

# Internal Equity Workshop – Hay Group Work Measurement Process

LHRMA

MARCH 9, 2010



# 01

Why evaluate jobs?

# What are your opinions about job evaluation?

**Why should jobs be evaluated?**

**What criteria should be included in a job evaluation methodology?**

**What process should be used to evaluate jobs?**

**What is the value to the organization?**

**What are the current issues you would like to see addressed regarding job evaluation?**

## Why evaluate jobs?

- To reflect the values of the organization**
- To clarify organization structures and job accountabilities**
- To determine hiring criteria and qualifications**
- To develop a basis for performance management**
- To establish a credible and consistent hierarchy of job values to the organization**
- To facilitate the development of a pay structure**
- To enable comparisons to be made to assess internal pay equity based on measured job content**
- To facilitate making pay comparisons to the external labor market**
- To support legal compliance efforts (e.g., ADA, FLSA, etc.)**

# What would you need to know to evaluate/price a job?

## Job purpose

- Why does this job exist?

## End result expectation

- What is the outcome expected? How is this position expected to achieve that end result?

## Budget

- What is the magnitude of this job's responsibility? What is the job's role in setting and managing to and/or within that budget? How much latitude do they have to work within this budget?

## Reporting structure

- Who does this job report to? Who reports to this job? What latitude to achieve an end result is permitted within this job?

# What would you need to know to evaluate/price a job?

## Skills, experience and knowledge

- What does this job holder need to know in order to deliver upon the output expectations?

## Degree of autonomy

- What governs the job holder's actions?

## Geographic scope

- How far reaching is this position? Are there cultural nuances and/or sensitivities that increase the complexity of this job?

## Nature and environment

- What is the nature and environment in which this job operates?

## Creativity required in the job

- How creative can this job get and still produce the expected end results? Are there principles/policies/procedures, etc. that guide the job holder?

# Job evaluation requires organizational understanding



These last two - People and Reward - are not a part of job evaluation decisions, but are a part of people management decisions.

# The definition of job evaluation

**Determining the intrinsic value of work to the organization using a methodology containing measurement scales of common compensable factors.**

**A process to measure the size of jobs against appropriate and consistent criteria.**

**Focuses on the content of the job as currently designed.**

**Factors not considered in the process:**

- Individual qualifications, performance and longevity
- Existing pay
- External market (e.g., supply and demand)



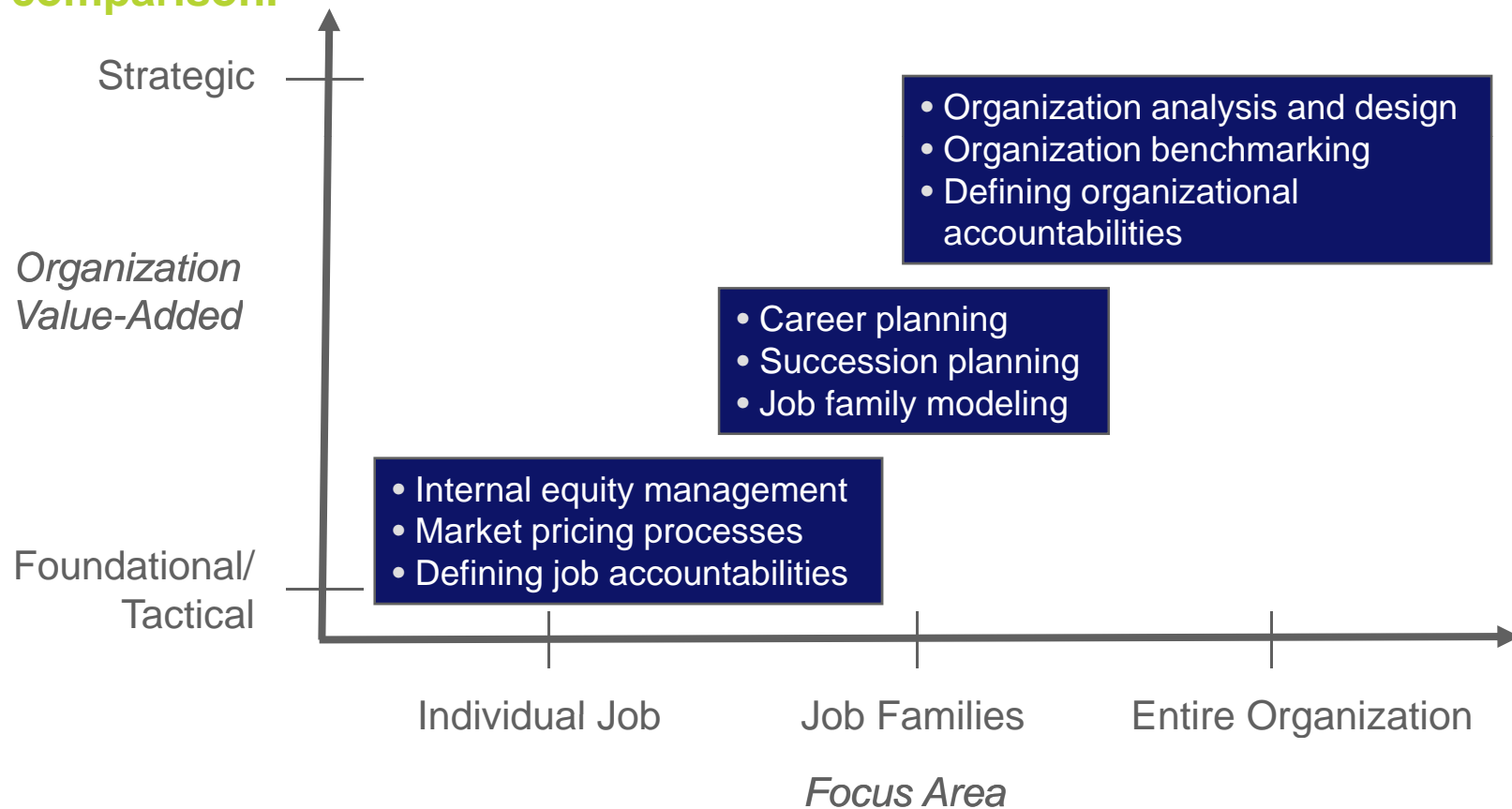
# The value of job evaluation

## Job evaluation is an integral component of the work valuing process

- Market rates matter. . .but may not give a complete, constructive answer.
  - Companies are becoming unique in their organization structures, market niches and jobs.
- Pay decisions must make business sense. . .you must have a foundation for those decisions.
  - Use market comparisons to measure the value of comparable work or people to other organizations.
  - Use job evaluation to measure the value of the work or person to the specific organization.

# And it's not just about pay. . .

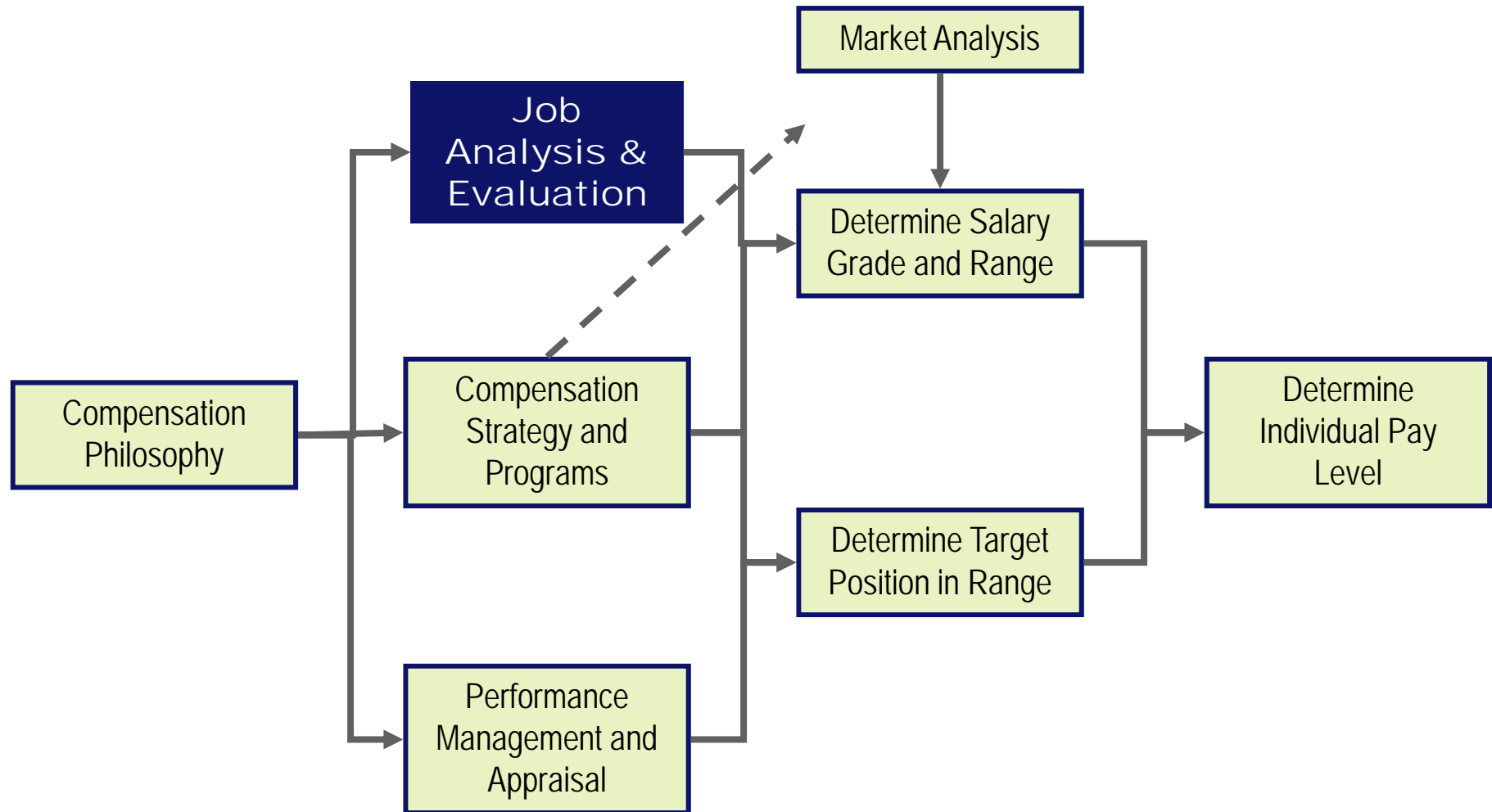
**. . .impacting pay decisions is only one of the purposes of work comparison.**



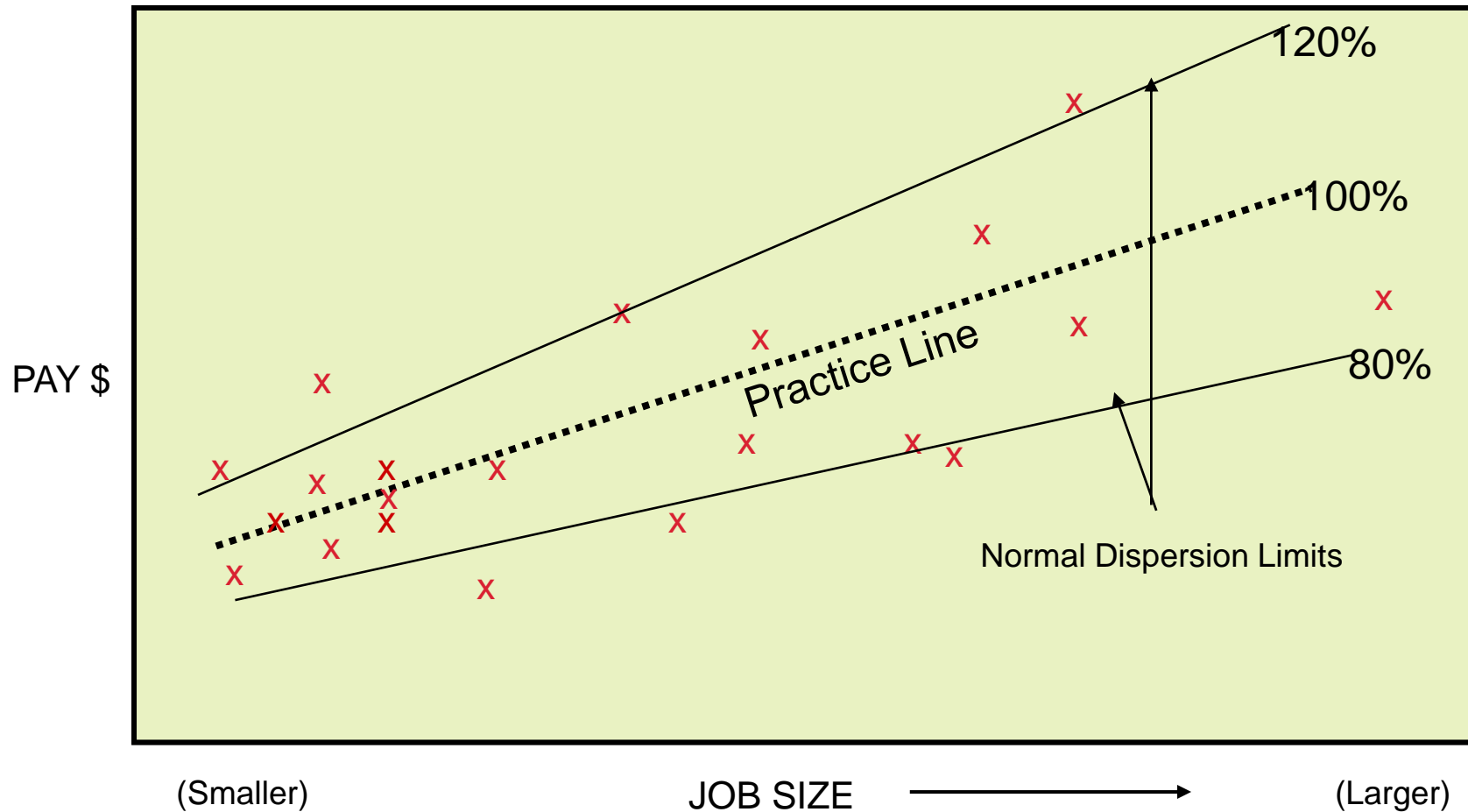
02

Compensation analysis

# Compensation decision process

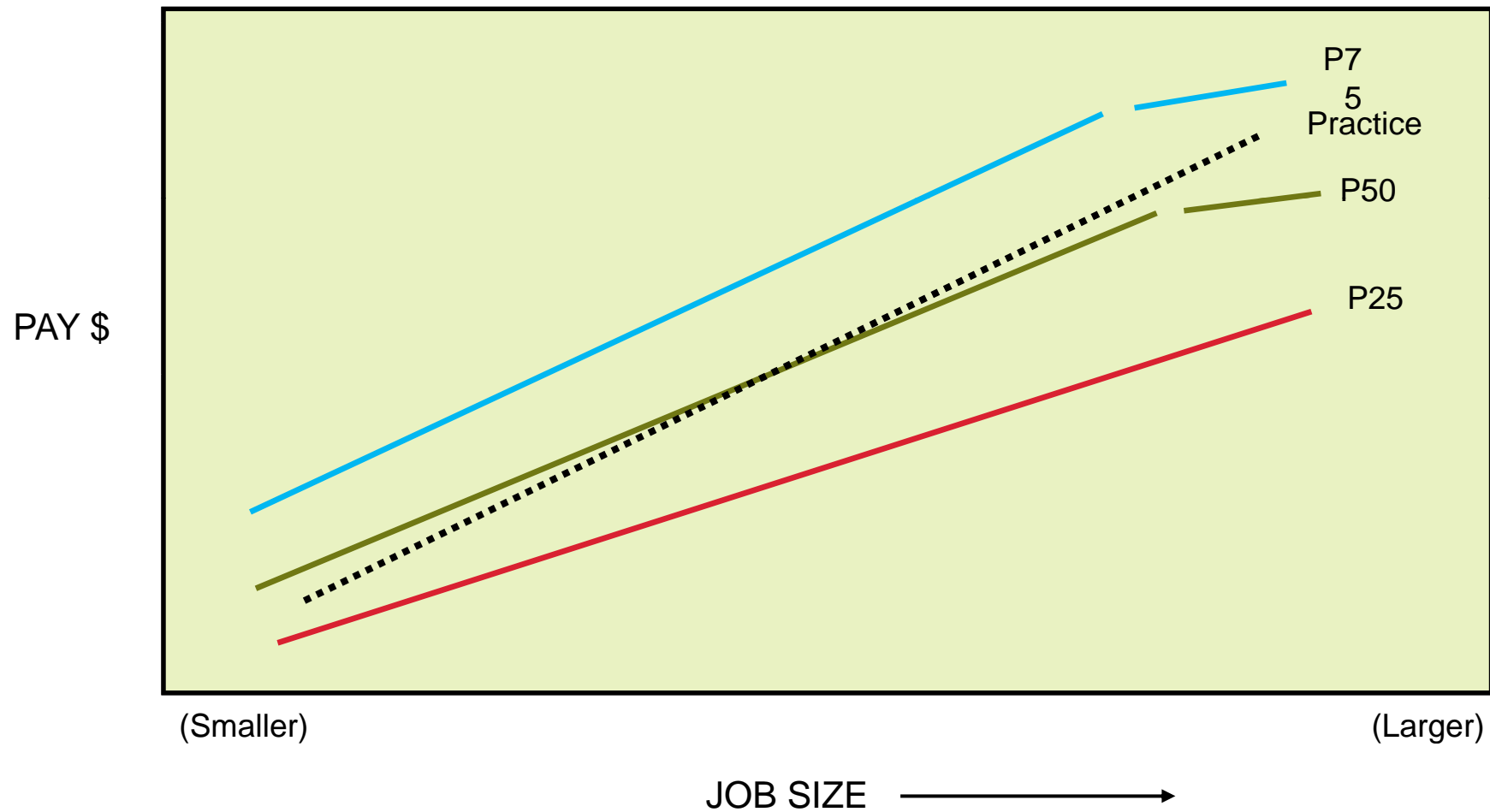


# Analysis of internal equity



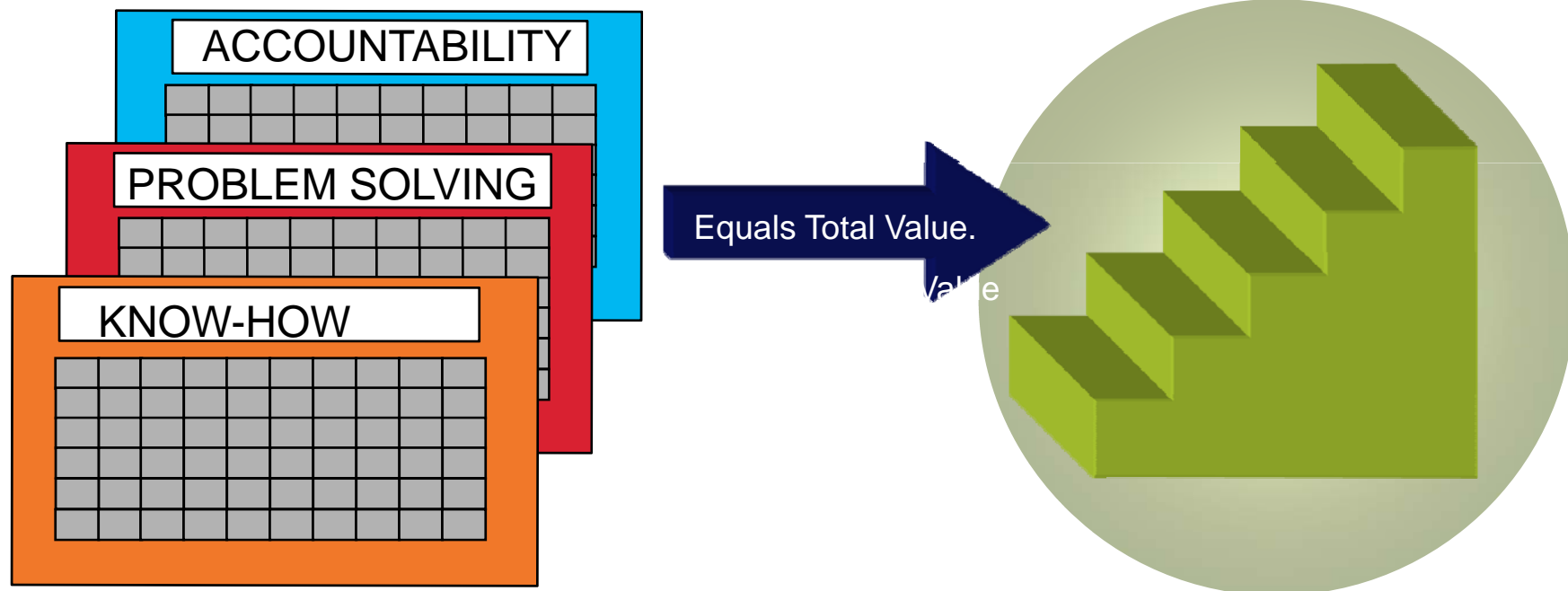
x = one job or employee

# Analysis of external competitiveness

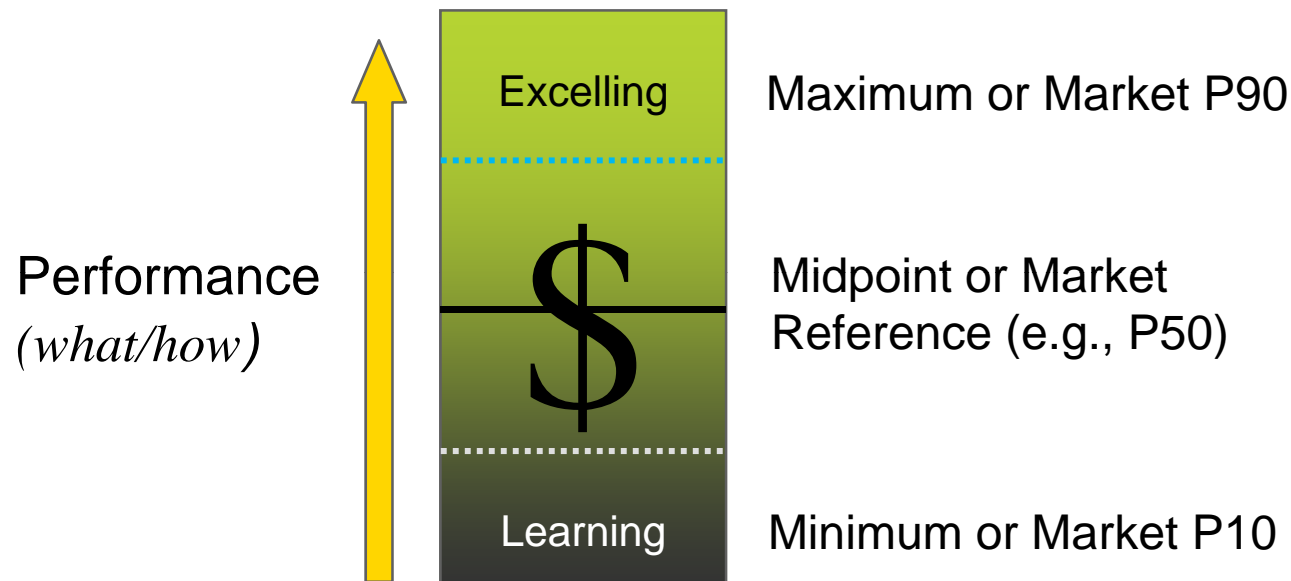


# Job grades

Evaluation points determine where the job fits in the grade structure. Each grade level is defined by a range of point values which groups jobs together in similar responsibility levels.



# Base salary ranges



- Lower portion of range is typical for newly promoted or new hires with limited experience in that grade.
- Middle portion of range represents the targeted market value for positions in that grade. This portion is typical for fully proficient employees with consistently solid performance.
- Upper portion of the range provides a premium over market and is typical for employees with outstanding performance over an extended period of time.



# 03

Hay Group Guide Chart -Profile  
Method of Job Evaluation<sup>SM</sup>

# Hay Group Guide Charts

**Developed by Edward N. Hay in the early 1940's**

**Modified over the years to reflect the changing needs and evolution of organizations**

**Most widely used process for the evaluation of management, professional and technical jobs in the world**

**Used by more than 4,000 organizations in over thirty countries**

## Basic premise

**We must first believe that all jobs exist to contribute in some way to the organization.**

**Job evaluation allows us to measure the contributions of jobs in terms of internal value and further enables linking these internal values to external market data.**

**Hay Group methodology measures three aspects of a job:**

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

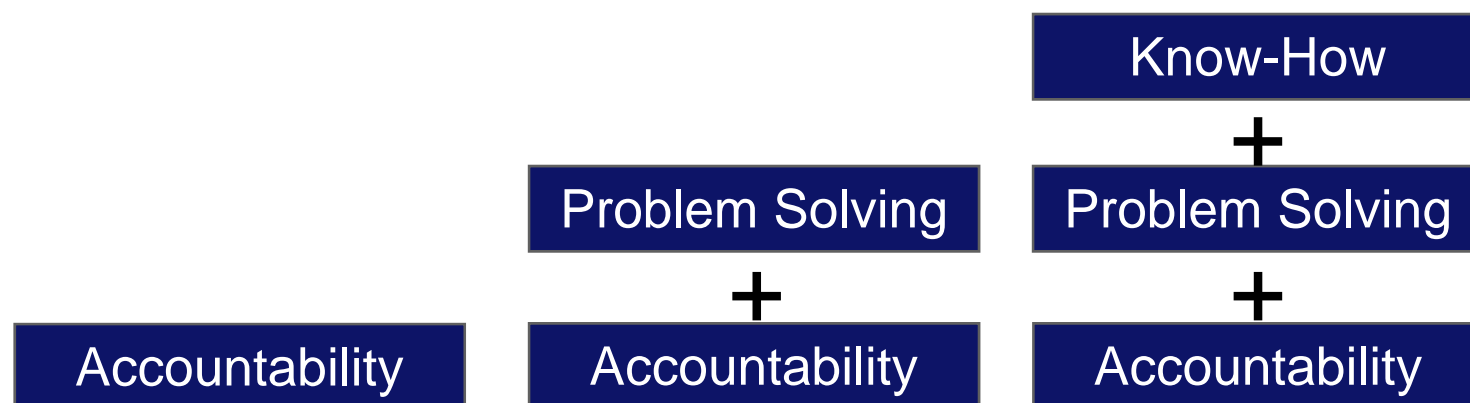
**The outcome of this methodology is a measurement of job size in terms of points.**

## Basic premise

Jobs exist to achieve an end result.

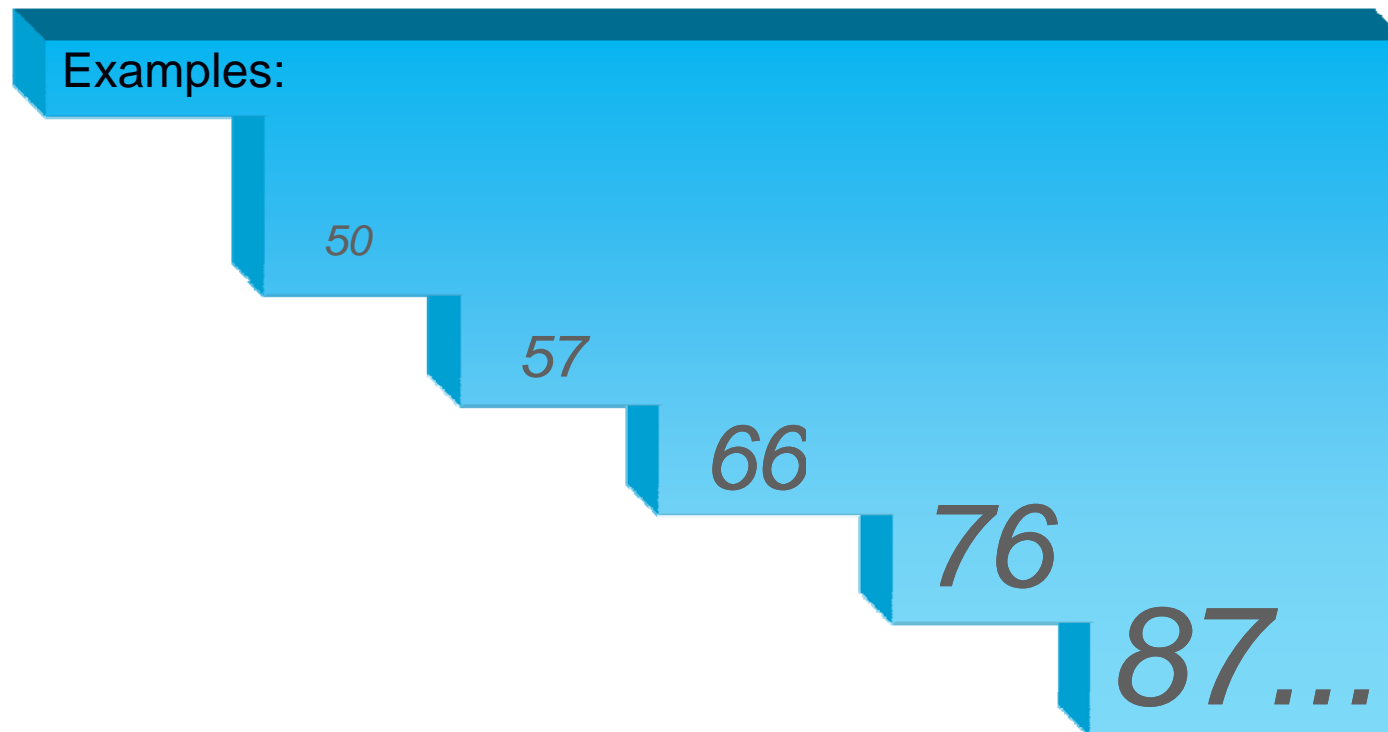
To achieve this end result, job holders must address problems, create, analyze, and apply judgment.

Therefore, the job holder requires a level of knowledge and experience commensurate with the scale and complexity of the result to be achieved.



## Work comparison process

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



# Work comparison process

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

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

# Know-How Factor

To achieve results, jobs must require a certain level of knowledge, skills and 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:

- Technical and Specialized Knowledge
- Managerial Integration
- Human Relations Skills

The Knowledge Required of a Job or “Input”



# Problem Solving Factor

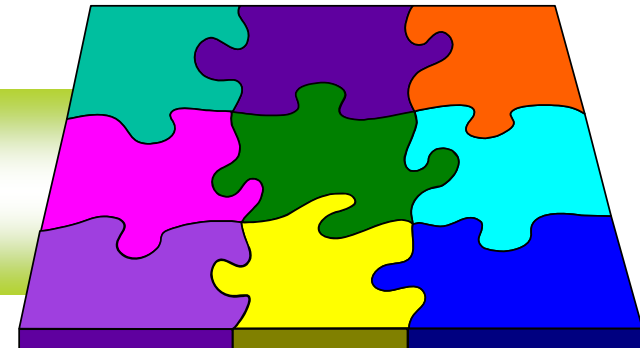
In utilizing Know-How to achieve results, jobs are designed to analyze and resolve problems.

Problem Solving is the factor we use to measure the nature and complexity of the problems and challenges that jobs must face.

Problem Solving has two dimensions:

- Thinking Environment
- Thinking Challenge

The Thinking, Processing,  
Analyzing or “Throughput” of a Job





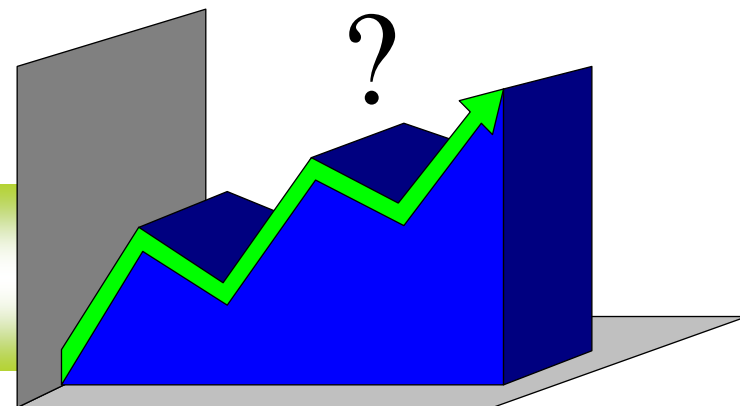
# Accountability Factor

**Based on the premise that all jobs exist to achieve results  
Accountability is the factor we use to measure the output of jobs**

**Accountability has three dimensions**

- Freedom to Act
- Impact
- Magnitude

The Accountability or  
“Output” of a Job



# 04

Hay Group Guide Chart Factors  
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 and experience – programming, skilled trades, etc.
- Experience – sales, supervision, etc.

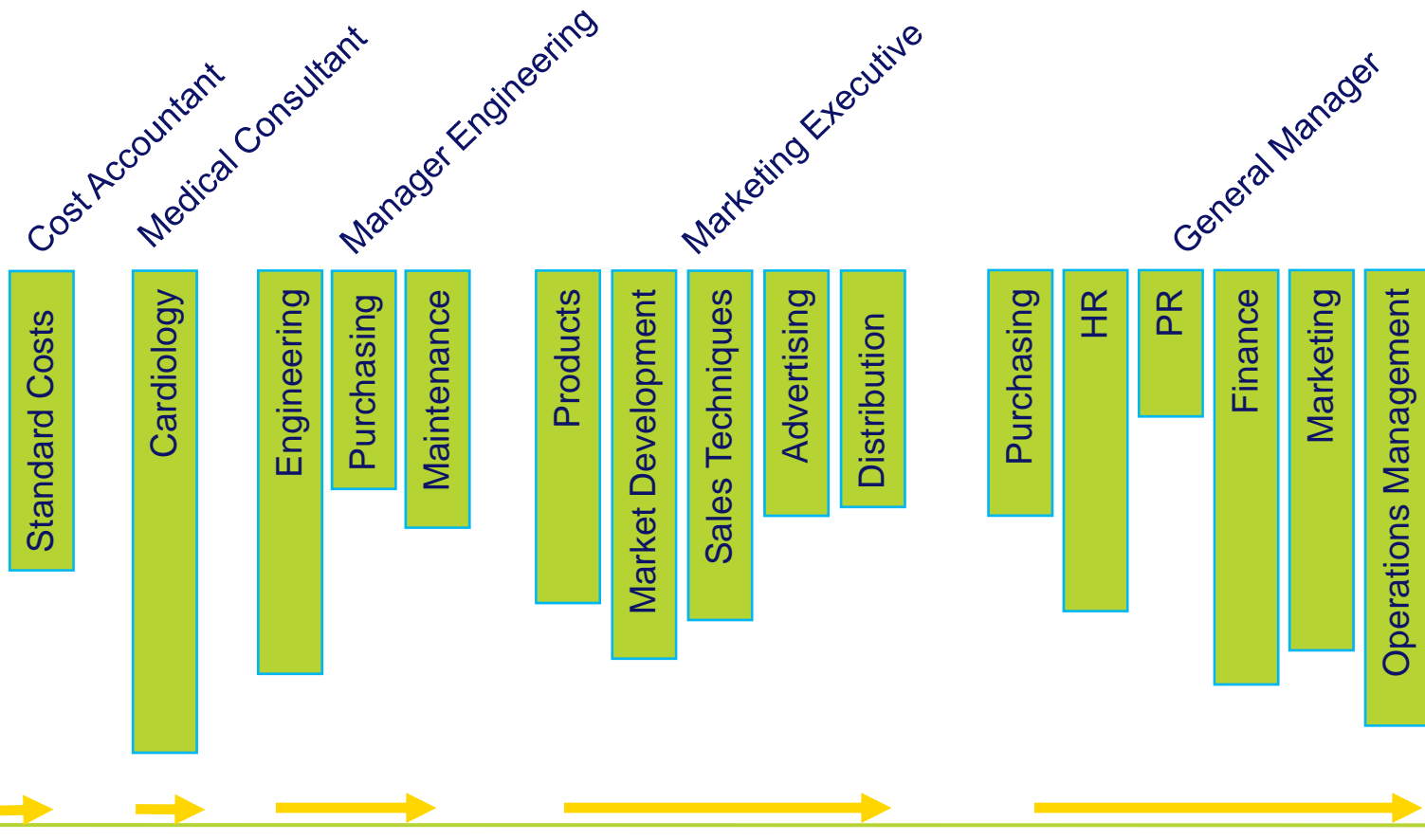
**Know-How has three dimensions:**

- Specialized/Technical
- Managerial
- Human Relations Skills

# Specialized/Technical Know-How

## Depth & Breadth

### Specialized/Technical



# Specialized/Technical Know-How

**Basic building blocks of knowledge in the position**

**How much the position holder needs to know about how many things**

**Can be expressed as depth and/or breadth**

**Not a measure of how the incumbent attained the knowledge (can be attained through either formal education or experience)**

- L, A – D                      Knows WHAT to do and HOW to do it
- E\* – G                        Also knows WHY it should be done (the theories, concepts, and principles behind the action)

\* Level E typically begins the transition to professional/managerial employees

# Evaluating the Depth of Specialized/Technical Know-How

## L – Limited

- Simple instructions and work routines
- Day laborer, sweeper, picker

## A – Primary

- Simple procedures, detailed instructions and routine operations
- May involve use of simple equipments
- Positive habits for individual and team efforts
- Able to perform basic math operations (add, subtract)
- Mail room clerk, file clerk, assembler, and laborer

# Evaluating the Depth of Specialized/Technical Know-How

## B – Elementary Vocational

- Basic abilities in understanding established, standardized instructions, ability to utilize basic equipment, math skills (able to work with percentages, fractions and decimals)
- Typical of what high school education plus some skills training (clerical accounting, secretarial, electronics, drafting)
- Receptionist, data entry, maintenance helper, assembler, truck driver, guard, accounting clerk, unskilled to semi-skilled production

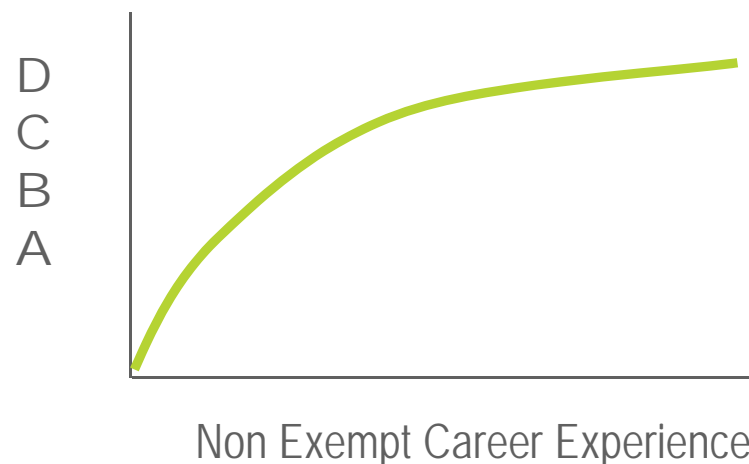
## C – Vocational

- Procedural or systematic proficiency in use of somewhat diversified procedures and precedents; may involve facility in operation of specialized equipment of moderate complexity
- “Journey” level of skill in vocational areas
- Secretary, accounting clerk, bank teller, computer operator, customer service clerk, drafter (CAD), carpenter, painter, journey level operations and craft skills

# Evaluating the Depth of Specialized/Technical Know-How

## D – Advanced Vocational

- Specialized knowledge (non-theoretical) utilizing substantially diversified standards and precedents; may involve operation of equipment with significant complexity. Typically highest level of technical know-how for work classified as “nonexempt.”
- Computer programmer, executive secretary, technician, industrial nurse, customer service representative, maintenance electrician, tool and die maker, highly skilled to master level trade, first line supervisor.





# Evaluating the Depth of Specialized/Technical Know-How

## E – Basic Specialized

- Basic understanding and application of clearly defined policies and principles, defined work practices, precedents, theoretical or scientific theory and functional principles. Understanding of why things are done is important.
- Levels of difficulty/abstraction typically gained through a four year college degree program.
- Entry and learning levels of individual contributor positions in the professions (e.g., accounting, legal, engineering, etc.), first line to mid-level supervisor/managers, technical sales positions.

## F – Seasoned Specialized

- Proficiency in application of knowledge in a broad, multifunctional field, or considerable depth and seasoning in a technical and specialized field.
- Typical career top out level of technical know-how for professionals.

# Evaluating the Depth of Specialized/Technical Know-How

## G – Advanced Mastery

- Comprehensive knowledge and experience in general management breadth and/or expert level of ability in highly technical areas.
- Positions generally have strategic importance to the organization and represents the organization's leading expert in such an area.
- On technical side, requirements often exist for advanced degree or equivalent with significant experience.
- Senior executives (breadth) and typical top of technical career ladder in most organizations.

## H – World Class Expertise

- Recognized and accomplished industry/functional expert in a critical, technically complex and strategically important area.
- Rarely used, and where it is, associated with individual recognition and capability in addition to organization need.

# Evaluating the Depth of Specialized/Technical Know-How

Levels	Technical Skill Requirements	Typical Skill Requirements	Training Needed
A	Primary	Literacy and ciphering skills needed	Very short on-the-job
B	Elementary Vocational	Semi-skilled/simple repetitive assignments/use of basic equipment	Short on-the-job
C	Vocational	“Journey” level/specialized skills or equipment	Moderate, specialized training and experience
D	Advanced Vocational	Master vocational skills/procedural proficiency	Vocational training and considerable experience
E	Basic Specialized	Disciplinary understanding/technical sufficiency	College degree or equivalent training and experience
F	Seasoned Specialized	Technical, disciplinary proficiency	Advanced college study or equivalent training and experience
G	Specialized Mastery	Broad management knowledge or deep technical knowledge	Extensive management or technically specialized experience

Specialized/Technical  
Know-How

Group Exercise

Know-How Evaluation

# Managerial Know-How

## Leadership Integration

- Requirements for managing, planning, organizing, staffing, directing and controlling work to ensure integration of activities to meet business objectives.
- Decision-making regarding the allocation of resources (people, material, financial).
- Supervising or administering are parts of the management job.
- May be exercised consultatively or executively.
- Hierarchically influenced (levels above affect more than levels below).
- Increase with complexity functional diversity, strategic importance, scale/scope and degree of conflict resolution and trade-offs required.

# Managerial Know-How

## T – Task Oriented

- Performance of a task(s), highly structured, limited awareness of company environment.

## I – Minimal/Activity Oriented

- Performance of job that is very specific as to objective, approach and content, with appropriate awareness of related activities and impact position has on them (clear majority of all jobs).
- Performance or supervision of an activity or activities within established plans, structures, work processes and budgets.
- Limited requirements for managerial skills in organization, policy making, administration and integration of functions.
- Includes “manager” positions where focus is on assignment of work, scheduling work, monitoring work and reviewing results for timeliness, quality and cost effectiveness.

# Managerial Know-How

## II – Related (Tactical)

- Job involves allocation of resources (people, material, financial) and integration of activities that are relatively homogeneous in nature and content with limited requirements for making allocation “trade-off” decisions. Job may be either operational or conceptual. Examples:
  - Manager/Directors working through subordinate Supervisors/Managers to provide for the integration of activities which have common functional objectives and to assure external coordinator of those activities with other functional areas.
  - Manager/Director overseeing complex work of professionals who do not require day-to-day supervision. The focus is on acquiring and using resources to achieve specific planned objectives.
  - Individual contributor in consulting role required to know and utilize the process of management to advise other managers on matters having business impact.

# Managerial Know-How

## III – Diverse (Strategic)

- Positions charged with integrating unrelated functions (e.g., production, sales and finance) and/or the integration of all functions within a major activity area of strategic importance (e.g., finance).
- These positions are required to deal with conflicting objectives or priorities, by allocating resources among subordinate areas which are pursuing specific objectives.

## IV – Broad

- Total management of the Group or Subsidiary.
- Core Executive Leadership position for the entire organization.
- Definition tailored to overall organization size and complexity (may be CEO of a smaller company or core management of a larger company).



# Breadth of Required Managerial Know-How

- T. \_\_\_\_\_ Individual performer assigned simple, specific tasks
- I. ● Individual performer or supervisor
- II. ● ● Homogeneous managerial integration
- III. ● ■ Diverse Managerial Integration
- IV. ● ■ ▲ Integration of broad major functions for the division

# Managerial Know- How

Group Exercise  
Know-How  
Evaluation

# Human Relations Skills Know-How

**Person to person skills in the area of human relationships impacting outcomes of such interactions.**

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

**Nature of contact and end result expectation of interpersonal relationships are critical, not frequency of interpersonal interactions.**

# Human Relations Skills Know-How

## Basic

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

## Important

- Skills required to understand, persuade and influence outcomes.
- Influences behavior, change opinions or turn a situation around.
- Examples: Lead Worker/Supervisor, Customer Service Representative, Technical Sales Representative

## Critical

- Requirements to motivate, develop, negotiate, mediate or cause commitments (to cause actions to occur that would not likely occur without human relationships interactions).
- Examples: Sales representative, managers of people, labor negotiators

# Human Relations Skills Know-How

Category	Basic	Important	Critical
Components	<ul style="list-style-type: none"> <li>■ Courtesy</li> <li>■ Tact</li> <li>■ Provide Information</li> </ul>	<ul style="list-style-type: none"> <li>■ Courtesy</li> <li>■ Tact</li> <li>■ Provide Information</li> <li>■ ■ Persuade</li> <li>■ ■ Influence</li> <li>■ ■ Understand</li> </ul>	<ul style="list-style-type: none"> <li>■ Courtesy</li> <li>■ Tact</li> <li>■ Provide Information</li> <li>■ ■ Persuade</li> <li>■ ■ Influence</li> <li>■ ■ Understand</li> <li>■ ■ ■ Develop</li> <li>■ ■ ■ Motivate</li> <li>■ ■ ■ Select</li> <li>■ ■ ■ Effect Change</li> </ul>
Activities	<ul style="list-style-type: none"> <li>→ HR Skills Subordinate to Procedural Skill</li> <li>→ "Getting Along" with People Effectively</li> </ul>	<ul style="list-style-type: none"> <li>→ Technical Know-How Utilized to Influence Others</li> <li>→ Group Leaders/ Technical Supervisors</li> </ul>	<ul style="list-style-type: none"> <li>→ HR Skills Critical in Changing Behavior of Others</li> <li>→ Most Managers and Supervisors</li> </ul>
Behavior Change	→ None or Minimal	→ Moderate	→ High

Human Relations  
Skills Know-How  
Group Exercise  
Know-How  
Evaluation

# Know-How Slotting

e.g., DI3 = 152

		Managerial Know-How											
		I. Minimal			II. Related			III. Diverse			IV. Broad		
		1	2	3	1	2	3	1	2	3	1	2	3
Specialized Know-How	A. Primary	50 57 66	57 66 78	66 78 87	66 78 87	76 87 100	87 100 115	87 100 115	100 115 132	115 132 152	115 132 152	132 152 176	152 175 200
	B. Elementary Vocational	66 76 87	76 87 100	87 100 115	87 100 115	100 115 132	115 132 152	115 132 152	132 152 175	152 175 200	152 175 200	175 200 230	200 230 264
	C. Vocational	87 100 115	100 115 132	115 132 152	115 132 152	132 152 175	152 175 200	152 175 200	175 200 230	200 230 264	200 230 264	230 264 304	264 304 350
	D. Advanced Vocational	115 132 152	132 152 175	152 175 200	152 175 200	175 200 230	200 230 264	200 230 264	230 264 304	264 304 350	264 304 350	304 350 400	350 400 460
	E. Basic Specialized	152 175 200	175 200 230	200 230 264	200 230 264	230 264 304	264 304 350	264 304 350	304 350 400	350 400 460	350 400 460	400 460 528	460 528 608
	F. Seasoned Specialized	200 230 264	230 264 304	264 304 350	264 304 350	304 350 400	350 400 460	350 400 460	400 460 528	460 528 608	460 528 608	528 608 700	608 700 800
	G. Specialized Mastery	264 304 350	304 350 400	350 400 460	350 400 460	400 460 528	460 528 608	460 528 608	528 608 700	608 700 800	608 700 800	700 800 920	800 920 1056

KH	PS	AC	Total
152			
Bookkeeping Supervisor			

KH	PS	AC	Total
304			
Principal Engineer			

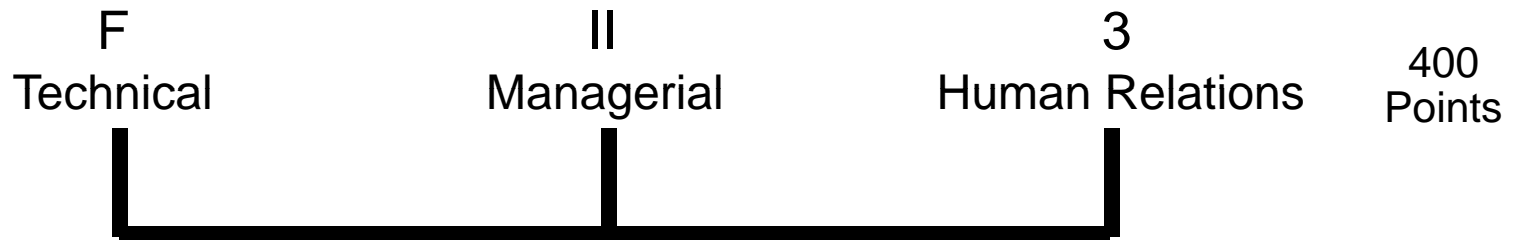
  

KH	PS	AC	Total
700			
Executive Vice President			

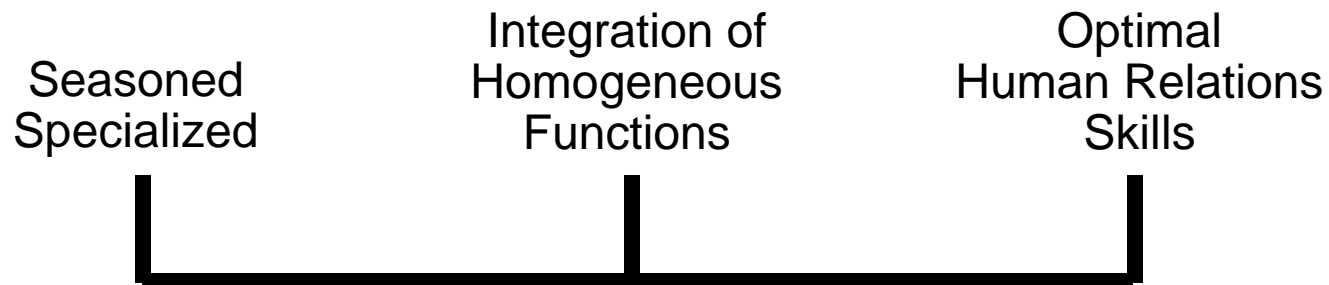
Select the middle number in the cell unless there is pull up or down on Specialized or Managerial Know-How. Not advisable to shade based on HR skills.

# Know-How: Building an Evaluation

## Evaluation



## Description





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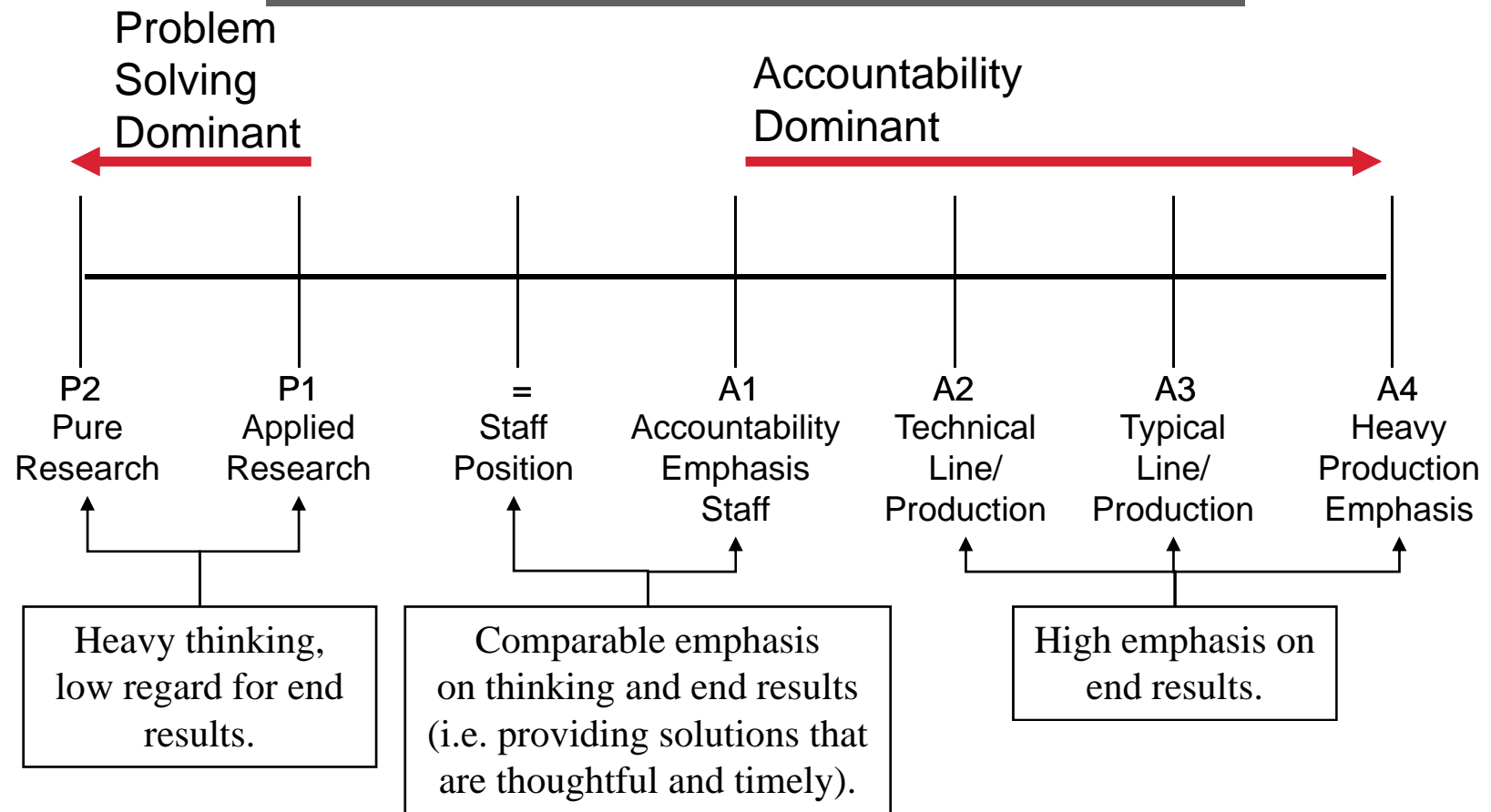
Quality Assurance

## Quality assurance checks for a job

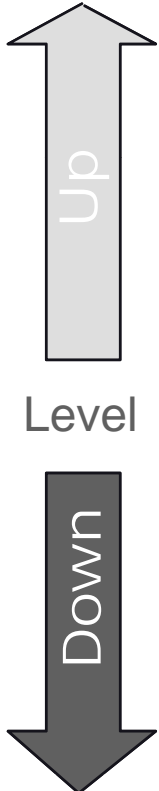
- Evaluation factors can be compared within a job (i.e., the relationship between Problem Solving and Accountability).
- Job “Shape” or Short Profile is the relationship between Problem Solving points and Accountability points. To calculate:
  - Find the Problem Solving points on Step Value table.
  - Count up or down until you reach the Accountability points.
  - If you count up two levels, the job is said to be +2 or A2 or “up 2.” If you count down one level, the job is said to be -1 or P1 or “down 1.” If the points are equal, the job is said to be = or level.
- Jobs where the Accountability points are higher than the Problem Solving points have a heavier emphasis on end results.
- Jobs where the Problem Solving points are higher than the Accountability points have a heavier emphasis on thinking/analysis than end results.
- Jobs where the Problem Solving points are equal to the Accountability points have a balance between thinking/analysis and end results.

# Quality assurance checks - Short Profiles

## Relationship Between Factors - AC to PS



# Quality assurance checks - Short Profiles



	Focus	Typical Positions/Functions	
		Professional/Management	Support/Blue Collar
+5/A5	Entrepreneur	Business Owner/Manager	
+4/A4 +3/A3	LINE/very heavy action	Production, Sales or Top Management	Assembler, Shipping Clerk, Manual Laborer
+2/A2	Line/some "staff" orientation	Maintenance, Managers in Matrixed Environment	Welder, Admitting Clerk, Word Professor, Data Entry Operator
+1/A1	STAFF/some "line" orientation	Accountant, Engineer, HR Rep, Attorney, Computer Analyst	Secretary, Accounting Clerk, Drafter
=/Level	STAFF/analysis/end results balance		Programmer Technician
-1/P1	STAFF/some research orientation	Planning Systems, Applied Design	
-2/P2	RESEARCH/applied focus	Applied Research, Principal, Engineers, Scientists	
-3/P3	RESEARCH/basic research	Fundamental Research	
-4/P4	THINK TANK/undirected	Go Away and Think	

- Up/Down Definition: Relationship between Problem Solving Points and Accountability Points expressed in Steps (15% Intervals)

# Quality assurance checks between jobs

## Waterfall Check

- When evaluating positions with an F level or below for Specialized Know-How, factor selections will either stay constant or not move more than one letter down across factors (e.g., DDD, EED, FED).
- This reflects logical and reasonable relationships between what the person in a position knows, how they can adapt their knowledge to unusual situations and the effect on organizational results that they are likely to be empowered to pursue.

## Sorethumb

- Sort jobs based on total evaluation points and see if any jobs appear out of place.
- Jobs can also be sorted by individual factors evaluations and reviewed for inconsistencies.
- Review hierarchical structures within job families for appropriate progression.

# Quality assurance checks between jobs

## Factor evaluations can be compared between jobs (e.g., how far apart Know-How evaluation points are between two jobs).

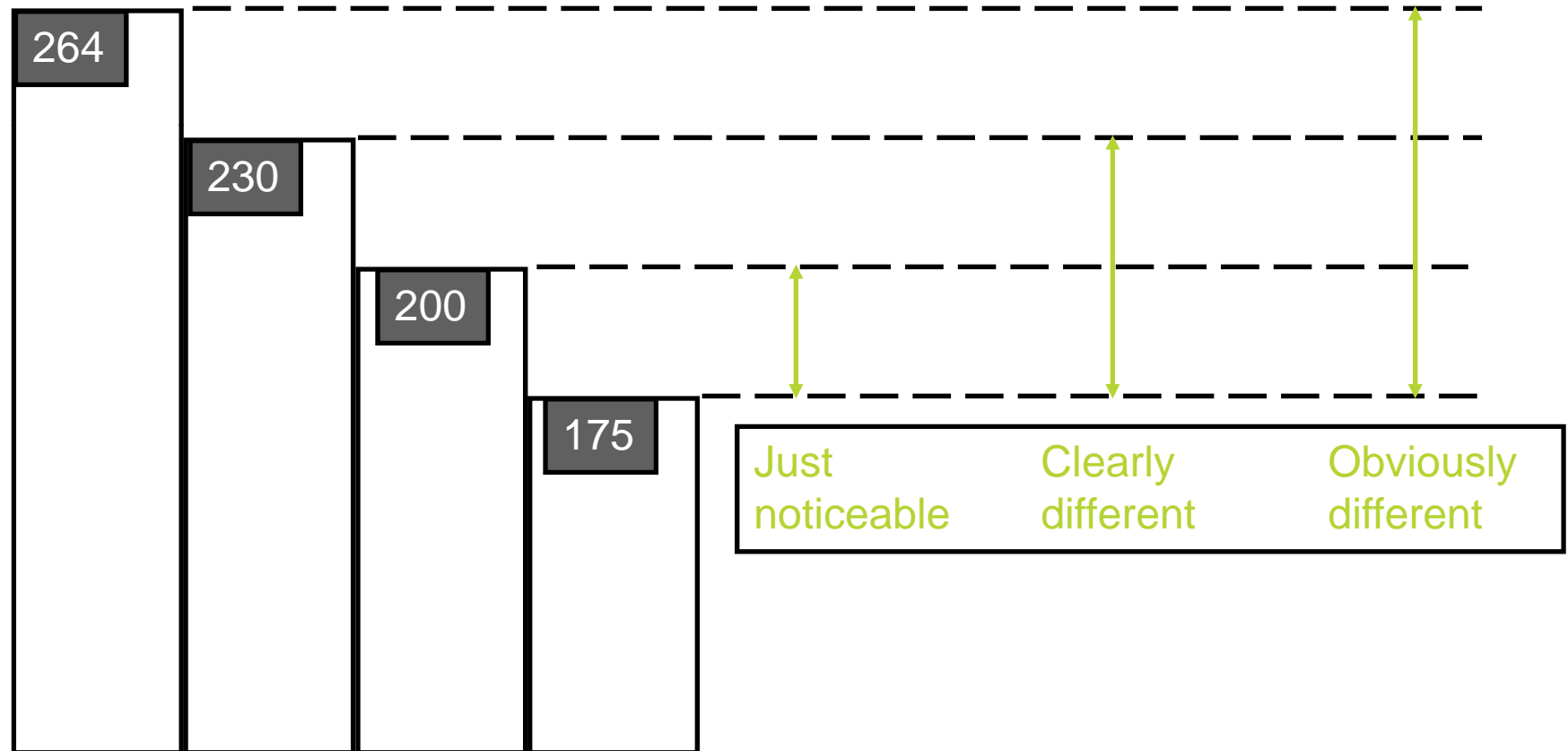
- Comparing the step difference for a particular factor between two jobs is determined the same way as Profiles are. However, the absolute difference between the factor dimension is the only concern.

### Step Differences between Factors (e.g., KH)

- No Step                      Not a significant difference in size
- 1 Step                        Just noticeable difference (modest, but recognizable promotion; natural progression between jobs)
- 2 Steps                        Clear difference (full, normal, healthy promotion)
- 3 or 4 Steps                Very obvious difference (stretch/very unlikely promotion)

# Quality assurance checks between jobs

## Step Differences between Factors



# Step Differences – Organizational Analysis

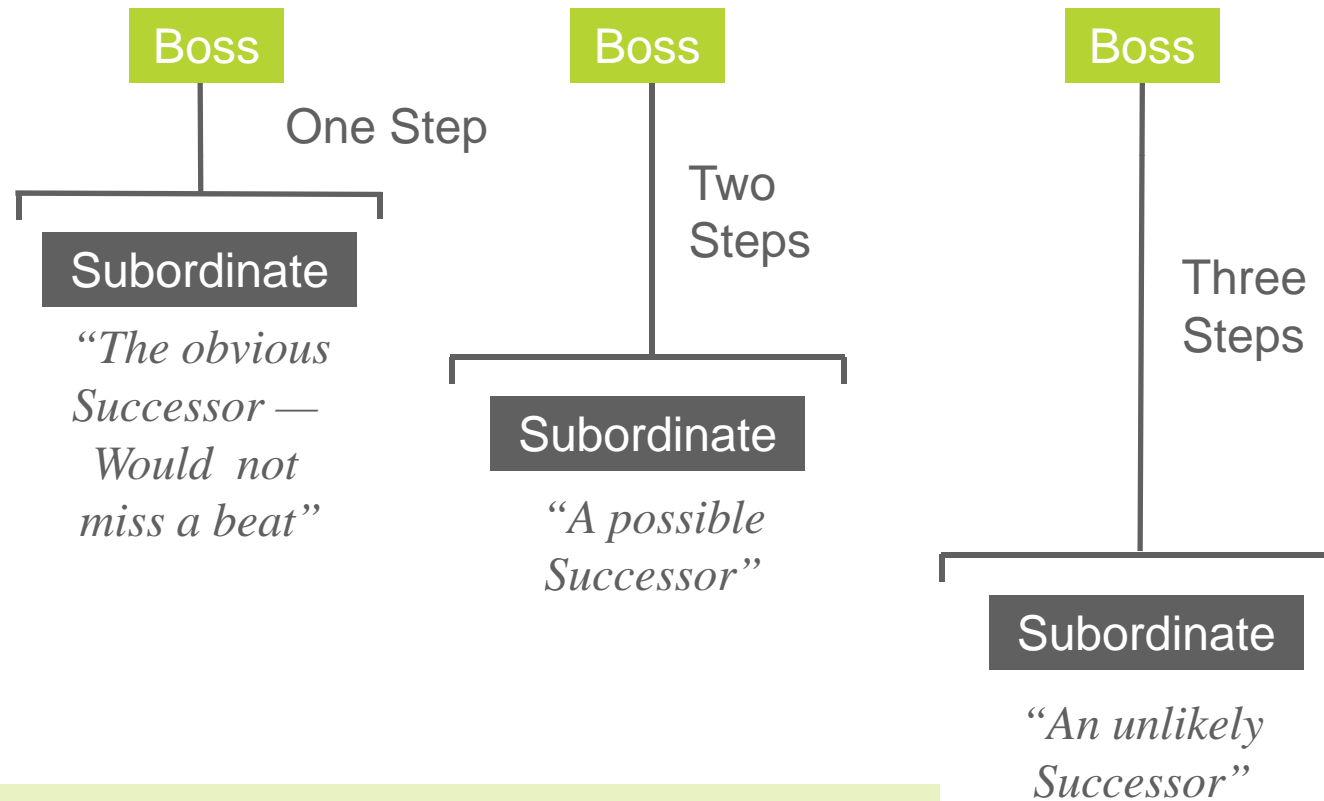
K-H

400

350

304

264



“Reality Testing Step Differences”



# Illustrative Job Evaluation Matrix

Know-How	Top Management	Technology	Manufacturing	Marketing/Sales	Finance/Accounting	Human Resources	Legal
700	GII3(57)+3 =1708						
608							
528			VP - Mfg GII3(50)+3 =1192				
460		VP - Technology GII3(57)+1 =1028		VP - M&S FII3 (50)+3 =1040	VP - Finance GII3(50)+1 =954		General Counsel GII3(50)+1 =954
400			Plant Mgr FII3(43)+3=839			Dir - HR FII3(50)+1=830	
350		Prod Engg Mgr FII3(50)0 =700		New Business Mgr FII3(43)+2 =702	Controller FII3(43+1) =677		
304							
264						Pers Mgr - Pit EI3(38)+1=479	

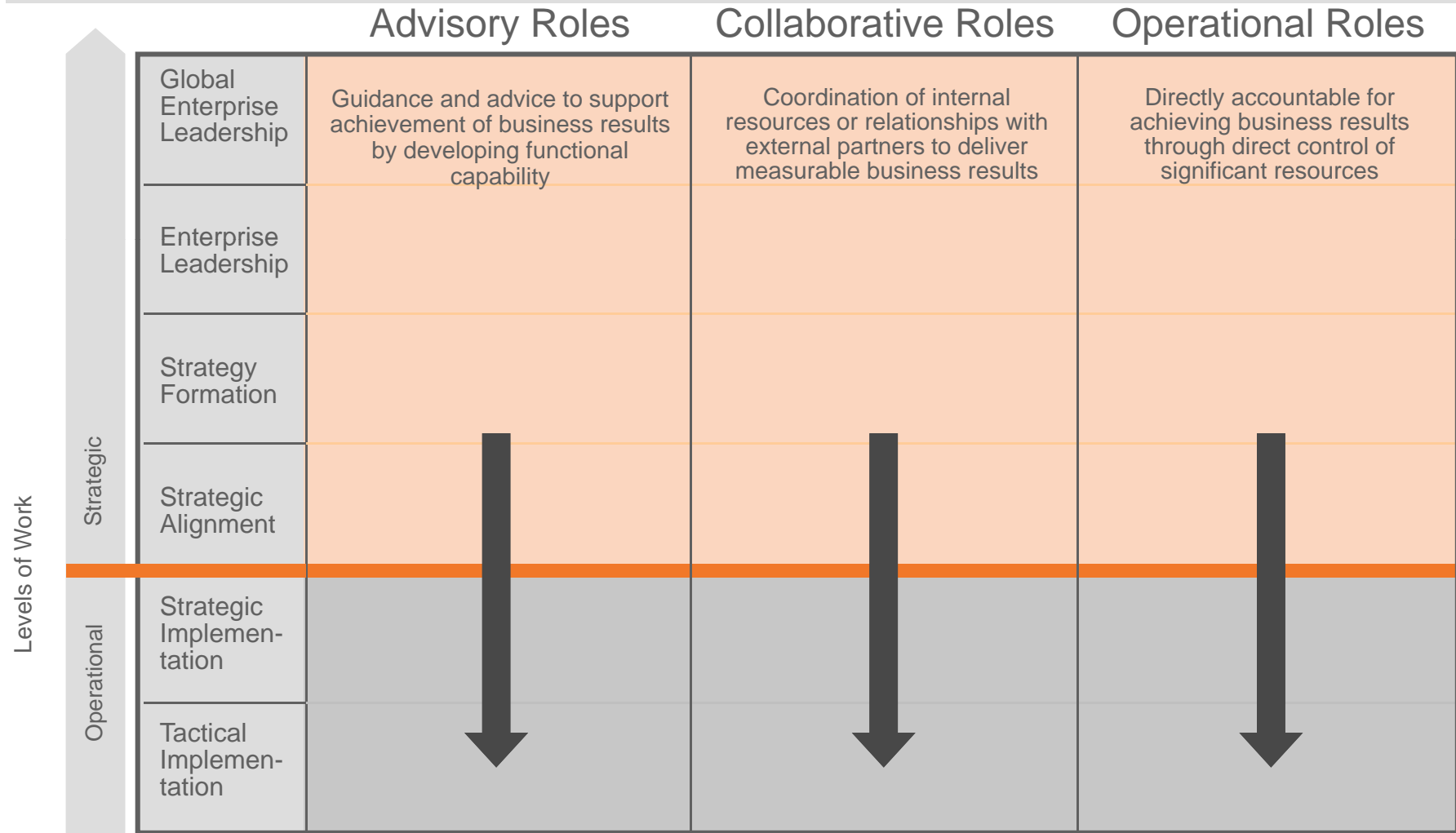
06

Organization Design  
Succession Planning

# Understanding demand of executive roles: Levels of work complexity

		Advisory Roles	Collaborative Roles	Operational Roles	
Levels of Work	Strategic	Global Enterprise Leadership	Responsible for organization's global direction and strategies. Defines the company's mission and vision with the Board of Directors.		
	Enterprise Leadership	Thinking about the total organization's policies and strategies. Goals are broadly defined. Has an enterprise focus within the functions managed, providing direction to achieve company mission and vision. Typically seen in COO role for international organization.			
	Strategy Formation	Setting broad strategy for business/function which is integral to the core purpose of the enterprise. Long-term focus – involved in setting direction for the company. Sets policies and develops corporate objectives/strategies as a member of core executive team.			
	Strategic Alignment	Positioning a business/function within broadly defined business strategy. Aligns own strategy with broader company strategy and develops plan for execution.			
	Operational	Strategic Implementation	Focused on the variable application of policy locally – turning policy into reality. Requires evaluation and constructive thinking to address new issues. Executes on the strategic plan developed above.		
		Tactical Implementation	Clearly defined functional objectives within established policy frameworks. Executes on own portion of strategic plan, focused on meeting a set of objectives.		

# Understanding demand of executive roles: Three distinct types of roles



# Role Matrix

		Advisory Roles	Collaborative Roles	Operational Roles	
Levels of Work	Strategic	Global Enterprise Leadership		•President and CEO	
		Enterprise Leadership			
		Strategy Formation	•EVP, General Counsel	•EVP and CFO	•EVP, Operations and Supply Chain
		Strategic Alignment	•VP, Corporate Controller •VP, Sales and Ops Planning	•SVP, Marketing and Sales Strategy •VP, Global Sourcing	•VP, Operations •SVP, Retail Sales – East •SVP, Retail Sales - West
	Operational	Strategic Implementation	•VP, Information Systems •VP, Quality and R&D •Plant Manager,	•VP, Marketing	•VP, Technical Services •General Manager, Italy •VP, Food Service
		Tactical Implementation		•Dir, Compensation and Benefits (*) •Director, Accounting •Director, Internal Audit (*) •Director, HR	•Sr Dir, Business Development

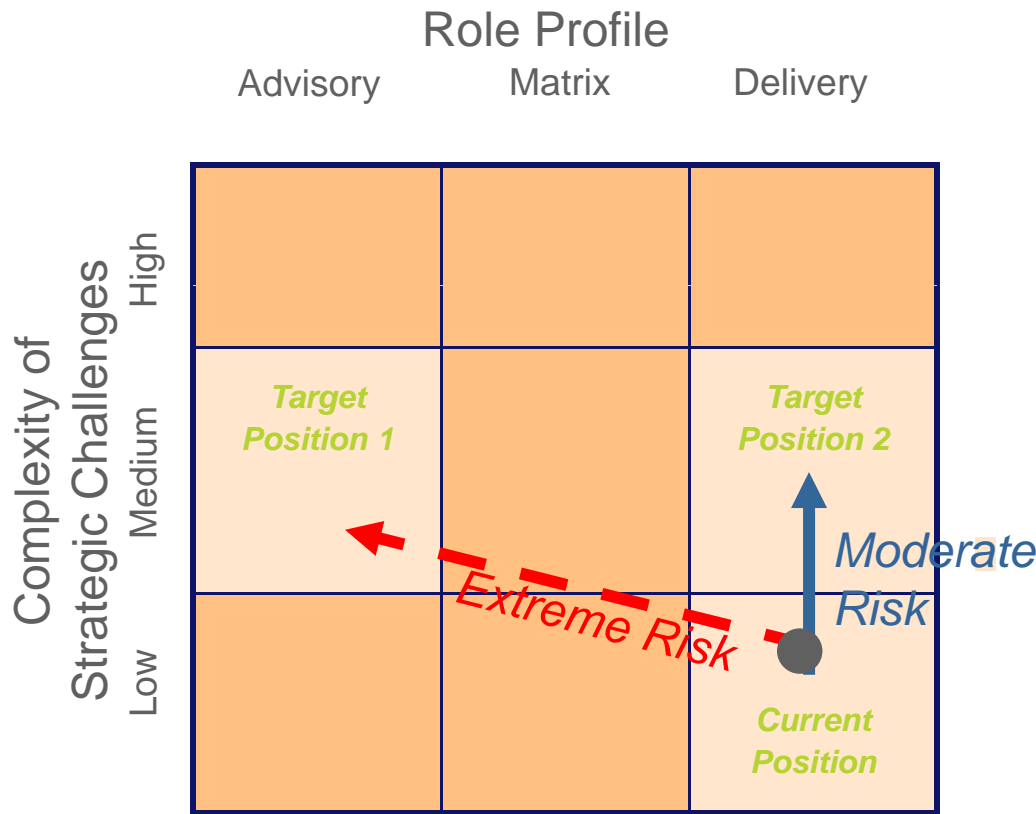
# Sample Map of Mission Critical Jobs – Defining Playing Field for Future Talent Moves

## Proximity to Business Results

		Planning and Policy*	Coordination and Commercial**	Business and Operations***
Levels of Work	Strategic	<b>Enterprise Leadership</b> 76% N/A	N/A	• CEO
		<b>Strategy Formation</b> 66% N/A	• Chief Marketing Officer • CFO	• CIO
		<b>Strategic Alignment</b> 57% • Corporate Controller • Head of HR	• Head of Legal • Head of IT • Head of Trading	• Head of Passive Equity • Head of Advisors Strat Group • Head of Sales & Mktg • Mgr Directors Europe • Mgr Dir, Asia/Pacific
	Operational	<b>Strategic Implementation</b> 50% • Engineering Manager • Corporate Manager of Staffing and Recruitment	• Head of US Client Svcs • Head of Sales/US • Global Director	• Head of Active Fund • Head of Global Asset Alloc • Mgr Dir, Canada • Mgr Dir, Australia • Head of Global Alliances
		<b>Tactical Implementation</b> 43% • Corporate Manager of College Recruiting • Attorney	• Head of OFA • Head of Indpt Fiduciary Svcs	• Head of US Bonds • Head of Int'l Cash Mgmt • CIO, Canada • CIO/Head of Int'l Equity • CIO, Japan

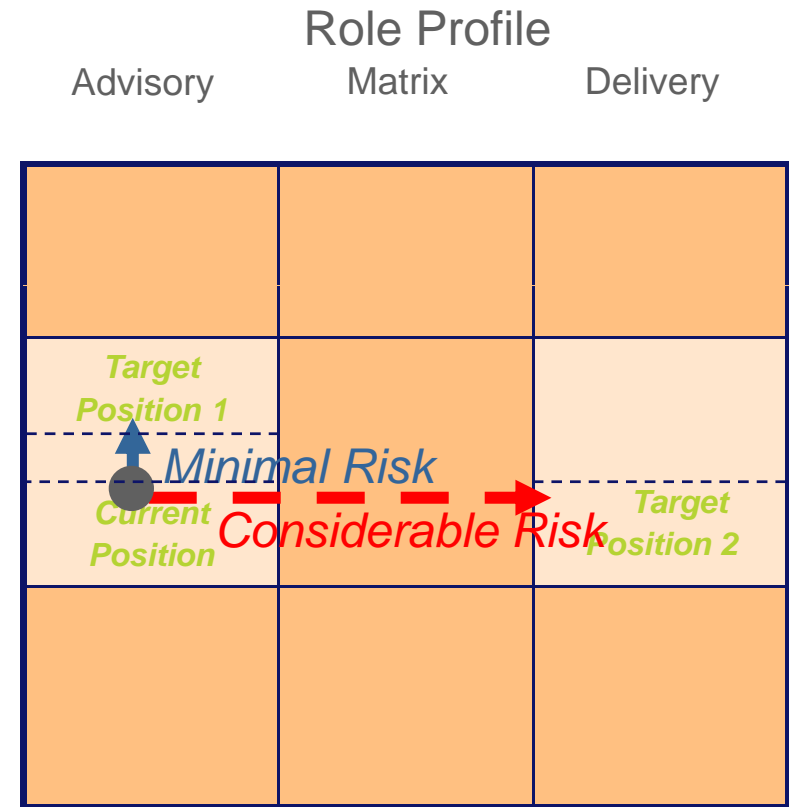
\* Contributory \*\* Shared \*\*\* Primary (direct control of resources)

Identify risks from stretching people too far  
 ...and make recommendations for an appropriate level of stretch



Example 1

Sample Question: Will this person get frustrated by the need to step back and let others deliver? (Target 1)



Example 2

This is unlikely to be a successful move. The learning curve is too steep e.g. leading large teams, direct accountability for targets (Target 2)

# Organization readiness map - A full succession chessboard

		Advisory Roles	Collaborative Roles	Operational Roles	
Levels of Work	Strategic	Global Enterprise Leadership	N/A	N/A	
	Enterprise Leadership	N/A	N/A	•CEO	
	Strategy Formation	N/A	•Chief Marketing Officer <span style="color: blue;">■</span> •CFO <span style="color: green;">▶</span>	•CIO <span style="color: blue;">■</span>	
	Strategic Alignment	•Corporate Controller <span style="color: green;">▶</span> •Head of HR <span style="color: green;">▶</span>	•Head of Legal <span style="color: green;">▲</span> •Head of IT <span style="color: green;">▲</span> •Head of Trading <span style="color: green;">▼</span>	•Head of Passive Equity <span style="color: blue;">■</span> •Head of Advisors Strategy Group <span style="color: green;">▶</span> •Head of Sales and Marketing <span style="color: blue;">■</span> •Mgr Director Europe <span style="color: orange;">●</span> •Mgr Director Asia/Pacific <span style="color: orange;">●</span>	
	Operational	Strategic Implementation	•Engineering Manager <span style="color: green;">▲</span> •Corp Mgr of Staffing & Recruitment <span style="color: green;">▲</span>	•Head of US Client Services <span style="color: green;">▲</span> •Head of Sales/US <span style="color: green;">▶</span> •Global Director <span style="color: blue;">■</span>	•Head of Active Fund <span style="color: green;">▲</span> •Head of Global Asset Allocation <span style="color: green;">▶</span> •Mgr Director Canada <span style="color: orange;">●</span> •Mgr Director Australia <span style="color: orange;">●</span> •Head of Global Alliances <span style="color: orange;">●</span>
		Tactical Implementation	•Corp Mgr of College Recruiting <span style="color: blue;">■</span> •Attorney <span style="color: blue;">■</span>	•Head of OFA <span style="color: blue;">■</span> •Head of Independent Fiduciary Svcs <span style="color: blue;">■</span>	•Head of US Bonds <span style="color: blue;">■</span> •Head of International Cash Mgmt <span style="color: blue;">■</span> •Head of International Equity <span style="color: blue;">■</span> •CIO, Canada <span style="color: green;">▲</span> •CIO, Japan <span style="color: orange;">●</span>

▲ Ready now or within 12 months

■ Develop within position

● Too new to evaluate