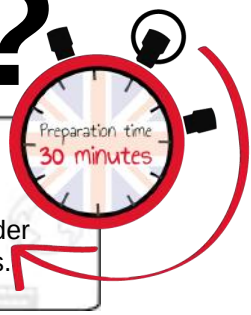
What's It Worth?



EAE Learning objectives for this lesson

Practice discussing pay related issues in English. Learn expressions with 'worth'. Discuss gender equality in the workplace. Comprehension activities. Learn the terminology of job descriptions.

Activity One - **Read the definition and answer the questions**;

"A **position evaluation** is a systematic way of determining the value/worth of a **job** in relation to other jobs in an organisation. It tries to make a systematic comparison between jobs to assess their relative worth for the purpose of establishing a rational pay structure."



- ☑ Do use position evaluations at work?
- ☑ Are you aware of your position on the pay scale?
- ☑ Do you know how the salary of your job was evaluated?
- ☑ Do you know what you would have to do to earn more?
- ☑ How clear is the pay structure to you in general?
- ☑ How skilled is your job?

Activity Two - **Worth**.
Let's look at this word, it's used in a lot of different ways. Read the expressions.

- **to be worth something**
- **the worth of something**
- **it's worth it**
- **it's not worth it**
- **a worthy cause**
- **worthwhile**
- **net worth**
- what's it worth?
- how much is it worth?
- It's not worth much.

Make a sentence which each of the above expressions **in bold**.

Activity Three - **How is a workers worth calculated?**

Your time, when you could be doing something else, your energy, your ideas and the little extra things you do to help things to run smoothly. The years of your life you will dedicate to your company. What's it all worth? How can you put a value on your contribution?

It's not easy to calculate the worth of a workers contribution and companies, institutions and academics have developed a variety of techniques. The four main methods are the ranking method, the points method, the considerations method and the classification method.

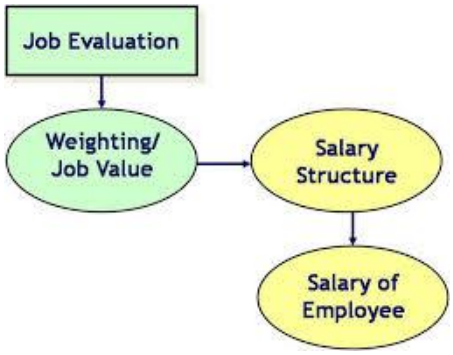
They aim not only to fairly assess the contribution of each co-worker but also to relate a pay scale to international benchmarks and establish evaluations which also help with succession planning and career development. If positions are evaluated accurately and

in detail then it's easier to secure a consistent pay scale. Workers need to be compensated fairly and rewarded for their work.

Inconsistencies in compensation within a company can create grievances and a lack of motivation for taking on more responsibility. Evaluating a position should be an objective process. It's important to focus on the job and not the person doing that job. Sometimes it's hard to understand what a job actually entails and to compare that to other jobs in the organisation. This is why companies often work with experts in this area.

In general the criteria used to assess the position and evaluate its worth are as follows: The knowledge and skill required to carry out the job. The level of innovation or initiative required. The impact of that job on the rest of the company and the contribution of that position to the organisation. Points are attributed to these criteria and the total number of points can be used as a basis to determine pay.

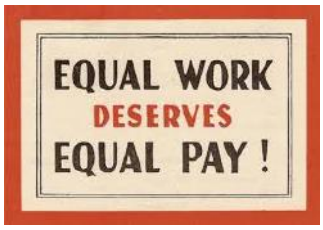
Comprehension Questions:



1. What are the four main methods for evaluating positions?
2. What's the point of these different methods?
3. What's useful about evaluating positions?
4. What can happen if the pay scale is not clear, or not fair?
5. Which criteria are used to evaluate a job?

Activity Four - **Equal pay.** **"Demand pay which reflects the job you do…"**
Watch the trailer for the film Made in Dagenham:
https://www.youtube.com/watch?v=Nc20m1JoDsw

The **Ford sewing machinists strike** of 1968 was a landmark labour-relations dispute in the United Kingdom. It was a trigger cause of the passing of the Equal Pay Act 1970. The strike, began on 7 June 1968, when women sewing machinists at The Ford plant in London walked out. The women made car seat covers and as stock ran out the strike eventually resulted in a halt to all car production.



The Dagenham sewing machinists walked out when, as part of a regrading exercise, they were informed that their jobs were graded in Category B (less skilled production jobs), instead of Category C (more skilled production jobs), and that they would be paid 15% less than the full B rate received by men. At the time it was common practice for companies to pay women less than men, irrespective of the skills involved. Following the intervention of Barbara Castle, the Secretary of State for Employment and Productivity in Harold Wilson's government, the strike ended three weeks after it began, as a result of a deal that immediately increased their rate of pay to 8% below that of men, rising to the full category B rate the following year. A court of inquiry. The women were only regraded into Category C following a further six-week strike in 1984. (From Wikipedia).

1. **What do you know about equal pay in your company?**
2. **Do you believe that women have the same opportunities and pay as men in France in general?**

Activity Five - Job description terminology...

A/ Read the terminology below. Which words are you familiar with? Which terms are you used to using? (Source: http://hrmpractice.com/job-terminology/)

1. Task: an identifiable work activity carried out for a specific purpose. For example, typing a letter.
2. Duty: several tasks which are related by some sequence of events. For example, pick up, sort out and deliver incoming mail.
3. Position: A collection of tasks and duties which are performed by one person. For example, the P.A. to Chairman receives visitors, takes dictation, operates computer, answers queries, attends to complaints and helps students.
4. Job: A group of positions similar in their significant duties. For example the job of salesmen, technical assistants, computer programmers, etc.
5. Job Families: Groups of different jobs that need similar skills. For example, sales jobs and clerical jobs in different departments.
6. Job code: A job code uses numbers, letters or both to provide a quick summary of a job and its content.
7. Job Classification: The grouping of jobs on some basis such as the nature of work done or the level of pay. For example, skilled, semiskilled and unskilled; Grade II and III officers in a Bank.
8. Job analysis: The process of gathering information about a job.
9. Job Description: A written summary of tasks, duties and responsibilities of a job.
10. Job Specification: the minimum skills, education and experience necessary for an individual to do a job.
11. Job Evaluation: A systematic procedure for finding the relative worth of a job.
12. Job Sharing: It is a scheduling innovation that allows two or more workers to share a job.
13. Job Design: A conscious effort to organise tasks, duties and responsibilities into a unit of work to achieve a certain objective.
14. Job Rotation: Moving employees horizontally or vertically to expand their skills, knowledge or activities.
15. Job Enrichment: Adding more responsibilities, autonomy/control to a job.

B/

A position evaluation generates a detailed job description. In the 'Mercer' system this description is always drafted in the same way: **Action verb... in order to... with... within...**

Here are some examples of their **action verbs**: lead, supervise, implement, operate, develop

'In order to' is followed by the objective - so for example, in order to secure the…, in order to achieve, produce etc…

With is followed by the means (material, financial or human) and finally '**within**' is followed by the 'framework of set orientations or objectives'.

Activity Six - **Your own job spec...**

1. Write a description for your job using the 'Mercer' framework.
2. Now write a job specification for your job.
3. Does this correspond well with the actual job specification and description which exists for your job, or is your version different?



Activity Seven - **What's it worth...**

What skills or qualities do you think are worth more in theory?

1. Loyalty or punctuality?
2. Hard work or experience?
3. A great sense of initiative or total obedience?
4. The ability to take responsibility for ones actions or great accuracy?
5. The ability to learn quickly or the ability to learn by ones mistakes?

Activity Eight - Girls Just want equal funds..

This video says it all.. Girls Just Want Equal Funds w/ Cyndi Lauper
https://www.youtube.com/watch?v=3nKZuZjiW0o



Job evaluations.