or a high degree of technical skills to perform the tasks of the job, with no managerial responsibilities, which have moderate impact on the achievement of the objectives of the organizational unit.
5. The incumbent is responsible for a professional, managerial or advisory job that comprises a rather broad spectrum of standard and non-standard duties and responsibilities, which significantly impact the achievement of the objectives of the organizational unit, which might involve: 1) responsibility for the management of a small organizational unit 2) external coordination of the work of a group of employees outsourced from the public administration body or 3) independent performance of administrative supervision.
6. The incumbent is responsible for the coordination of the work of the employees in a medium sized organizational unit, where they perform mutually related tasks of the public administration body for a specific administrative or territorial area. He may be responsible for the utilization of financial, material and human resources assigned to the organizational unit and the coordination of the work of a group of employees outsourced from the seat or from the public administration body.

The incumbent has significant impact on the achievement of the objectives of the organizational unit coordinated by him.

7. The incumbent manages or coordinates the work of a relatively large organizational unit, where they perform tasks and duties in one field from under the scope of the public administration body. He is responsible for the utilization of financial, material and human resources assigned to the organizational unit coordinated by him. The incumbent may coordinate the work of a rather large group of employees outsourced from the seat or from the public administration body. He has significant impact on the achievement of the objectives of the organizational unit coordinated by him.
8. The incumbent coordinates the work of all organizational units of the public administration body in order to ensure the execution of tasks as identified in the work program of the institution. He may be responsible for the utilization of financial, material and human resources in the institution. The incumbent has moderately significant impact on the achievement of the objectives of the public administration body.
9. The incumbent manages, represents and speaks for the public administration body with a rather small number of employees, which may be with a ministry. He is responsible for the utilization of financial, material and human resources of the institution managed by him. The incumbent has key impact on the achievement of the objectives of the public administration body.
10. The incumbent manages, represents and speaks for the public administration body with a rather large number of employees, which can be autonomous. He is responsible for the utilization of financial, material and human resources of the institution managed by him. The incumbent has key impact on the achievement of the objectives of the public administration body.

### **DECISION-MAKING**

This factor is used to determine the level of initiative and autonomy within a given job. The autonomy indicates the extent to which the job is done under supervision of the supervisor, taking into account the type of decisions made which affect the management of the work of the public administration body.

1. The incumbent performs the duties and responsibilities of the job by following detailed instructions and guidance pertaining to his field of work.
2. The incumbent performs the duties and responsibilities of the job with occasional supervision by his supervisor; he has limited autonomy in decision making, but regularly goes to his supervisor for the guidance in solving common problems at work.
3. The incumbent performs the duties and responsibilities of the job with occasional supervision by his supervisor; he goes to his supervisor only for solving more complex methodological and technical problems.
4. The incumbent works under the general guidelines of his supervisor – he often has to make operational decisions which require judgment calls without going to the supervisor.
5. The incumbent works under the general guidelines of his supervisor, but also has substantial space for autonomous decision-making. He gives his contribution to the decision-making in the organization by preparing analytical documents (reports, analyses, etc.), performing independent administrative supervision or giving suggestions for the actions pertaining to the issues from certain administrative or technical field.

6. The incumbent makes special contribution to the decision making at higher level through the preparation of complex analytical documents, giving suggestions for the actions pertaining to a broad spectrum of issues, which may include performance of the most complex tasks of administrative supervision. He often gives his opinion on chosen actions that can influence certain parts of the organization and/or policy making in certain fields from within the scope of the public administration body. With his special knowledge and skills in particular administrative or technical field, he gives contribution to the decision-making at higher level.
7. The incumbent takes full initiative in the decision-making in one field from within the scope of the public administration body. Only occasionally he goes to higher levels to get confirmation for his actions. He has significant impact on the decision-making at the highest level.
8. The incumbent makes decisions that influence a broad spectrum of complex issues from within the scope of the public administration body. Only occasionally he goes to higher levels to get confirmation for his actions. He has significant impact on the decision-making at the highest level.
9. The incumbent makes decisions autonomously and takes actions to solve organizational and personnel issues. Limitations in his work are set only by the highest management of the organization.
10. The incumbent is independent in making decisions, general and specific regulations and recommendations of key importance for the entire institution.

### **COMPLEXITY OF WORK and Creative Thinking**

This factor is used to express the diversity of duties, the need for analytical skills and creative thinking in the resolution of problems or identification of alternative courses of action. Creativity can be best observed as a need to introduce innovations in order to resolve a problem within the accepted procedures and guidelines.

1. Simple routine tasks that are generally repetitive and require the application of uniform working methods.
2. Routine tasks that entail limited scope of similar and clearly defined operations, with the application of previously determined rules and methods of work.
3. Less routine tasks that entail limited scope of similar operations which involve the application of various working methods.
4. Specialized administrative or skilled technical tasks that require an in-depth knowledge of the working methods, and may also require a high level of technical skills to perform the duties of the job.
5. Skilled tasks that require careful interpretation of the rules and procedures, and also the application of new working methods within the general guidelines and procedures of the public administration body.
6. Skilled or managerial tasks that encompass a broad scope of duties and responsibilities and solving various problems that require flexibility or planning to take new measures.
7. Skilled, managerial or advisory position that comprises a pretty broad spectrum of standard and non-standard duties and responsibilities that require flexibility in analyzing and creativity in applying various techniques and methods on the job.

8. Skilled, managerial or advisory position that comprises a broad spectrum of duties that require flexible approach to work organization and control, more careful analyzing, often working with very short deadlines; a complex expert activity requires regular creative and innovative contribution to the advancement of work.
9. Managerial duties and responsibilities involve a series of diverse activities that are not part of any established guideline, which require creative thinking in developing new approaches and procedures that will impact a large part of the public administration body.
10. Exceptionally complex managerial duties and responsibilities involve dealing with a series of diverse and complex issues, often of a broader social importance. It requires a high level of creative and strategic thinking necessary for the development of new concepts and practices.

### **CONTACTS and Representation**

This factor is used to determine the scope, the level and the purpose of contacts with other people within and outside the organisation, taking into account the required writing and speaking skills, the nature of the contacts and the relevance of the results.

1. Contacts are prevalently made within the organizational unit or rarely with other people outside the organizational unit in order to pass or get some basic information. It requires pure courtesy as part of business communication.
2. Marginal and irregular contacts with other people on the similar level in order to gather or exchange simple information, i.e. giving guidelines in clearly defined situations.
3. Some contacts with other fields of work in the organization, including routine fact finding and giving advice in clearly defined situations.
4. Regular contacts with other organizational units and occasionally with other public administration bodies, which entail receiving and giving advice and guidelines on a particular issue in order to find the best solution.
5. Regular contacts with similar or same levels in other public administration bodies, which encompass giving advice on important issues or getting support for proposed courses of action, which may require persuasion skills.
6. Frequent contacts with other parts of the organization, less frequent with other public administration bodies, in order to negotiate and consult on relatively sensitive issues, which may require persuasion skills.
7. High level of contacts within the organization, and sometimes even with other public administration bodies, which requires mandatory persuasion skill in presenting positions. He can represent the public administration body in public.
8. High level of contacts within and outside the organization, which requires high level of communication, negotiation and persuasion skills. He can represent the public administration body in public (at conferences and meetings with other organizations, etc.).
9. The highest level of contacts, in particular with the accent on building various partnerships, which imply major responsibility in terms of assuming obligations or determining development paths of the public administration body.

10. The highest level of contacts, in particular with the accent on building various partnerships, which imply the highest level of responsibility in terms of assuming obligations or determining development paths of the public administration body.

### **COMPETENCE (Knowledge, Skills, Experience)**

This factor is used to determine the knowledge and skills (technical/professional/managerial) acquired through education, training and experience as the basic prerequisite input parameters that are necessary to meet the job requirements.

1. The ability to perform simple tasks, which rarely require additional training or work experience in the execution of technical tasks and duties.
2. The ability to perform simple technical or administrative duties and responsibilities, which take little time to adopt the procedures and gain experience, which requires the possession of knowledge on basic work methodologies and procedures.
3. The ability to perform non-routine tasks upon own initiative, using the knowledge acquired through training and/or experience.
4. The job requires certain experience, understanding of one's own role as well as of the existing development paths, with the ability to carry out non-routine tasks in a particular field with minimum supervision.
5. The requirement here is some experience in a particular field and acquired ability to plan, organize and coordinate work in order to meet the job requirements and provide certain recommendations in the basic activity of the public administration body.
6. Competence in a particular field of activity of the public administration body and substantial specific experience, as well as the ability to plan and organize tasks in order to provide comprehensive recommendations in a particular administrative field.
7. Comprehensive knowledge of the principles and practices in a particular field, the capacity for their implementation and development, solid working experience and the ability to coordinate employees.
8. The job requires a high level competence and significant practical experience in a particular field and the ability to coordinate rather large organizational units.
9. The job requires a broad spectrum of knowledge in various fields – necessary long practical experience in determining strategic goals, as well as significant managerial experience.