IV. THE DECISION BAND™ METHOD

THE BASIC IDEA

The Decision Band™ Method is a management tool used to establish a reasonable relationship between work and pay.

Work is a form of purposeful activity; it involves both deciding and doing. One person may make a decision and execute (implement) the decision him/herself. Or, s/he may delegate the duty of implementing the decision to someone else. In either event, making the decision has more value to the organization than implementing/executing it, although deciding and doing are both necessary if anything useful to the organization is going to be accomplished.

The basic logic of job evaluation is stated in four separate but interrelated principles:

- The dollar value of the job should reflect the job's importance to the organization;
- The importance of a job is directly related to its responsibility for decision-making;
- Decision-making is common to all jobs; and
- Decision-making is the most logical basis to use when evaluating and comparing jobs.

MANAGEMENT THEORY

The Decision Band™ Method is based on the Paterson theory of management. A basic understanding of this theory is essential to understanding DBM and using it successfully.

ORGANIZATION

Every organization is established to achieve an objective or purpose. To accomplish this purpose, action of various kinds is required. We describe the kinds of action needed to achieve the purpose of the organization as functions -- such as buying, producing, selling, accounting, maintaining, and managing. Organizing an enterprise involves the progressive subdivision of the necessary work into major functions, minor functions, duties, activities and procedures. The duties are then combined into jobs that are assigned to individual employees.
Each organization, if it is to survive and continue, must adapt to changing conditions, new competitors, new laws, changing markets, and different workforce demographics. To survive, the organization must react to these stimuli from the environment. Between stimulus and reaction, a decision process takes place. There must be a decision to act preceding the subsequent coordination of action.

The organization of the entire enterprise is the function of management. Functions must be assigned, duties defined, authority delegated, and decision-making responsibilities specified.

When the work of an enterprise is divided among departments, sections, and individual employees, some means of coordinating their efforts is essential. Otherwise, the work will not be done as efficiently as possible or may not get done properly.

Coordination has been described as "the duty of facilitating linked activities." It is achieved through the use of authority. One tool for achieving coordination is the general plan or overall structure of the organization, which establishes "lines of (structural) authority" and specifies each member's sphere of authority (the scope and limits of their decision-making rights).

Another kind of coordination, which is of special importance in DBM, is more dynamic in nature and relates to the actual performance of the work.

For example, a woodworking shop employs a variety of workers (carpenters, joiners, painters, laborers). Each worker has a special function -- cutting, turning, drilling, sanding, spraying, etc. -- that contributes to the making of the finished products. Their functions (what they do) are determined for the employees, whereas their procedures (how they work) are (subject to limitations imposed by the available machines, tools and other facilities) normally determined by the employees. However, circumstances often make it necessary for the person responsible for coordinating the activities of the group to make decisions about a worker's procedures that would otherwise be made by the worker himself/herself, in order to facilitate the accomplishment of the objectives of the entire group. Such decisions (on procedures specific to function) often have to
do with the sequence and timing of activities, the use of shared equipment, and so forth, that could cause delays or conflicts unless someone makes arrangements to avoid their occurrence.

The duty of coordination consists of ensuring that the decisions and actions of individual members of a group are mutually compatible and contribute to the achievement of the group's common objectives. This includes ensuring that the group's activities are defined so that all members of the group understand them, making sure that the necessary resources and facilities are available, and placing such limits on the decision-making of individual members as are necessary to enable the group to work together smoothly and efficiently.

**The Decision Process**

Although there are different kinds of decisions, all rational decisions are made in the same way, by the same universal four step process. A stimulus (input) of some kind indicates a possible need for action. Information is accumulated and analyzed (scored, rejected, categorized, etc.). On the basis of the available information, the relative merits of possible alternative courses of action are considered and a Conclusion is reached as to which is best, which is next best, and so on. A Decision is the choice of one of the alternative courses of action and a commitment to act in order to achieve a particular end (objective) based on the conclusion previously reached. The final step, Execution, (Implementation) consists of deciding on the means to be employed to achieve the end (objective) defined at the Decision stage. The four-stage decision process, which is universal, is depicted in Exhibit 3.

It is important to differentiate between the Conclusion and Decision stages. A Conclusion merely indicates what might, should, ought to, or must be done. A Conclusion does not entail responsibility for the outcome. However, if a person provides advice or counsel on possible actions, s/he is responsible for the quality of that advice or counsel. A Decision, on the other hand, is a commitment to a specific course of action (what shall be done) and entails responsibility for the results of the decision.
Each, or any combination, of the four stages can be carried out by one individual, different individuals, or groups of individuals. For example, one person may collect and assess information, decide what to do, and then decide how to do it. Or, several persons may collect information and pass it onto a group that forms a conclusion, which it submits to a Board for a decision on ends. This then can be given to an Execution Committee for decisions on how (means) the decision will be implemented.

The Decision Complex
In practice the decision process is not linear. Part of the Information stage includes external feedback, but it also includes internal feedforward. At the Execution stage, the person (or group) who plans the means to implement the Decision knows what can or cannot be done and the difficulties of implementation. For rational and optimal conclusion and ends decisions, this knowledge must be communicated to the Information stage. Thus, the Execution "unit" could say to the Information "unit", "You must take this information into consideration if you are to fulfill your responsibility to the Conclusion unit." Similarly the Information "unit" can say to the
THE DECISION PROCESS

STIMULUS: An event that triggers the need for information.

INFORMATION: Reception (or collection) and analysis of data relevant to the decision to be made.

CONCLUSION: Assessment of the data and situation, and evaluation of possible courses of action.

DECISION: Selection of a preferred course of action, and a commitment to its execution.

EXECUTION: Planning the implementation of the chosen course of action.

ACTION: Performing the chosen course of action.
Execution "unit", "You must give me that information if you are to receive an ends decision which you can carry out, being responsible to the Decision unit."

The relation between the Conclusion and Decision "units" is similar. The former can say to the latter, "You must take my conclusion into consideration in order to make an optimum decision for which you are responsible to your superior."

The process then becomes circular. It is universal, and the basis of all organization. Within each stage there are minor decision complexes necessary to produce the decision of each stage.

The decision complex is an open system. At each stage there can be input of new data from outside the complex. For example, at the Conclusion stage, a group preparing a "recommendation" may receive a letter altering their approach to the problem. A Decision "unit", or person, may suddenly discover a figure in a print-out that changes his/her decision.

The decision process operates at different levels throughout the enterprise, from top to bottom. The decisions made by a copy typist are clearly of a different nature than the decisions made by the President or Marketing Manager, but all employees, regardless of position, make decisions of some kind in the performance of their assigned duties. In making their decisions, they follow the same four step process. The decision complex is outlined in Exhibit 4.

**The Decision Bands**

In the Decision Band℠ Method, six distinct kinds or levels of decision-making are recognized, ranging from the most far-reaching decisions on corporate policy to the simplest decisions on defined elements (such as how fast to sweep the office floor). These six levels, known as "Decision Bands," apply universally and cover the entire spectrum of decisions that can be made in any organization regardless of its size,
STAGES:

1. One person may perform all stages.
2. Different people may perform individual stages.

SYSTEM

1. Open
2. External stimuli can be received at each stage.
complexity or industry. The six Bands form a continuum, each (except the top band) being a derivative of the next higher Band.

The six Bands are as follows:
- Band F - Policy Decisions
- Band E - Programming Decisions
- Band D - Interpretive Decisions
- Band C - Process Decisions
- Band B - Operational Decisions
- Band A - Defined Decisions

At Band F, decisions are made about matters that affect the enterprise as a whole, its direction and goals, and the scope and nature of its operations.

At Band E, decisions are made about general plans for accomplishing the goals decided at Band F and the allocation of resources among the various functions.

At Band D, decisions are made about what is to be done (the means) in order to carry out the plans (the ends) decided at Band E. The decisions made in Band D set precedents for the lower Bands. Band D decisions are made in unique situations where precedents, in the form of rules and prescribed routines have not already been established.

At Bands C, B, and A, decisions are made as to how to carry out the duties, in accordance with rules, guidelines, and constraints decided at Band D.

The decisions made in the upper three Bands (D, E, F) are "adaptive" decisions. They have to do with adapting the enterprise to new circumstances, and can be regarded as "planning" decisions.

In the lower three Bands (A, B, C) the decisions are "instrumental" decisions. They have to do with the actual carrying out of decisions made at Band D and above.

The decision bands are further defined in Exhibit 5. It should be noted that in every organization, decisions are made in all six bands, but this does not necessarily mean that all
organizations will have different employees at each decision level; generally this depends on the size of the organization. (For example, in a one-person business, the same person makes all the decisions in every one of the six bands.)

Appendices A through F illustrate how the Decision Band™ Method operates in:

- a Manufacturing company
- a City or County
- a Utility company
- a Hospital
- a Retailing company
- a Financial Services company

It is important to remember that when jobs are classified by Decision Band, it is on the basis of the individual duties that make up the job, rather than the job as a whole. Each duty is assigned to a band, according to the level of decision that the incumbent has to make when carrying out the duty. It is the level of decision required when performing the duty that determines its band.

Frequently, a job is made up of a number of duties that belong in different Decision Bands. In such cases, the Decision Band of the job is the same as the band of the highest-Banded duty of the job, even if there is only one duty in that Band.

If, however, only one duty determines the band of the job it may indicate less than optimal utilization of resources and/or result in over paying the job. Management may then determine whether or not the job should retain that duty, or whether additional duties at the same Band level should be added to the job.
DECISION BAND™ DEFINITIONS

**Band F-Policy-Making Decisions**

Decisions that determine the scope, the direction and the overall goals of the total organization, subject to a few constraints other than those imposed by law and/or economic conditions. These decisions take into consideration the relationship and interaction of all the major functions of the enterprise. Such decisions also set the goals of the major functions and set the limits of the funds available to each, and the extent of their intended programs. Band F decisions are the kind made at the Board or senior executive level of the organization.

**Band E-Programming Decisions**

Decisions on the means of achieving the goal (ends) established at Band F. Such decisions are concerned with the formulation or adjustment of programs or plans for the major functions, specifying goals for the constituent functions of these major functions, and allocating resources (facilities, people, money, materials) among these constituent functions in order to achieve the goals. Band E decisions are generally made at the senior management level of the organization.

**Band D-Interpretive Decisions**

Decisions on the means of achieving the goals (ends) established by Band E decisions - specifying what is to be done in lower bands and deploying the allocated resources. If circumstances change, involving uncertainty of information or outcome, a Band D decision is required to establish what is to be done in similar circumstances in the future. Band D decisions are generally made at the mid-management level of the organization.

**Band C-Process Decisions**

Decisions on the means (selection of a process) of achieving the goals (ends) established by Band D decisions, subject to the limits imposed by available technology and resources and the constraints set at Band D. The selection of the process is a decision that must precede the carrying out of the operations that constitute the process. That is, the process decision specifies what is to be done at Band B.
For example: preparing a cost estimate for a new computer is a process requiring the identification of where to obtain reliable information, copying and/or extracting data from specified sources, compiling the data, manipulating the data arithmetically, and expressing the results in a specified form. Copying extracting, compiling, etc., are the operations that constitute the process. Band C decisions are generally made by professional level, highly skilled or master level personnel. Jobs at this level will normally meet one of the exemption criteria under the Federal Fair Labor Standards Act (FLSA).

**Band B-Operational Decisions**

Decisions on carrying out of the operations of a process specified by a Band C decision. There is, within the limits set by the specific process, a choice as to how the operations are carried out, but not as to what operations constitute the process.

For example: a costing clerk can choose whatever manner and sequence he prefers in order to perform each of the operations specified by the costing process. Most jobs at this level are non-exempt under the Fair Labor Standards Act.

**Band A-Defined Decisions**

Decisions on the manner and speed of performing the elements of an operation. There is, within the limits set by the prescribed operation, a choice as to how the elements are performed, but not as to what elements constitute the operation. Band A decisions are generally made by entry level, and in semi-skilled positions, as well as those that are narrow in scope with limited choices available.

For example: an entry level clerk is taught to copy figures in a specified fashion, entering them on a standard form, or computer spreadsheet. Jobs at this level are non-exempt under the Fair Labor Standards Act.
<table>
<thead>
<tr>
<th>DECISION</th>
<th>BAND</th>
<th>TYPICAL DECISION LEVEL</th>
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</thead>
<tbody>
<tr>
<td>POLICY</td>
<td>F</td>
<td>Decisions that determine the scope direction, and overall goals of the organization.</td>
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<tr>
<td>PLANNING &amp; PROGRAMMING</td>
<td>E</td>
<td>Decisions that result in programs to achieve the objectives established at Band F.</td>
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<tr>
<td>INTERPRETIVE</td>
<td>D</td>
<td>Decisions that translate the programs established at Band E into operational plans and schedules.</td>
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<tr>
<td>PROCESS</td>
<td>C</td>
<td>Decisions concerned with the selection of a process for accomplishing the work.</td>
</tr>
<tr>
<td>OPERATIONAL</td>
<td>B</td>
<td>Decisions on the carrying out of the operations of the selected process.</td>
</tr>
<tr>
<td>DEFINED</td>
<td>A</td>
<td>Decisions on the manner and speed of performing the elements of an operation.</td>
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</tbody>
</table>
Each band is divided into two Grades, a lower (non-coordinating) and an upper (coordinating), except Band A. These Grades are numbered from 0 to 11 as follows:

<table>
<thead>
<tr>
<th>Band</th>
<th>Type of Decision</th>
<th>Grade</th>
<th>Grade Type</th>
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<tbody>
<tr>
<td>F</td>
<td>Policy</td>
<td>11</td>
<td>Coordinating</td>
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<td></td>
<td></td>
<td>10</td>
<td>Noncoordinating</td>
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<tr>
<td>E</td>
<td>Programming</td>
<td>9</td>
<td>Coordinating</td>
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<td>8</td>
<td>Noncoordinating</td>
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<tr>
<td>D</td>
<td>Interpretive</td>
<td>7</td>
<td>Coordinating</td>
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<td>6</td>
<td>Noncoordinating</td>
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<td>C</td>
<td>Process</td>
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<td>Coordinating</td>
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<td>4</td>
<td>Noncoordinating</td>
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<tr>
<td>B</td>
<td>Operational</td>
<td>3</td>
<td>Coordinating</td>
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<td></td>
<td></td>
<td>2</td>
<td>Noncoordinating</td>
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<tr>
<td>A</td>
<td>Defined</td>
<td>1</td>
<td>Noncoordinating</td>
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<tr>
<td></td>
<td></td>
<td>0</td>
<td>Noncoordinating</td>
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The upper grades are reserved for any jobs that include the duty of monitoring other jobs that have been assigned to the same band. Note that a job that involves coordinating only jobs in a lower band would remain in the lower non-coordinating Grade of its own band. (In actual practice, most organizations have few A0 jobs. Consequently, both A0 and A1 generally are considered non-coordinating.) The grading structure is outlined in Exhibit 6.

**ADMINISTRATION**

Administration is concerned with the work relationships among the employees occupying the positions in an organization structure; their rights, their duties, and their responsibilities.
### DECISION STRUCTURE

#### Exhibit 6

<table>
<thead>
<tr>
<th>Band</th>
<th>Grade</th>
<th>Sub-grade</th>
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<tr>
<td><strong>F</strong></td>
<td>Policy</td>
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<td><strong>E</strong></td>
<td>Programming</td>
<td>Coordinating or (Technical)</td>
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<td><strong>D</strong></td>
<td>Interpretive</td>
<td>Coordinating or (Technical)</td>
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<tr>
<td><strong>C</strong></td>
<td>Process</td>
<td>Coordinating or (Technical)</td>
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<td><strong>B</strong></td>
<td>Operational</td>
<td>Coordinating or (Technical)</td>
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Each employee in an organization performs a function (i.e., a job), which contributes to achieving the purpose of the organization.

The nature of the work relationship depends on a variety of differences and delegated authority. The differences that are relevant to job evaluation relate to the employee's position in the organization structure (his/her "structural authority") and the expert knowledge or wisdom (his/her "sapiential authority") that s/he is called upon to apply in performing his/her job.

**Structural Authority**

Of necessity, the functions of an enterprise have to be controlled, monitored and coordinated. This entails the use of structural authority, the right to command or order an objective, and to enforce or expect compliance.

If an employee to whom structural authority has been delegated has "full control" (as described below) over the juniors in his/her sphere of authority, the relation between him/her and them is said to be one of **responsibility**. "Full control" implies that the senior has the right:

- to decide what the functions of his/her juniors shall be, i.e., to command "ends";
- to assign their functions to them (individually or as a group);
- to decide on procedures necessary to coordinate their activities ("procedures specific to function");
- to give them appropriate orders, i.e., to order "means";
- to monitor their activities, and to take corrective action when necessary; and
- to enforce compliance of commands through the imposition or threat of penalties (e.g., deprivation of some kind, suspension, or -- in extreme cases -- dismissal) if they fail to comply.

The relation of responsibility is reciprocal. A junior has an obligation to comply with the commands of his/her senior. At the same time, the senior has an obligation to support
his/her juniors by seeing to it that they have the resources needed to carry out their assigned jobs.

Frequently, a senior finds it necessary to assign to one of his/her junior "full control" over some part of the senior functions, delegating to him/her the authority to command other subordinates, to assign them functions, to coordinate and monitor their activities, and the power to enforce compliance. In this event, the relation between the coordinating junior and the other junior becomes responsible.

However, in many cases the senior may decide not to assign to the coordinating junior the right to command ends, assign functions, and enforce compliance, but only the right to coordinate and monitor the other juniors (i.e., the coordinating junior is authorized to decide on procedures necessary for their coordination, to give orders accordingly, and to monitor their activities). In this event, the relation between the coordinating junior and the other junior is said to be one of accountability. The coordinating junior is said to have "partial control" (i.e., coordinative control) over the junior within his/her sphere of authority. This means that the coordinating junior has the right to give orders to the juniors coordinated and, if they fail to comply with his/her rightful orders, s/he may report such failure to the superior to whom s/he and the other juniors are all responsible -- thus invoking the power of the senior. The senior then takes such action as s/he deems necessary to secure compliance. Actual control generally implies most of the following duties:

• Coordinates jobs and duties of the same Band
• Resolves scheduling difficulties
• Provides technical, or other occupational assistance
• Monitors his/her juniors' performance
• Reports performance issues to his/her senior

Sapiential Authority (Expert Authority)
While coordination and the use of structural authority is essential to enable an organization to function, if it is to function successfully and in order to make the best possible decisions, advantage must also be taken of the knowledge and wisdom available within the
organization. As technology advances, positions are created and filled by knowledgeable or expert persons whose duties are not only to carry out specified activities, but also to support others who need help relating to their areas of expertise. That help can be reciprocal - an engineer helps the accountant, the latter helps the engineer. Employees who possess expert knowledge and wisdom relevant to the decision to be made are said to have sapiential authority, meaning "the right to be heard."

There are no degrees of structural authority - an employee either has, or does not have, the right to command or order - s/he gets it from his/her position hence "structural". But there are degrees of sapiential authority. It is vested in the person whom, although appointed because of his/her qualifications, may be regarded as relatively good or poor at using his/her right to be heard. The accountant, appointed because s/he has a diploma, finds it difficult or easy to provide the engineer with the needed help. The engineer then vests him/her with a low or high degree of sapiential authority.

Sapiential authority can be exercised in two ways: advising and counseling. The first involves the giving of "advice," using this word in a very special sense.

An expert or specialist in a particular field can "advise" someone in the same decision band, meaning "you must do so-and-so, of necessity, if you are to fulfill your function." To do this, the adviser must possess expert knowledge relevant to the function (job) of the person advised and to the decision band involved; that is, s/he must understand the nature and consequences of the action that s/he says must be taken. S/he has no right to command, or to demand compliance. The relationship between the adviser and the person advised is called "advisability" and it is reciprocal; each may advise on ends specific to the other person's function, by virtue of his/her expert knowledge of matters pertaining to that function; and, the other has the right to ask for such advice. The adviser is held responsible (by his/her own senior) for the quality of the advice. The person advised is not obliged to act on the advice given, but s/he must consider it carefully and will be held responsible by his/her senior for the consequences of his/her decision, if s/he chooses to ignore the advice.
Since the adviser possesses expert knowledge of factors that affect the decision, the recipient must pay heed to the advice. Because the decision-maker is ultimately responsible for the result, s/he is not obliged to act on the advice, but s/he must listen to it. If s/he does not act on it and the result of his/her decision is poor, s/he has complete responsibility and his/her superior will seriously ask why s/he did not act on it. S/he would have to explain why the advice was not followed; it may mean that the sapiential authority of the adviser was not of a high degree.

If s/he does act on the advice and the result is poor, the responsibility is shared with the adviser and the senior's "wrath" on the decision-maker would be mitigated. Acting on the advice of someone with a high degree of sapiential authority is a form of protection. Because they share responsibility, the Grade of the adviser's decision is the same as that of the recipient. Most frequently the advice relates to the non-coordinating grade of the band, and the adviser's decision is, therefore, of that grade too. But, it can relate to a monitoring and coordinating decision when the adviser's decision is of the coordinating grade. For example, an expert personnel manager may advise (or have his/her advise sought by) a production manager on how to rate performance.

For another example, an accountant could say to the production engineer words to the effect, "If you are to keep within your allocated quarterly budget you must cut overhead costs X% by doing certain things by the end of this month." If the engineer does not cut costs and over-runs his/her budget, his/her senior will ask why s/he didn't act on the advice. The engineer would then have a problem explaining why s/he did not act on the advice. But if s/he did act on the advice and cut X% of overhead, yet overran the budget anyway, the responsibility would be shared with the accountant, and the superior's retribution would be mitigated.

If the engineer acted on this "advice" and the result was poor, the superior may also ask why an engineer paid attention to an accountant on a strictly engineering problem. On the other hand, having gone over past cost figures, the accountant could say to the engineer, "This last month you have increased costs on X and Y. I think you should (might, could)
look into these and maybe reduce them." S/he is not saying that the budget would not be met and something must be done, that is to say, the end achieved, but s/he is suggesting a better means of achieving the objective. S/he is giving counsel on means not ends. And since the ends are not in jeopardy the engineer does not feel s/he 'must' heed the accountant's counsel. Counsel is treated as useful but not necessary information; therefore counsel does not involve shared responsibility on the part of the recipient.

Where an employee has sapiential authority of a degree that permits him/her to give advice (and is expected), his/her relation with the recipient is called advisability. Where s/he has sapiential authority of a degree that permits him/her to give counsel, the relation is called informability.

The President's secretary can counsel him/her about how to set up the filing system. A productivity analyst can counsel an officer manager about a better method. But there is no obligation on the part of the recipient to act on the counsel given.

Another way of viewing the distinction between advisability and informability is that someone whose expertise lies in the area of methods rather than a particular function does not usually give "advice" in the strict meaning used in DBM theory; s/he only provides information "counsel."

Every employee, regardless of position, has sapiential authority on some aspect of their work. Thus, they have the right to give counsel to colleagues and superiors on that aspect of their work. Giving counsel is not accorded special consideration in Grading.

Banding and Grading
The whole job is assigned to the same Band and Grade as the highest-Banded and Graded of the duties that make up the job.

• When a relation of responsibility (full control) exists, the controlling duties of the superior job are in the Band above the junior job.
• When a relation of accountability (actual control) exists, the coordinating duties of the senior job are normally in the Grade above the junior job. In isolated instances, a job with partial control may only be placed in a higher sub-grade than the sub-grade of the subordinate.

• When a relation of advisability exists, the duty of advising belongs to the same Grade as the decision to which the advice pertains.

• When a relation of advisability (advice) exists, the duty of counseling usually belongs to the band below that of the "ends" decision to which the counsel pertains.

Sub-grading

In most organizations, twelve job levels (corresponding to the twelve Grades) may be too few to reflect the differences perceived to exist in the relative worth of jobs. To allow for such situations, the twelve Grades are generally divided into Sub-grades. Whereas the grading of jobs is highly objective, being based on verifiable facts and standardized decision band definitions and rules, sub-grading involves some subjective judgments. However, the subjectivity is contained, as the judgments are confined to comparisons among jobs assigned to the same Grade and of the same occupational group.

In sub-grading, as in grading, decision-making provides the basis for evaluation. However, whereas the Grading of jobs is governed by the relative importance (to the organization) of the decisions made, Sub-grading is governed by the relative difficulty, complexity, and skills required of the decision-making.

To apply the Sub-grading principles, one of two different approaches may be used. The first method involves grouping the jobs into occupational groups, based on the similarity of the occupational training/experience required. As an example, data processing jobs would be grouped together, separated from clerical jobs. Sub-grading is then done within each occupational group. By applying the sub-grading process within occupational groups, the subjectivity of the evaluation decisions is further reduced.

If the organization is relatively small, sub-grading can be done across all jobs within a Grade, without regard to the occupational grouping procedure described above. Either approach will result in similar evaluation results; the choice depends upon the
characteristics of the organization, the relative diversity of the job groups and similar considerations.

**Number of Sub-grades**
Whereas there are a definite number of Decisions Bands (six) and grades (twelve), the number of sub-grades cannot be standardized or objectively fixed. In practice, however, it is difficult to justify the use of more than three sub-grades in any one grade. If the organization concerned believes strongly that the number of sub-grades should be greater, there is nothing to prevent the establishment of additional sub-grades. It should be kept in mind, however, that as the number of Sub-grades increases, the ability to detect and defend the differences between sub-grades becomes more difficult, and the resulting salary structure will be more compressed.