

# **University Job Classification (UFO)**

*An explanation of the system and legal rules for applying the University Job Classification (UFO) system, including a user manual for the computerised classification tool*

Appendix J.1 to the collective labour agreement (CAO) for Dutch universities lengthened till including 1 July 2016

*Version 1.2 jointly adopted December 2014.*

## CONTENTS

<b>1. INTRODUCTION</b> .....	<b>3</b>
<b>2. STAGES IN THE CLASSIFICATION PROCESS</b> .....	<b>3</b>
2.1 USING ONE OF THE SEARCH OPTIONS TO LOCATE RELEVANT JOB PROFILES .....	4
2.2 DETERMINING THE JOB PROFILE .....	6
2.3 DETERMINING THE JOB LEVEL .....	6
2.4 SEARCHING FOR THE ASSOCIATED SALARY SCALE .....	7
<b>3. EXPLANATION OF THE CLASSIFICATION METHODOLOGY</b> .....	<b>8</b>
3.1 JOB FAMILY .....	8
3.2 JOB PROFILES .....	9
3.3 CLASSIFICATION CRITERIA AND CLASSIFICATION RULES .....	11
<b>4. GENERAL AND EMPLOYMENT CONDITIONS-RELATED FACTORS IN CLASSIFICATION</b> .....	<b>13</b>
4.1 INFORMING THE EMPLOYEE ABOUT THE CLASSIFICATION OF THE JOB .....	13
4.2 CLASSIFICATION PRINCIPLES .....	13
4.3 JOB AND ROLES .....	13
4.4 DUAL JOBS .....	13
4.5 APPOINTMENT CONDITIONS IN ADDITION TO CLASSIFICATION CRITERIA .....	14
4.6 CONCRETE WORK AND RESULT AGREEMENTS .....	14
4.7 INFLUENCE OF THE LABOUR MARKET .....	14
4.8 DEALING WITH STARTING SCALES .....	15
4.9 OBJECTING TO THE CLASSIFICATION DECISION .....	15
<b>5. APPENDIX: GLOSSARY</b> .....	<b>16</b>
5.1 TERMS RELATING TO THE CLASSIFICATION PROCESS .....	16
5.2 TERMS RELATING TO THE <b>E&amp;R JOB</b> FAMILY .....	17
5.3 TERMS TO THE <b>OBP</b> JOB FAMILIES .....	18
<b>6. APPENDIX: JOB LEVEL MATRIX</b> .....	<b>20</b>
<b>7. APPENDIX: USER MANUAL FOR THE COMPUTERISED CLASSIFICATION TOOL</b> .....	<b>21</b>
1 INTRODUCTION .....	21
2 ACCESS AND RIGHTS .....	21
3 WORKING WITH THE UFO JOB VALUATION SYSTEM .....	21
3.1 STRUCTURE .....	21
3.2 JOB PROFILES .....	22
3.3 COMPETENCES .....	28
3.4 HELP .....	29

## 1. Introduction

The system of University Job Classification (UFO) took effect on 1 April 2003 in accordance with an agreement reached between employers' and employees' organisations. This document serves to explain the computerised classification tool used for University Job Classification. This document contains the stages in the classification process, an explanation of the tool, the basic principles underpinning the classification, explanations, an overview with the titles and levels of the job profiles and three glossaries, in that order.

This document (including the user manual for the classification tool) can be accessed via the help function of the computerised classification tool. The classification tool is available via the [website](https://fws.e-office.com) <https://fws.e-office.com>. Access to the site does require an access code as it is intended exclusively for staff of the participating universities and the participants in the collective labour agreement for Dutch universities (CAO NU). This access code will be provided by your own university or institution.

## 2. Stages in the classification process

The classification of a job is based on the actual responsibilities associated with the job in question: it must be possible to determine a job's actual responsibilities on the basis of 'hard facts'. Also see section 4.2: 'principles of classification'.

Job classification involves the following stages:

- Using the various search options to look for job profiles that may be applicable.
- This normally results in one profile; however, several profiles may be applicable.
- Using the 'objective' given for the job and any related 'result areas', determine which job profile(s) is/are applicable here, or: determine which profile is most suitable.
- Determining the job level using the classification criteria and classification rules.
- Searching for the associated job valuation level (salary group).

The CAO NU has 18 general plus a small number of job-specific salary scales. Pursuant to agreements reached between the CAO parties, the Hay job levels are linked to this already existing salary structure.

The new computerised version of UFO includes a 'competencies' tab. A job's competencies broadly indicate what is required of a person in terms of knowledge, skills and behaviour in order for that person to be able to perform the position effectively. Competencies have no effect and/or influence on the UFO classification of the responsibilities associated with a particular job. However, the competencies associated with a job can be used when evaluating the way in which a job's responsibilities have been carried out, for example as part of an annual appraisal or a performance review.

The classification process is illustrated in the following diagram.

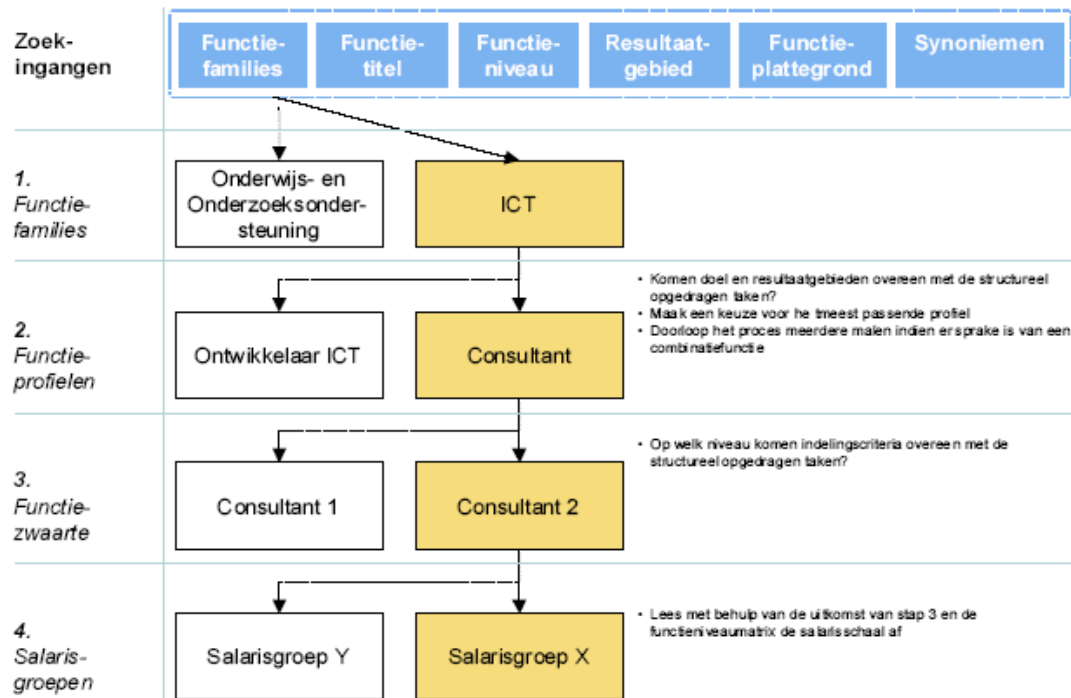
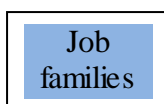


Figure 1: Stages in the classification process

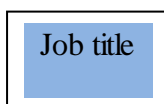
## 2.1 Using one of the search options to locate relevant job profiles

### 2.1.1 Searching based on the job families



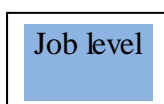
A cluster of related jobs is known as a job family. A person's current job is used as a basis for estimating the job family in which the most suitable job profile might be found. The choice of a job family does not necessarily imply any relationship with the level of a job. Job families can be viewed as a way of finding the most suitable profile.

### 2.1.1 Searching based on the job titles



A person's job title can be used to search for a job profile that matches the responsibilities performed by the person by entering (a part of) the person's job title in the computerised classification tool. Then the job content (objective and result areas) must be used to select the most suitable job profile.

### 2.1.3 Searching based on the job level



There are one or more job levels associated with each job profile. The job levels are linked to salary scales. The salary level can also be used as a way to a search. Selecting a scale via the advanced search option in the computerised classification tool brings up the job profiles associated with this level. The job content again serves as a guideline for selecting the most suitable job profile and level. Consequently, the end-result may indicate another salary level than at the start of the search. This general explanation includes the job level matrix with all job and salary levels as an aid to searching using this method.

### **2.1.3 Searching based on the result area**

Result  
area

Job profiles contain a number of result areas that describe the responsibilities associated with a particular job. Each result area has a name. Entering one of these names in the advanced result-areas search option displays the job profiles that feature this name in the result area specified. By comparing the profiles displayed, it is then possible to select the most suitable job profile.

### **2.1.1 Searching based on the job map**

Job map

The job map search option displays the job families in relation to one another. The job map starts with Education & Research (E&R), the university's primary function. Consequently, the job family E&R is located in the middle of the map. Around that is the job family Education & Research Support which contributes directly to the functioning of Education & Research. The other job families are featured on an outer ring.

### **2.1.6 Searching based on the synonyms**

Synonyms

The final search option, which is accessed via the advanced search option, concerns the synonyms. The names for some positions are fixed in the Higher Education Act. This concerns, however, a limited number of jobs. In practice, the names given to jobs with comparable job contents can be very diverse indeed. The synonyms are a list of the various names used for jobs at universities. This list is not exhaustive. Moreover, the same synonyms are sometimes used for different job titles. Selecting a suitable job profile should be based on a comparison of the content of the job to be classified with the text of the job profile and not on the job title itself.

## 2.2 Determining the job profile

The applicable job profile is determined by comparing the attributes of a position – the actual responsibilities to be performed by an employee – with the text of a job profile. Sometimes the correct job profile is immediately obvious. Other times, a selection must be made from a number of profiles. If a number of different profiles are applicable, there are two possibilities:

- there are two positions the contents of which complement each other or there are two positions that are closely related; in this case we have a so-called dual job. The level of the job is determined using both job profiles. The higher of the two resulting salary groups applies.
- there are two positions that bear no relation to one another in terms of content, for example, ICT Administrator and Health and Safety Coordinator. In this case, there are actually two different jobs and two different appointments and/or employment contracts can be chosen for which two different salary levels may apply. It may be that one of the positions is permanent while the other set of responsibilities can be viewed as a role, which may be temporary or not. In that case, the classification of the permanent job will determine the salary. An allowance may be allocated for the responsibilities that come under the role. Also see section 4.3

(N.B. The UFO system does not have hard-and-fast rules regarding the foregoing. UFO only deals with the classification of responsibilities associated with a job; it is up to the employer to take decisions on appointments as situations arise. However, an employment relationship that has been entered into for a total set of responsibilities cannot be split into two or more employment relationships for reasons of job classification.)

Job profiles are generic, which means that they are described in general terms and are therefore suitable for a variety of jobs at different universities. There is, in other words, a certain degree of abstraction to job profiles.

A job profile always comprises the following components:

- **The job title**  
This is only a point of reference. Jobs must always be classified by content (objective and result areas) and not solely by the job title.
- **The objective**  
This is a concise description of the aim of the job. It is also the primary determining factor for deciding which job profile best suits a position.
- **The context**  
This specifies the person who supervises the position in question and/or the person to whom the job-holder must give account. This information is purely indicative.
- **The result areas**  
These are activities that may be associated with the job and that are geared toward the achievement of a specific result. The result areas specified per job are based on a general survey of all universities. This means that not all result areas need apply to a specific university, faculty or service. For each job-holder, therefore, a decision must be made on which result areas apply to the job in question. In the event of a 'variant', this will increase the job valuation.

Each result area consists of:

- a core activity
- the scope of the activity
- the desired result of the core activity
- an indication of any associated activities (not exhaustive and all are not necessarily applicable).

### **2.3 Determining the job level**

Nearly all job levels are designated by a number (for example, Professor 1, Professor 2). To determine the level of a job, each job profile has classification criteria. The classification criteria for each job profile can be found in a matrix. For a classification criterion, the lightest level of a job is indicated in the most right column and the heaviest or most difficult level in the most left.

Classification begins with the description of the criteria for the lightest job and continues per criterion to the next description that is slightly more difficult and so forth. This is how the performance level for each classification criterion of a job is determined.

Finally, there are classification rules. These rules indicate how the total job level is determined. Job levels are therefore classified strictly and are hard and fast. Once a level has been determined for each of the classification criteria, the job level is determined based on these calculation rules.

### **2.4 Searching for the associated salary scale**

The job levels are linked to a salary scale. When the job level has been determined in accordance with the procedure described in the previous stages, the associated salary scale can be searched for in the job level matrix. This matrix has been included in this general explanation. After all stages have been completed, the salary scale is displayed on the screen of the computerised classification tool.

### 3. Explanation of the classification tool

The previous chapter detailed the stages in the classification process. This chapter focuses in further on the various components of the classification tool.

#### 3.1 Job family

A cluster of related jobs is known as a job family. For example, the positions Policy Advisor, Jurist and Director of Business Operations are part of the job family 'Management and Policy Support'. The positions Operational Technician, Security Agent and Purchaser belong to the job family 'Facility Services'. Job families serve as search aids. Inclusion in a job family says nothing about whether a specific job profile is suitable. For example, while the position 'Front Office Employee' may be included in the job family Facility Services, it can also be found in student affairs or communication departments.

The following job families have been defined within the university job classification system:

1. Education and Research
2. Education and Research Support
3. Administrative and Secretarial Support
4. Health & Safety and the Environment
5. Facility Services
6. ICT
7. Management and Policy Advice
8. Personnel and Organisation
9. PR, Information Provision and Communication
10. Student-focused Support

In addition to the ten job families, several sub-groups have been defined, i.e.:

The *special jobs* sub-group: These are jobs that only occur at a single university.

The *rare jobs* sub-group: These are jobs of which there are only several job-holders at a few universities (between 2 and 25 job-holders at all Dutch universities combined). A decision is taken at the central level on whether a job is to be designated a rare job. Rare jobs are not categorised in job families and not included in the job matrix. They are listed in alphabetical order below the matrix and are described in an abbreviated format. Furthermore, *additional jobs* have been included in the classification tool. These have been specifically designed for certain institutions that are 'participants' in the CAO NU. These job profiles can only be used for the institution concerned and are therefore only visible for employees of that particular institution.



### 3.2 Job profiles

A number of job profiles have been included for each job family. As universities differ from one another and differences can even be found between jobs within the same university, so-called generic job profiles are used. Generic means that job attributes that differ from one another in practice have been merged in a description that uses general terminology. An additional benefit of generic descriptions is that the profiles are less temporal. This reduces the need to amend the profiles on a frequent basis.

Job profiles play a crucial role in determining the level of the job. The second stage in the classification process involves the choice of the job profile. As jobs are described generically, a job profile will never be applicable in all of its facets. It is important to find the profile that is the best match. It can therefore be important to compare the content of different job profiles. Different profiles that are applicable in equal measure may indicate a so-called dual job or two different positions/appointments. Section 4.4 deals with dual jobs in greater detail.

The classification tool aims to be a compact tool with recognisable profiles. A number of different choices were made based on the type of job. For example, general job profiles have been developed for jobs that are common in the organisation, such as Policy Advisor. A job such as this can be found not only in a Head Office department but also at a Facility Service, in an HR department and in a faculty. For this reason, the job profile is described in general terms. The same choice has been made for jobs such as Head of Department, Team Leader, Project Leader, Service Director and Policy Director.

For other jobs, other, more *specific* job profiles have been developed. An example of this is the Policy Advisor. The P&O duties will be assigned a separate place in this job profile.

General and specific profiles will sometimes both apply to the same position. For example, a P&O advisor may be responsible for policy development and, consequently, this job could be classified via the P&O Advisor profile or via the Policy Advisor profile, which are specific and general job profiles respectively. In cases such as this, the specific job is generally more suitable than the general as this sets out more explicitly the actual responsibilities of the job-holder.

In addition to general and specific job profiles, there are job profiles for *rare* jobs. An example of a rare job is that of *Pedel* (Beadle). The responsibilities of the *Pedel* are performed at all universities, but often by a person holding a broader job; in other words, the *Pedel* does not appear as a separate job. Moreover, at each university there are only few staff members that fulfil such a role. Since the position is rare, the description of the profile is extra compact. The profiles of rare jobs are always described in a concise way.

Generic job profiles have an identical structure, consisting of the following components:

- a description of the *objective of the job*;
- a short characterisation of the context in which the job is performed;
- a description of the *result areas* of the job;
- *classification criteria* that lead to the job level.

These components are described in brief below.

#### ***Objective of the job***

The objective of the job characterises the position in just one or a few sentences. Reading the objective should allow you to determine quickly whether a job profile is applicable or not. The objective of the job represents how the job contributes to the university achieving its goals, strategic or otherwise, and performing its operations.

### **Short contextual description**

Each job profile begins with a short contextual description. The various institutions use a large variety of organisational structures. Consequently, a short contextual description has been included for these job families. Such a description indicates the superior position that supervises the job in question. There are various options, dependent from the arrangement of an organization and whether it concerns a central job or a decentral job.

### **Result areas**

A result area is a characterisation of a number of activities the focus of which is the achievement of a specific result for which the job holder is responsible. Table 1 contains an example of a result area.

*Table 1 Example of a result area*

<b>Core activity</b>	<b>Scope</b>	<b>Result</b>	<b>Activities</b>
1 (Educational) career policy (variant)			
Contribute to the development and maintenance of the (educational) career policy of the institution	Student policy (Internal) quality guidelines	Updating and improvement of the existing student policy	<ul style="list-style-type: none"><li>● Observing complaints, developments and bottlenecks through analysing discussions held and translating these into consequences, opportunities and practical policy proposals in the area of (educational) career counselling</li><li>● Writing improvement and policy proposals regarding the (educational) career policy. Advising superior on (educational) career policy with respect to new developments set out in memos, policy intentions and bills.</li><li>● Taking responsibility for the (educational) career counselling section in the institution's annual report.</li></ul>

A number of guiding principles apply to the drafting of result areas, i.e.: a result area begins with a core activity to be performed; this is described using a verb;

- followed by a framework within which the core activity is performed;
- the end-result to be achieved;
- a result area ends with a summary of possible concrete activities that aid the recognisability of the result area. This serves as an indication of the activities; the summary is not exhaustive and, moreover, the activities referred to do not necessarily all have to be applicable.

The order in which the result areas appear follows as much as possible the (work) process. If multiple processes apply, the result areas begin with the abstract (e.g. policy) and continue through to the concrete (e.g. information provision). The order in which the activities appear also follows as much as possible the process by which the result is achieved.

### **Variants**

Some result areas feature the word 'variant' between brackets after the title. These result areas influence the job level, which is reflected in the classification criteria.

### **3.3 Classification criteria and classification rules**

The content of different jobs may be the same even though they differ in level. A job valuation system is used to determine these differences in level. The university job classification system uses the Hay method, a method that uses the attributes of knowledge, skills, problem resolving and scope of responsibility for assessing the jobs. In the university job classification system, these attributes are translated into so-called classification criteria for each job. Virtually every job has a set of classification criteria for determining the level of the job. The advantage of an approach like this is that jobs can be classified according to content of the jobs without knowledge of the underlying Hay system being required. The description of the content of the jobs makes the criteria clear and

understandable to everyone. Below is an example of this type of contextual classification criteria.

*Table 2 Example of classification criteria*

Job level	(Educational) career counsellor 1	(Educational) career counsellor 2	(Educational) career counsellor 3
<b>Classification criteria</b>			
<b>(Educational) career policy</b>	Contribute to the development and maintenance of the (educational) career policy of the institution	not applicable	not applicable
<b>Production development and training</b>	Provision of training courses  Initiating and developing new products, services, methods and training courses in the area of (educational) career counselling.	Provision of training courses  Contributing to the development of new products, services, methods and training courses in the area of (educational) career counselling.	Provision of training courses
<b>Advising and supervising</b>	see (Educational) career counsellor 2	Active across the entire spectrum of (educational) career counselling.  Maintaining contacts with external bodies regarding the developments in the labour market and developments within the discipline.	Active in the area of educational career counselling.  Maintaining contacts with other education institutions regarding curricula.

### **3.3.1 Explanation of classification criteria**

The classification criteria for each job profile can be found in a matrix, in which the right-most column contains the lightest level of the job. The degree of difficulty associated with the job levels rises from right to left (see example of classification criteria above). In the example, (Educational) career counsellor 1 is the most difficult level and (Educational) career counsellor 3 is the lightest or least difficult level.

Three kinds of classification criteria can be distinguished.

1. Classification criteria can be linked to *a single result area*; in that case the title of the classification criterion is more or less equal to the result area concerned. These classification criteria describe the differences in depth between the levels of this result area in terms of core activity and/or result. A result area cannot be applicable on the lowest level. In the example, the term ‘not applicable’ has been filled in for levels 2 and 3 of the classification criterion ‘(educational) career counselling’. This means that the result area associated with this classification criterion is not applicable to these job levels. Hence, a result area like this is designated in the job profile with the term ‘variant’.
2. Classification criteria can be linked to *multiple result areas*; the title of the classification criterion is in that case a summary of the content of the result area concerned. The criterion describes the differences in depth between the levels of these result areas in terms of core activity and/or result for which the various aspects are linked. If multiple aspects have been included, select the level that best corresponds with the responsibilities and duties of a particular job holder.
3. Quantitative classification criteria are represented so that the levels can be distinguished on the basis of exact figures. In some cases, small changes each year can cause a variation that results in a shift toward another level. For example: a faculty has a budget of €4.7 million for year x and a budget of €4.4 million for year x+1, which difference is relevant for the level classification of the position of dean. In cases such as this, it is recommended that classification in a lower (or higher) level is only effected when the quantitative criterion concerned corresponds with the lower (or higher) level for two years in a row.

A classification criterion for two corresponding levels sometimes contains the same text. For an example, refer to table 2, level 2 and 1 at the criterion “Advising and supervising”. This means that the classification level for advising and supervising is the same for level 2 and level 1 of the job. This criterion does not differentiate between these two levels. This can be seen in the computerised classification tool by the grey-coloured text in both cells.

### *3.3.2 Explanation of the classification rules*

The classification rules are stated under the matrix containing the classification criteria. These rules govern the determination of the correct job level. These classification rules apply for the job profile and the classification criteria where they are stated. Below is a fictitious example of classification rules.

- Job level 3 is applicable if at least all criteria are fulfilled as described under job level 3.
- Job level 2 is applicable if at least 2 of the 4 criteria are fulfilled as described under job level 2 or if the criteria occur on 3 different levels.
- Job level 1 is applicable if at least 3 of the 4 criteria are fulfilled as described under job level 1.

These classification rules have been translated in such a way that clicking the classification criteria always brings up the correct classification result. Incidentally, a correct classification result is only displayed if for **each row** (i.e. for all classification criteria; NB: this applies for each column in the computerised classification tool) a selection has been made (including when the box ‘not applicable’ must be selected).

## **4. General and employment conditions-related factors in classification**

### **4.1 Informing the employee about the classification of his or her job**

Each employee is informed of the job profile and the job level that applies to his or her position. In this respect the employee is informed about

- the applicable job profile or profiles;
- the applicable result areas;
- the levels of the classification criteria that apply to his or her duties;
- the job level determined on the basis of the classification rules;
- the salary scale that is linked to the job level and that is determined in accordance with the CAO.

### **4.2 Classification principles**

The job classification is based on the duties assigned by the employer actual, in general structural assigned duties that the employee is expected to perform. These duties must be substantially to be considered as a classification criteria. The on-the-job performance of the job-holder must not influence the classification of jobs. What is important is the assignment that is associated with the job and not the individual person fulfilling the position.

Facts that can be used to determine that duties have been assigned can for example be: a task that has been formulated in writing; written agreements made during an annual or performance review; task elements that have been evaluated in an annual or performance review (as evidenced by a report); tasks that are involved in an assessment. Result areas can differ each year and are laid down in appointments.

### **4.3 Jobs and roles**

There is a difference between jobs and roles. Jobs represent a cohesive whole of result areas assigned to a person for a longer period of time. Roles represent a small number of cohesive result areas assigned on a temporary basis to employees and do not constitute a permanent part of their position. Roles do not influence the level of the employee's actual position. The management tasks in Education & Research in particular (for example, dean, education institute director, research institute director, capacity group chair) are viewed at a number of institutions as roles. In that case, the substance of a role can be compared to one of the generic job profiles. If the role is more difficult than the actual job, the institution may decide to award a temporary allowance. If the role is deemed lighter than or just as difficult as the job itself, there is normally no question of an allowance.

### **4.4 Dual Jobs**

To classify an employee it is important to select a job profile as only then is it possible to determine the level of a job using the associated classification criteria. It can sometimes be difficult to select a profile because the objectives and result areas of different job profiles are equally applicable. When this is the case, we are dealing either with two different jobs or a dual job.

#### ***Two jobs***

In the case of two jobs, there must be a substantial difference between the nature of the activities as well as two different working environments/workplaces with separate superiors. An example is a secretary who works a number of days each week as a receptionist. In this case, the duties are often performed at different workplaces and often under a different superior. The job profile of the secretary thus applies to the secretarial activities while the job profile of doorman/receptionist/telephonist applies to the other activities. If the associated classification criteria are then used, this can result in different salary scales that are applicable in proportion. In this case, two different employment contracts would seem the most appropriate option.

*NOTE: An employment relationship that has been entered into for a total set of responsibilities cannot be split into two or more employment relationships for reasons of job classification. The following always applies to this.*

***A job in which elements of two (or more) job profiles are combined***

An employee can fulfil a position that is a combination of the result areas of various job profiles. An example of this is a working conditions employee who is also involved (on a permanent basis) in the objection and appeals procedures, for example as the secretary of the objections committee. In a situation such as this, a single job profile would be the preferred option; however, two profiles could also be declared applicable. An analysis using the classification criteria should be performed for both sets of responsibilities. If different salary scales appear to be applicable, the highest salary scale is awarded.

**4.5 Appointment conditions in addition to classification criteria**

The classification tool supplies classification criteria for the determination of the job level, on the basis of the results expected from a specific job and from the level within the job. Furthermore, universities have the discretion to set additional appointment requirements such as, for example, that before being deemed eligible for a specific job or specific job level, a person must have earned a doctorate, must have completed a specific study programme or must have a certain number of years' experience in a specific area. The tenure in the previous job (seniority) or a good assessment may also be relevant. These appointment conditions have not been included in the classification tool as they can differ per university and even per faculty or service. Appointment conditions are not, however, determining factors in assigning the job profile and job level. They are only determined by the actual duties and responsibilities assigned.

**4.6 Concrete work and result agreements**

The result areas (and activities contained within them) have not been translated into concrete and measurable work agreements as these can differ depending on the job-holder. Consequently, the employee's superior needs to make agreements, expressed in concrete terms, with the employee on what is expected from him or her in the coming period. For example: the desired result is 'to publish' (for E&R jobs). Agreements made with the superior should therefore specify the frequency with which the employee is expected to publish and the publications themselves in which the articles are to appear. For example: result area: "policy advising": How many policy recommendations are to be made? What quality criteria must they meet? How many recommendations must be adopted? etc.

*NOTE: In principle, the achievement of agreed results has no influence on the job classification: only elements that affect the difficulty of the job, as set out in the classification criteria of a job profile, influence the job classification. However, achieved results may result in special remuneration measures.*

**4.7 Influence of the labour market**

In classifying a job, its 'current market value' should play no role in determining its structural positioning or its level. The CAO employs a labour market allowance instrument for responding to economic trends (for the recruitment and retention of employees with 'scarce and indispensable' expertise). The decision to award a labour market allowance is made on a strictly individual basis for a temporary period of time and has no influence on the job classification system or on the salary structure of the organisation as a whole.

#### **4.8 Dealing with starting scales**

If, on being hired for a job that is new to the employee, the employee is unable to fully handle all responsibilities and duties associated with the position, the employee may be placed in a starting scale for a maximum of two years. A starting scale is a scale that is one rung lower than the salary scale actually associated with the particular job. As soon as an assessment made within the two-year period shows that the employee is able to handle all the job's responsibilities and duties fully and capably, the employee is transferred to the actual salary scale for the job.

#### **4.9 Objection to the classification decision**

Some employees may possibly disagree with the classification of their position in one of the new job profiles. Should this be the case, how are employer and employee to deal with the situation and each other? Generally speaking, there are a number of aspects of job classification that are open to objection. An employee may be of the opinion that his or her duties belong in a job profile other than the one assigned by his or her superior. Alternatively, he or she may agree with the manner in which his job profile has been classified, but may not agree with the level. These are situations where an objection may be lodged. Objections may only be submitted against the application of the UFO system with respect to individual employees. Objections submitted against nationally determined general job profiles and other components of the system itself are not admissible.

The aim of the objection procedure is to minimise the number of objections actually filed against universities. Therefore, if an employee expresses reservations about the classification of his job, the first step taken by the university is to reconsider the job classification. Only if, after that, the employer and employee are still unable to reach agreement is the second step initiated. The employer then engages the national complaints committee, a committee jointly established by employer and employee associations.

*Note:*

*Both phases (reservations by the employee & reconsidering by the employer and the formal complaints procedure) may be subject to an individual university's specific administrative rules. These rules and any related deadlines must be included in the decision. It is recommended that employees inform themselves adequately about this topic.*

## **5. Appendix: Glossary**

### **5.1 Terms relating to the classification process**

#### **Job**

All activities performed by a person holding a position within an organisation with a view to achieving pre-defined end-results that contribute to the attainment of the organisation's objective.

#### **Job evaluation**

An assessment, based on the Hay method, of the degree of difficulty associated with the various components of the job.

#### **Job profile**

Document with information used for assessing a job consisting of a description of the context or organisation chart, description of the objective of the job and the most important result areas.

#### **Job title**

Description of a position.

#### **Job level**

The degree to which the fulfilment of a job places demands on the job-holder; the higher the demands, the more difficult the job. The level is determined on the basis of criteria derived from the job attributes of the Hay method: knowledge and skills, problem-solving and responsibility.

#### **Classification criteria**

The various components of a job which, when seen in combination, indicate the difficulty of the job.

#### **Classification methodology**

Overview of the job profiles, classification criteria and classification rules of all jobs linked to the job level.

#### **Result area**

A cohesive pre-defined sum of activities performed by a job-holder within a certain framework with a view to achieving a result.

#### **Role**

Result areas/activities that are assigned to employees on a temporary basis and do not constitute a permanent component of their job. Roles do not influence the level of the employee's actual job. However, a role can be a reason for a temporary additional remuneration to be awarded.



## **5.2 Terms relating to the E&R job family**

### **Capacity group**

Academic unit within a faculty.

Synonyms for department, discipline group, research group or department.

### **Faculty education programme**

A cohesive totality of study programmes within a faculty.

### **Supervising, or providing educational and research support to, academic personnel**

In this context, the term ‘academic personnel’ is understood to mean: employees that are part of a hierarchical or functional structure and who occupy salaried positions at the university. ‘Academic personnel’ does not therefore include guest employees and interns. With respect to the provision of ‘educational and research support’, so-called external doctoral candidates are also considered members of the academic staff.

### **Initiate**

To be the first to think up and develop something entirely new (such as a research plan, course component, teaching method) in the form of a detailed plan or proposal.

### **Field of knowledge**

The field that includes both education and research.

### **Chair**

Group of academic personnel headed by a professor that conducts research and provides education in a specific area of knowledge.

### **Course component**

Course, discipline, etc. within a study programme.

### **Research programme**

The entirety of research projects conducted in the same research area. A group of research projects associated with a chair<sup>1</sup> with a pre-defined aim and expected results and with a planned duration of at least 4 to 6 years.

### **Research programme of the Institute**

The entirety of research programmes being conducted in the various fields of research at a research institute.

### **Research project**

Project with a research plan, individual or otherwise, that is part of a research programme.

### **Development of course components**

The development of new ideas regarding the content, structure and teaching of a course component that is yet to be established. The emphasis here lies on ‘yet to be established’.

### **Drawing up proposals for improvement**

Proposals for improvement are drawn up in a detailed written plan. This is different to ‘drawing attention to areas for improvement’, which can happen verbally.

### **Periodic maintenance of course components**

---

<sup>1</sup> The term ‘Science Group’ is an alternative designation for ‘chair’

Updating and modernising existing course components without any major changes made to the content, structure or teaching. The emphasis here lies on ‘existing course components’.

### **Interconnected research projects**

Research and sub-research projects that are part of the research programme lasting at least 2 years or sub-research projects that are aligned to the programme on the basis of agreements made at the level of the chair<sup>2</sup>. All components in the research programme together form a logical whole. The employee is also expected to monitor the cohesion of the various components.

### **Interconnected academic course components**

The term ‘interconnected’ in this context is understood to mean: multiple academic course components that together form a logical whole within the curriculum, and which seek to address an academic question. The employee is also expected to monitor the cohesion of the various components.

### **Assigned course components**

The term ‘assigned’ in this context is understood to mean: a part of the faculty curriculum that is assigned to job-holder. Another employee (in particular the director of education or the study programme manager) assigns the part of the curriculum to the job-holder and bears ultimate responsibility.

### **Diverse target groups**

Groups with various educational objectives, with different (educational) backgrounds or education and knowledge levels.

## **5.3 Terms relating to the OBP job families**

### **Department**

Part of a service or faculty.

### **Coaching**

Coaching is the supervision of the (new) employee that focuses on the employee’s personal, professional and process-related development in terms of the job or role to be exercised. Coaching is a task assigned to the coach and considered part of the coach’s professional duties; as such it is part of the R&O (*resultaat- en ontwikkelingsgesprek*, results and development review)/annual performance review. The UFO system does not automatically equate the training of new colleagues with coaching.

### **Service**

Part of an institution’s organisation falling directly under the institution’s Board with duties that fall outside the scope of the primary process of education and research. Synonym for Service Centre.

### **Services catalogue**

Overview of the products and services of a department, service or service centre. A services catalogue provides a detailed overview of the services in operation and possibly those yet to be delivered.

### **Faculty service**

Part of a faculty’s organisation falling directly under the faculty’s management with duties that fall outside the scope of the primary process of education and research.

### **Functional discipline**

Specialist area of knowledge, such as ICT, Personnel and Organisation, Finances and Administration falling directly under the Board, the faculty management or a policy director.

---

<sup>2</sup> ‘the level of the chair’ may also be read as ‘the level of the Science Group’

**Design**

The application of known techniques, materials and methods, production and otherwise, for the purpose of creating a new product.

**Development**

Obtaining new ideas, methods (production and otherwise), materials and techniques necessary for creating a new product.

**Drawing up improvement proposals**

Improvement proposals are drawn up in detailed written plans. This is different to 'drawing attention to areas for improvement', which can happen verbally.

**Primary process – Of essential importance for...**

The results of the primary process are directly and noticeably dependent on the quality of the performance of the supporting process. For example, an institutional strategy department that is intensely involved and contributes to the making of important policy decisions that directly affect the continuity of the education or research process.

**Primary process – Making an important contribution to...**

The results of the primary process are indirectly dependent on the quality of the performance of the supporting process. For example, a Facility Services Department that is responsible for good accommodation.

**Strategic policy**

A cohesive totality of objectives, plans, measures and actions focused on guaranteeing or consolidating the *raison d'être*, continuity and/or yield of the organisation (institution, faculties) in the long term (> 3 years) or contributing to these by way of essential operational jobs or disciplines (education, research, financial-economic, HR, etc).

**Sub-department**

Part of a department.

**Tactical policy**

The totality of objectives, plans, measures and actions derived from the strategic policy and that focus on guaranteeing or consolidating the primary and/or secondary business jobs of (parts of) the organisation in the short-to-medium term (1 to 3 years).

**Team**

Part of a department.

## 6. Appendix: Job level matrix

### Explanation of the job level matrix

The job level matrix contains an overview of the levels of all jobs that are part of the classification tool for the universities. The scales of the salary structure can be found in the left column. The job families are indicated on the horizontal axis. The cells contain the titles of the jobs described with a level designation. Owing to its importance for the primary process, the Education & Research job family is most prominent followed by the Education & Research Support job family. The other job families are displayed in alphabetical order.

The managerial positions in the OBP are specified in the column 'Management and Policy Support'. Examples of this type of job are the service director, the department head and the team leader. The managerial positions in the Education & Research job family are specified in the column Education & Research.

The job level matrix is contained in a PDF file of A3 format and too large to fit on a page in this manual. Consequently, it is available for download on the website [www.vsnu.nl](http://www.vsnu.nl) under > CAO > Functie-orderingsysteem (UFO) > UFO job level matrix.

## 7. Appendix: User manual for the computerised classification tool

### 1 Introduction

The VSNU provides the universities with the job valuation model according to the Hay method. This model is provided to university staff via a website. The website allows users to view the job profiles with the associated classification criteria and result areas. In addition to the abovementioned result areas, competencies are also linked to the job profiles. This manual contains more information about how the UFO Job Valuation System works. (This is also referred to as 'UFO FWS' on the website). The user actions are described step by step.

The content of this website is administered by VSNU in a Lotus Notes application.

### 2 Access and Rights

The website is protected against unauthorised use. To access the site, you must log in with your username and password. The sections of the website that will be displayed to you depend on your role. The P&O department or UFO employee at your institution is responsible for providing passwords for the site.

### 3 Working with the UFO Job Valuation System

The FWS (also known as the computerised classification tool) is started from the Internet browser. The URL is <https://fws.e-office.com>. You must enter your username and password before you can access the page.

#### 3.1 Structure

The information is divided across the following main subject areas: *Functieprofielen* (job profiles) and *Competenties* (competencies). These main subject areas are indicated at the top as tabs.



*Figure 1 Tabs*

After the user has obtained access to the system, the user can determine his or her job profile. Result areas are linked to the job profile.

Figure 2 Job Profiles

### 3.2 Job Profiles

This tab shows the current functionality. As soon as a job profile is displayed, however, the user is allowed to view the associated competencies and zoom in on them by clicking on *Competenties* (*competencies*) behind the selected job profile. The screen will then jump from job profiles to competencies.



#### 3.2.1 Standard search

Employees may search for a single job profile and view the associated description and result areas. The classification of jobs has three steps:

- Step 1 Select a job
- Step 2 Determine the job level
- Step 3 Result

1. Type a job title, job family or result area in the field *Zoek functie* (*search for job*):
2. Click on the button *Zoeken* (*search*). A list with *Functies* (*jobs*) appears.

Figure 3 Standard searching

3. Select a job from the list displayed.
4. Click on the *Selecteer* (*select*) button. The selected job is displayed under Step 2.
5. Click on the *Bekijken* (*view*) button if you only want to view the job profile\* *you may first be able to choose between version*   (if available)
6. Click on *Competenties* (*competencies*) to display an overview of the competencies linked to this job profile. The [tab Competenties](#) (*competencies*) will now be displayed.
7. A PDF file with the description of the selected job profile is displayed in a separate window, which describes the following components:

- Title, Objective and place in the organisation

**Universitair docent**

**Doel**

Ontwikkelen en verzorgen van toegewezen samenhangende wetenschappelijke onderwijsonderdelen, uitgaande van het facultaire onderwijsprogramma, mede afgestemd op de behoeften vanuit de maatschappij, teneinde de leerdoelen behorende bij de eindtermen van de onderwijsonderdelen ten aanzien van kennis, inzichten, vaardigheden, competenties en attitudes bij studenten te realiseren.

Verwerven, verrichten en valoriseren van wetenschappelijk onderzoek, na afstemming met de Hoogleraar van de leerstoel en in lijn met het capaciteitsgroepsplan, teneinde een bijdrage te leveren aan de ontwikkeling en toepassing van wetenschappelijke kennis en inzichten binnen een onderzoeksgebied en tot waarde te brengen voor wetenschap, maatschappij en -waar mogelijk- overheid en bedrijfsleven.

**Context**

Rapporteert aan/ontvangt hiërarchische richtlijnen van een van de volgende functionarissen:

- Voorzitter capaciteitsgroep
- Hoogleraar
- Universitair Hoofddocent

- RESULT AREAS Description of the core activities

RESULTAATGEBIEDEN			
Kernactiviteit	Kader	Resultaat	Activiteiten
<b>2 Onderwijsverkiezing</b>			
Concurreren van de leerbeoordelingen van een onderwijsonderdeel	Facultaire onderwijsprogramma Samenhang met andere onderwijsonderdelen doeltermen Te bereiken leerdoelen van studenten	Inhoud, inhoudelijk, leerdoelen (kennis) en voortgang van toegewezen onderwijsonderdelen	<ul style="list-style-type: none"> <li>• Bijdragen van relevant didactische methoden op het eigen onderwijsgebied</li> <li>• Selectatie van relevante literatuur en onderwijsmethodes</li> <li>• Opstellen van (toetsen) instrumenten en studieopdrachten</li> </ul>
<b>2 Onderwijsvoering</b>			
Voorstellen en uitvoeren van toegewezen onderwijsonderdelen	Facultaire onderwijsprogramma Aanpak en stakeholder Normen en standaarden	Realisatie van de vastgestelde leerdoelen inzake kennis, inzichten, competenties, vaardigheden en attitudes van studenten	<ul style="list-style-type: none"> <li>• Uitvoeren van onderwijsactiviteiten in het onderwijs</li> <li>• Voorbereiden en uitvoeren van onderwijsactiviteiten voor studenten, gericht op verschillende en specifieke studenten</li> <li>• Creëren van de juiste condities voor het bereiken door toepassing van didactische methodes</li> <li>• Bijdragen en coachen van studenten tijdens onderwijsactiviteiten op het leerproces</li> <li>• Bijdragen aan literatuur van stage- en onderzoekstrategieën en -resultaten van studenten</li> </ul>
<b>3 Onderwijsbeoordeling</b>			
Uitspreken van beoordelingen, met daarvoor door het onderwijsprogramma ontwikkelde en/of voorgestelde beoordelingsmethodes	Voor het facultaire onderwijsprogramma vastgestelde normen	Objectieve beoordeling van de mate waarin de student het gewenste niveau heeft bereikt	<ul style="list-style-type: none"> <li>• Opstellen van toetsen- en beoordelingsinstrumenten</li> <li>• Afstemmen van toetsen, toetsen en criteria op de toetsen en beoordelingsinstrumenten</li> <li>• Beoordelen van toetsen, toetsen en beoordelingsinstrumenten</li> </ul>
<b>4 Onderwijsvalorisatie</b>			
Bijdragen aan de realisatie van de opzet en de uitvoering van onderwijsonderdelen, alsmede doen van voorstellen inzake mogelijke verbeteringen in inhoud en/of inhoud van deze onderwijsonderdelen	Vastgestelde leerdoelen, inhoud en doelstellingen in het facultaire onderwijsprogramma	Studenten zijn in staat om de bepaalde leerdoelen op alternatieve wijze te behalen	<ul style="list-style-type: none"> <li>• Evalueren en verspreiden bijdragen van eigen onderwijsactiviteiten</li> <li>• Evalueren van andere methoden en leerdoelen, zoals onderwijsactiviteiten</li> <li>• Aanpakken van de uitvoering van onderwijsactiviteiten met studenten en docenten</li> <li>• Leveren van een bijdrage aan onderzoekspunten om de opzet en uitvoering van onderwijsactiviteiten te verbeteren</li> <li>• Informeren andere wet- en onderwijsactiviteiten</li> </ul>

- Classification criteria per job level (if multiple job levels are present)

**Indelingscriteria UD**

Functiegraad	UD 1	UD 1
<b>Onderwijs</b>	Verzorgen van reeds ontwikkelde onderwijsonderdelen van het onderwijsprogramma. Zorgen voor periodiek onderhoud van de toegewezen onderwijsonderdelen. Signaleren van verbetermogelijkheden voor de toegewezen onderwijsonderdelen.	Verzorgen van reeds ontwikkelde reguliere onderwijsonderdelen van het onderwijsprogramma.
<b>Onderzoek</b>	Zelfstandig uitvoeren van onderzoek. Leveren van een bijdrage aan de uitvoering van te- en te-gedetermineerde projecten. Inhoudelijk begeleiden van wetenschappelijk personeel bij de uitvoering van onderzoek.	Uitvoeren van onderzoek op basis van een reeds gedefinieerd en goedkeurd onderzoeksonderwerp.
<b>Organisatie</b>	Overnemen van leiding aan werkgroepen, commissies of projectteams binnen de capaciteitsgroep.	Doelmatig aan werkgroepen, commissies of projectteams binnen de capaciteitsgroep.

**Indelingsregels UD**

- UD 2 is van toepassing indien tenminste aan alle criteria wordt voldaan zoals omschreven bij UD 2.
- UD 1 is van toepassing indien tenminste aan de criteria Onderwijs en Onderzoek wordt voldaan zoals omschreven bij UD 1 en aan het criterium organisatie wordt voldaan zoals omschreven bij UD 1 of 2.

**Functiegebonden toelichting**

**Werkgroepen en commissies**  
De bedoelde werkgroepen en commissies hebben altijd betrekking op de inhoud van de functies. Het betreft hier dus niet werkgroepen en commissies in het kader van medezeggenschap en eveneens het werkoverleg van de eigen afdeling.

**Zaakzwaarte**  
Het resultaatgebied 'Onderzoek' kan van toepassing zijn binnen specifieke functies zoals geneeskunde, tandheelkunde, dienstverlenende gezondheidswetenschappen, etc. Het is gekozen voor een generiek resultaatgebied 'Onderzoek'. Verschillen in accenten en koppeling op het resultaatgebied 'Onderzoek' zijn niet onderzocht. Een behever van de inhoudsbeschrijving kan differentiatie aangebracht bij de Hogeschool en UHd ten opzichte van elkaar en ten opzichte van de overige profielen waar dit resultaatgebied voorkomt.

Het resultaatgebied 'Onderzoek' is niet verantwoord ten opzichte van de overige resultaatgebieden binnen de betreffende functies.

VSNU 5 UNIVERSITEIT Maastricht - UNIVERSITEIT Utrecht - UNIVERSITEIT Groningen - UNIVERSITEIT Leiden - UNIVERSITEIT Tilburg - UNIVERSITEIT Eindhoven

Click on the *Classification Criteria* button to display an overview (in the same browser window) of the *classification criteria per job level*. The classification criteria describe how the content of result area(s) differs for the different job levels. Here you can:

- print classification criteria, [copy](#) classification criteria [to the clipboard](#)
- view the *classification rules*.

	Onderwijs	Onderzoek	Organisatie
<b>Universitair docent 2</b>	Verzorgen van reeds ontwikkelde reguliere onderwijsonderdelen van het onderwijsprogramma.	Inhoudelijk begeleiden van wetenschappelijk personeel bij de uitvoering van onderzoek.	Doelmatig aan werkgroepen, commissies of projectteams binnen de capaciteitsgroep.
<b>Universitair docent 1</b>	Verzorgen van reeds ontwikkelde onderwijsonderdelen van het onderwijsprogramma. Zorgen voor periodiek onderhoud van de toegewezen onderwijsonderdelen. Signaleren van verbetermogelijkheden voor de toegewezen onderwijsonderdelen.	Zelfstandig uitvoeren van onderzoek. Leveren van een bijdrage aan de uitvoering van te- en te-gedetermineerde projecten. Inhoudelijk begeleiden van wetenschappelijk personeel bij de uitvoering van onderzoek.	Overnemen van leiding aan werkgroepen, commissies of projectteams binnen de capaciteitsgroep.

Figure 4 Classification criteria

1. Move the mouse over a component in the classification criterion
  - The component will now turn grey
  - If the component of the classification criterion is the same at a number of levels, the other levels will also turn grey
  - If the component of the classification criterion is different for the various levels, the other levels will not turn grey
  - Click once on the level description that best matches the job
  - If a classification criterion is not applicable, select this text on the level of – or on the level closest to – the other criteria
  - The selected level description now turns grey
  - Repeat this for all classification criteria



2. Click on the *terug* (*back*) button to return to the start screen
3. The start screen under Step 3 result now displays the job level determined in the program
4. You can delete your selected jobs by clicking on *Wissen* (*delete*) at *Step 2 Bepaal Functieniveau* (*determine job level*)

#### To clipboard

1. Using the option *Naar clipboard* (*to clipboard*) in the menu at the classification criteria, you can use the function *kopiëren naar klembord* (*copy to clipboard*) to easily import your data to another application.
2. Select the classification criteria you want
3. Click on *Naar clipboard* (*to clipboard*). The screen below is displayed:



Figure 5 Transferring data using the clipboard

4. Enter your name
5. Go to the application in which you want to paste the text
6. Click on *Plakken* (*paste*)

### 3.2.2 Advanced search

Via the *Uitgebreid zoeken* (*advanced search*) option, you can also search by the elements listed below in addition to job family:

- family
- level
- job title
- result area
- job map

Furthermore, it is possible to select multiple profiles and to compare the content of the profiles in two languages.

#### Searching by Job Family

A cluster of related jobs is known as a job family. A person's current job is used as a basis for estimating the job family in which the most suitable job profile might be found. The choice of a job family does not necessarily imply any relationship with the level of a job. Job families can be viewed as a way of finding the most suitable profile.

### Searching by Result Area

A result area is a characterisation of a collection of activities the focus of which is a single specific result that must be achieved by (nearly) every holder of that position in question.

### Searching by Job Map

The *Job Map* is a way of displaying job families. The job map starts with Education & Research (E&R), the university's primary function. Consequently, the job family E&R is located in the middle of the map. Around that is the Education & Research Support job family. The other job families are featured on an outer ring. Searching in this way is therefore substantially identical to searching by job family.

1. Click on *Uitgebreid zoeken (advanced search)*. The window below is displayed:

<b>Selecteer functie(s)</b>	<b>Stap 1</b>	<b>Zoeken op functiefamilie</b>
Standaard zoeken		Functiefamilie: <input type="text"/>
Zoeken op functiefamilie		Functie: <input type="text"/>
Zoeken op niveau		<input type="button" value="Selecteer"/>
Zoeken op functietitel		
Zoeken op resultaatgebied		
Zoeken op functie plattegrond		
Zoeken op synoniem		
<b>Bepaal functieniveau</b>	<b>Stap 2</b>	<b>Geselecteerd</b>
Wissen		<input type="button" value="Kijken / Vergelijken"/>
<b>Resultaat</b>	<b>Stap 3</b>	<b>Indeling</b>

Figure 6 Advanced search

2. Select one of the search options

<b>Selecteer functie(s)</b>	<b>Stap 1</b>	<b>Zoeken op niveau</b>
Standaard zoeken		Functieschaal: <input type="text" value="12"/>
Zoeken op functiefamilie		Functie: <input type="text" value="HVA Docent"/>
Zoeken op niveau		<input type="button" value="Selecteer"/>
Zoeken op functietitel		
Zoeken op resultaatgebied		
Zoeken op functie plattegrond		
Zoeken op synoniem		
<b>Bepaal functieniveau</b>	<b>Stap 2</b>	<b>Geselecteerd</b>
Wissen		<input type="button" value="Bekijken"/> <input type="button" value="Docent"/>
		<input type="button" value="Bekijken"/> <input type="button" value="HVA Docent"/>
		<input type="button" value="Kijken / Vergelijken"/>
<b>Resultaat</b>	<b>Stap 3</b>	<b>Indeling</b>
		HVA Hoofddocent 1 schaal 13 (versie 1: huidige versie)

Figure 7 Searching by Job Level

3. Using advanced search, you can select one or more job profiles. Click the *Kijken/Vergelijken (view/compare)* button



**Figure 8 Compare**

4. View ([/Compare](#)) the job(s)

5. Click on the *Selecteer* (select) button of the desired job profile. This profile is now selected and the screen automatically changes to the screen of *Step 2 Bepaal functieniveau (determine job level)*.

### Comparing jobs

As jobs are described generically, a job profile will never be applicable in its entirety. Generic means that job attributes that differ from one another in practice have been merged in a description that uses general terminology. It is therefore important to find the profile that is the best match. It can therefore be important to compare the content of different job profiles. If you have selected multiple jobs at Step 1, you can compare pairs of job profiles on the basis of the result areas. The two job profiles are displayed in columns.

1. Read the *Objectives* of both jobs.
2. Compare the profiles further via the result areas
3. Click in the boxes for the result area(s) that you want to compare in order to select them
4. Repeat this for the other job
5. Click, if necessary, on the [overzicht geselecteerde resultaatgebieden \(overview of selected result areas\)](#) button. Determine which job profile is applicable by selecting this (one or more)
6. Click on *Terug* (back)
7. Click on the *Selecteer* (select) button of the desired job profile
8. This profile has now been selected and the screen of *Step 2 Bepaal functieniveau (determine job level)* automatically displays

### Overview of selected result areas

1. Move the mouse over a component in the result area
2. The component will now turn grey
3. If the component of the result area is identical in both job profiles, the other profile also turns grey
4. If the component of the result area in the other job profile is different, this other profile will not turn grey
5. Use this method to compare the result area(s)
6. Click once in the empty box for the result area(s) that is/are applicable
7. Determine which job profile is applicable
8. Go *Terug* (back) to the previous screen
9. Click on the *Selecteer* (select) button of the desired job profile. This profile is now selected and the screen automatically changes to the screen of *Step 2 Bepaal functieniveau (determine job level)*.

### 3.3 Competencies

The new computerised version of UFO includes a *competenties (competencies)* tab. A job's competencies broadly indicate what is required of a person in terms of knowledge, skills and behaviour in order for that person to be able to perform the position effectively. Competencies have no effect and/or influence on the UFO classification of the responsibilities associated with a particular position. However, the competencies associated with a job can be used when evaluating the way in which a job's responsibilities have been carried out, for example as part of a performance review.

This tab allows the user to view the competencies. When a job is selected on the Job Profiles tab, the associated competencies can be displayed. (Not all universities use competencies).

Furthermore, the user can select one or more competencies with which the user can search for associated job profiles. Competencies are searched for using clusters (see below). The user can select multiple competencies and then search for job profiles associated with the combined competencies.

1. Click on the tab *Competenties (competencies)*
2. Select the competencies for each cluster
3. Click the *Zoeken (search)* button. The jobs that satisfy all competencies are displayed below.
4. Click on a job name. The *Functieprofielen (Job Profiles)* tab is displayed with job you just chose already selected in *Step 2 Bepaal functieniveau (determine job level)* and the *Standaard zoeken (standard search)* window.

<p><b>Analysing and Devising</b></p> <p><input type="checkbox"/> <u>Analytical capacity</u></p> <p><input type="checkbox"/> <u>Conceptual capacity</u></p> <p><input type="checkbox"/> <u>Inventivity</u></p> <p><input type="checkbox"/> <u>Capacity to learn</u></p> <p><input type="checkbox"/> <u>Environment orientation</u></p> <p><input type="checkbox"/> <u>Vision</u></p> <p><b>Managing and Supervising</b></p> <p><input type="checkbox"/> <u>Decisiveness</u></p> <p><input type="checkbox"/> <u>Coaching</u></p> <p><input type="checkbox"/> <u>Delegating</u></p> <p><input type="checkbox"/> <u>Managing for results</u></p> <p><input type="checkbox"/> <u>Binding leadership</u></p>	<p><b>Communicating and Influencing</b></p> <p><input type="checkbox"/> <u>Empathy</u></p> <p><input type="checkbox"/> <u>Verbal communication</u></p> <p><input type="checkbox"/> <u>Networking skills</u></p> <p><input type="checkbox"/> <u>Negotiating</u></p> <p><input type="checkbox"/> <u>Organisational sensitivity</u></p> <p><input type="checkbox"/> <u>Persuasiveness</u></p> <p><input type="checkbox"/> <u>Presenting</u></p> <p><input type="checkbox"/> <u>Cooperating</u></p> <p><input type="checkbox"/> <u>Written fluency</u></p> <p><b>Personal effectiveness</b></p> <p><input type="checkbox"/> <u>Flexibility</u></p> <p><input type="checkbox"/> <u>Integrity</u></p> <p><input type="checkbox"/> <u>Stress-resistance</u></p> <p><input type="checkbox"/> <u>Self-reflection</u></p>	<p><b>Realising and Evaluating</b></p> <p><input type="checkbox"/> <u>Accuracy</u></p> <p><input type="checkbox"/> <u>Initiative</u></p> <p><input type="checkbox"/> <u>Commitment to the client</u></p> <p><input type="checkbox"/> <u>Cost-consciousness</u></p> <p><input type="checkbox"/> <u>Entrepreneurship</u></p> <p><input type="checkbox"/> <u>Planning and organising</u></p> <p><input type="checkbox"/> <u>Result orientation</u></p> <p><input type="checkbox"/> <u>Monitoring</u></p>
---	--	---

*Figure 9 Competency clusters*

The competencies are divided into five clusters. These clusters concern how job-holders approach their work environment and deal with work-related situations. Clustering makes working with competencies easier.

For competency, an employee can view the following components:

- Definition
- Behavioural indicators
- Competence-oriented questions
- Development tips

1. Click on the *Competenties (competencies)* tab
2. Click on a competency
3. A window is displayed with the following complete description of this competency (Definition, Behavioural Indicators, Competence-oriented questions, Development Tips).
4. Click on the *Print* button at the top of this window to print the text
5. Click on the *Sluit (close)* button to close this window

### 3.4 Help

The website also has a *Help* function. The Help function is displayed with specific context-dependent help information.

To get *Help*, click on the *Help* button at the top of the page. The *Help* screens contain step-by-step descriptions of the functions on that page. Frequent hyperlinks in the text will also take you to other Help subjects.

The screenshot shows a help window with a red header bar containing three buttons: 'Print alles', 'Print', and 'Sluit'. The main content area has a large title 'Drie stappen in het indelingsproces' and a sub-heading 'Algemene toelichting op het indelingsinstrument'. The text describes how to use the search function, with three numbered steps: 1. Selecteer een functie, 2. Bepaal functieniveau, and 3. Resultaat. Each step includes detailed instructions and links to related content.

**Print alles** **Print** **Sluit**

## Drie stappen in het indelingsproces

[Algemene toelichting op het indelingsinstrument](#)

U kunt met *Standaard Zoeken*, zoeken naar één functieprofiel, en de bijbehorende beschrijving en resultaatgebieden bekijken.  
Klik op de knop [Uitgebreid zoeken](#) om te wisselen van de optie *Standaard Zoeken* naar de optie *Uitgebreid zoeken* met meer zoekingen of om meerdere functieprofielen met elkaar te vergelijken.

Bij het indelen van functies worden de hierna volgende stappen doorlopen:

**Stap 1 [Selecteer een functie](#)**  
Als je in het beginscherm aankomt, staat automatisch de optie *Standaard zoeken* aan. Hiermee kunt u zoeken via de ingang *Functietitel*, *Resultaatgebied* of [Functiefamilie](#).

**Stap 2 [Bepaal functieniveau](#)**  
Bij ieder functieprofiel horen een of meer functieniveaus. Het niveau van (bijna alle) functies wordt aangegeven met getallen (bijvoorbeeld Hoogleraar 1, Hoogleraar 2). Om het niveau van functies te bepalen zijn bij elk functieprofiel [indelingscriteria](#) opgenomen. De indelingscriteria zijn bij elk functieprofiel opgenomen in een matrix. Daarin wordt in de bovenste regel het lichtste niveau van de functie aangegeven en in de onderste regel het zwaarste niveau van de functie.

**Stap 3 [Resultaat](#)**  
Onder de balk *Stap 3 Indeling* verschijnt het bepaalde functieniveau automatisch.

Figure 10 Context-sensitive Help Window