



Higher Education Institutions Grading: Administrative and Support Personnel

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ABSTRACT

This article describes main grading principles applied in Russia as well as internationally. The grading system is based on those used by Hay Group and Watson Wyatt. We evaluated existing grading examples for administrative and support personnel, methodology, effectiveness and how it affects performance results in Higher Education Institutions. Based on this, we set goals, principles and established regulatory basis for implementing grading in the University. In addition to this, we studied all possible ways to create effective working group to carry out this task and, its activities and performance in proceeding with administrative and support personnel optimization and organizational reform at large aiming to create a sustainable effective structure in the University. The effectiveness key performance indicators, their use as well as the positions' scale, compensation packages and re-designed remuneration system were introduced. Nevertheless, during this process we identified a number of problems that University leadership faced while implementing reform. These problems occurred largely due to personnel non-readiness for cordial changes, lengthy decision making and complex management system (at the level of the Ministry of Higher Education and other related regulatory bodies) that constantly changes during reform system and counter reforms danger. We would like to point out that grading was carried out by University personnel without third party involvement that lead to effective management team formation.

Keywords: Grading, Hay Group and Watson Wyatt Technology, Effectiveness Indicators, Optimization, Positions Importance, Positions Assessment, Ranking Factors, Compensation System, Remuneration Structure, Organizational and Staff Structure

JEL Classifications: I21, I28

1. INTRODUCTION

It is well known from Russia's history how difficult it was to implement Peter's the Great "table of ranks" that determined the ranks ratio by seniority and ranks consistency. The only service regulating factor was personal merits and seniority. The past approach determining the status by kind of nobility or "breed," "paternal honor" ceased to exist and that aroused indignation among Russian elite that reached the top and reaped their fruits of many years of struggle for a place under the sun. Peter's "table of ranks" conceptually changed the public servant value, all the subjects of the Fatherland and the Emperor and made them to perform duties more efficiently in serving Russia. At the same time new opportunities

were opened for creative and talented people of all classes, including the lower ones, the number of which was enormous.

The Soviet Union leadership also sought to create a motivation and stimulation system where remuneration directly depended on professionalism and education level. Since 1968, Single Wage Rating Guide had been adopted in all economy sectors leading to creating a Russian Federation Unified System of classification and information coding, which was harmoniously merged with National Classificatory of Workers Occupations, Employees Positions and Job Wage Categories. These categories and personnel qualification ranking system, in a certain sense, can serve as grading prototype (Kibanov et al., 2014).

Market relations and labor market formation in Russia led to the need to revise administrative-command system accustomed view on wages, as a part of national income given by the state to meet personal workers and employees needs that is distributed among them in accordance with their work quantity and quality (Bogatyreva, 2014).

Indeed, the changed production conditions, markets development for goods, services and labor forced employers to seek more flexible, transparent and “agile” system to form organizational and personnel structure inseparably linked to the personnel evaluation, motivation and development system (Chulanova, 2015).

When employment relationship between an organization and employees starts, it is extremely important not only to identify desired employees’ behavior but also provide rewards and punishments mechanisms that are able to enforce working discipline for all parties involved into the business processes without any exception (Melnichuk, 2012).

At the same time, there is a need in clear understanding by both management and staff, their position’s role, place and value in product creation process whether producing good and/or providing services. This tool in conjunction with the talent management system enables an organization to attract and retain qualified personnel (Dolgorukova, 2014). The competitive advantage concept at the account of human capital is mostly relevant to education and scientific fields. Russian universities are not alien in their desire to reach international standards in providing educational services (Kozhaev and Tyrina, 2012).

Today, it is extremely important to understand that grading increasingly acquires the character of social institution, which has a regulating effect on any social system, thereby providing its regulatory standards and actions stability (Kirillov, 2013). Such type of stability connects all management system units. As a result, the society at large have a common understanding of regulations, standards of conduct leading to management system regulatory basis creation.

Foreign scientists and experts also sought to create an optimal system for stimulating personnel and organizational development that increases their market value in the labor market. As a result, grading was developed (Grading - a classification, order, sorting). From the grading definitions it seems possible to extract the following: “Grading is positions grouping on certain grounds (the definition of “weight,” classification, etc.) aiming to standardize remuneration in an organization”(Chemekov, 2007).

Looking at the grading definition, we can see similarities with the Russian Positions Wage Categories, but on the other hand, there are differences. Grade, when translated into Russian, means rank, class, level. Grade specifies positions significance range within certain limits. The position itself has a specific role in the organization, as well as upper and lower limits of pay but in grading, employee on a position of a lower level may receive compensation higher than his/her colleague of higher rank.

The main condition is to perform those tasks that increase the organization’s profit at large (Tanatova, 2009).

Grading technology originated in the US in the early 60-ies of the XIX century. Edward N. Hay was one of this technology pioneers. He developed a comprehensive personnel assessment technology based on a number of predetermined indicators and criteria. It has its own methodology, though not quite simple but, in general, correct and valid and has proved itself to be effective. The main thing that makes Hay grading attractive is its transparency, fairness and reliability in a certain sense. These grading technology qualities attract the attention of many companies management and allow them to manage personnel more effectively as well as to carry out organizational planning and reduce hidden costs in business processes. The grading technology importance and effect was recognized by our university (Tanatova, 2009).

2. METHODOLOGY

2.1. Grading Method Fundamentals

Russian State Social University (RSSU) new management team had a goal to increase the university effectiveness and began their work from developing new strategy and proceeded with optimizing administrative and support personnel that have direct impact on the entire university effective performance.

The grading aims to assess all positions and management levels based on their final results impact independently either this is a company or Higher Education Institution. Basically, we needed to develop indicators that will link a position’s level value to system/company/university effectiveness that may include but not limited to:

- Responsibility level
- Professional competences
- Management level
- Decision making
- Financial results
- Personal leadership skills, etc.

These all form the system of interconnected levels and functions that transforms into management hierarchy and based on the positions’ impact on the organization effectiveness and productivity. We also have to bear in mind that every organization is complex structure and there are many factors that have an impact on its activities and financial results. Thus, while introducing grading, we had to create the conditions for personnel development, motivation and involvement into business processes such as: Variable remuneration levels based on professional skills assessment and personal achievements, social guarantees and other benefits.

What important is to link positions’ value within the organization (internal) to their market value (external), which creates additional complications as sometimes the market has unclear requirements for one or the other position. The other problem is internal positions assessment and personnel evaluation. Communication and negotiation skills come handy in such situation. At the end, we have a level system for each personnel group with their own compensations levels, benefits, etc. that is built on

professional skills, personal competences and impact on the overall organizational results.

2.2. Hay Group and Watson Wyatt Methods

The most known grading methods are Hay Group and Watson Wyatt. We will briefly look into each of them to justify the method's choice for developing RSSU grading system.

Edward Hay's method is based on the wildcard tables where positions' effectiveness measuring in organization is based on interconnected effectiveness indicators merged into three factors: Know-how, problem solving and accountability. The assessment tables are developed for each factor.

Watson Wyatt method is based on slightly different approach. It divides all positions into categories, then assesses them and distributes among available grades in "Grade Map." The company has one hierarchy for any organization's activity. The system has 25 levels and each position is assessed based on 7 indicators that reflect the main functions for each position at any company:

- Functional knowledge
- Business expertise
- Leadership
- Problem solving
- Nature of impact
- Area of impact
- Interpersonal skills.

The grading consists of three stages. The first stage is to identify the company's grade. The second is to identify the category (band) into which the position fits the best and the third is to assign grade to the position in its category. The third stage is the most important one where the position's significance is identified through grade assignment.

Hay group method is universal and is not linked to any particular industry or economic field but the complexity lays in its algorithm and assessment tables' structure. Watson Wyatt method is oriented on management grading for management and specialist level.

As RSSU goal was to grade management personnel thus we took Watson Wyatt principles as the basis while designing our own grading system. Nevertheless, we also took into account Hay Group recommendations in proceeding with profiles' check for each position (profile is converted to "percentage" where the total sum or all indicators should be 100% and then compared to the one in assessment table).

In general, all grading methodologies aim to solve management problems in organizations that want to increase their effectiveness. The main goal in it is to use the working power productively (Chulanova, 2014). In spite of difference, grade is common across organizations and lays in the base of any compensation package, basic salary verification for each personnel category and is linked to its market value. This system is regularly evaluated to identify setbacks and to improve it further.

2.3. Position Significance Identification Methods

Position significance identification within the organization is the most important element in grading process. Different methods apply to reach the grading goals, for instance, analytical and non-analytical methods are widely used.

Analytical methods are:

- Comparative analysis - positions assessment based on simple point scoring. The result is position's weight in the organization.
- Expert evaluation.
- Non-analytical methods are (Maloletko et al., 2015):
- Pared comparison
- Direct ranking
- Classification.

Both methods are useful but have positive and negative aspects of its use. Non-analytical method results are difficult to transform into concrete numbers but we can see positions order. Analytical method is more complex but gives us the clear picture of how positions are placed within a grade as well as general "Grade Map." Analytical method is more expensive and requires highly qualified professionals involvement into the design and implementation. Different computer systems/programs are used to manage competencies development applied to selected jobs as well as their evaluation (Finogeev and Fionova, 2015).

Western countries prefer more simple assessment method – special questionnaires, which are processed using special programs. The result is positions description, its value, effectiveness and qualification indicators that are compared to requirements for candidates (PAQ, FJA, CMQ, JEI, MOSAIC, IJAS, OAI, CODAP, WPS, PMPQ, O*NET, Executive Checklist) (Chemekov, 2007).

These methods are universal and could apply for any position. Some organizations design their own assessment and grading systems using external and internal capacities. For example, University of Pennsylvania (USA) developed the following questionnaire: "Please, list 10 main tasks for this position starting from the most important one. Include the time used to perform each of them in way that no more than 25% of time is allocated for 1 task. Please, identify the importance of each task for this position on a scale from 1 to 5, where 1 - less important and 5 - most important" (Chemekov, 2007).

2.4. RSSU Grading: Identifying Methodology

Each organization that decides to grade its personnel should create its own table of ranks. While working on such system, it is very important to use all existing examples, learn from their lessons and results but what we should not do is to simply take it and apply in our own organization. The organizations internal conditions, its culture and traditions should be taking into account during this process. In addition to this, we also advise to consider the certain disciplines specific features, such as music, painting, acting and others, which have their own special evaluation criteria (Shcherbakova, 2014).

RSSU management considered grading as one of main instruments during optimization aiming to create understandable and

transparent system that show each staff member role and position as well as suitable compensation and benefits. First of all, this was relevant for those who make profit for the university or more simple “earns money.” Thus principles for forming the real and fair positions ranking were developed. Hay Group methodology was adapted to Russian environment having in mind that we started grading the state higher education institution.

In developed technique we also considered systems and individuals information security. We believe that payroll system transparency should not affect single individual interests. This project aspect is based on Matyash C.A. (Head of the Department, RSSU) works, which are dedicated to creating personal data coding system for guarantee its security (Matyash, 2009).

This is a necessity to be taken into account, as today we have an issue with protecting personal data in modern organizations. Primarily, this is because such information can be used by hackers to obtain various financial benefits using other people information, for instance, loans, account access, etc. as well as blackmailing for affecting subject of their attention (Melnichuk, 2014).

During design and research stages, the attention was paid to the following factors:

- Combination of administrative duties and teaching and support ones
- Positions market value, existing level of compensation in state and private sectors for similar positions, work force availability with required professional and personal skills, replacement options
- Suitable grading methods identification.

Upon completing extensive research of existing grading systems and their application, we identified main grading system development stages at RSSU (Faculty members grading was performed separately):

- Working group formation
- Concept development
- Indicators identification and ranking for positions assessment
- Development of scale for assessing the position indicators
- Basic positions selection for the 1st stage of assessment
- Grade identification for basic positions
- Grade table development for all management and administrative personnel at RSSU
- Compensation system development for each grade.

In spite of the clear goals and outcomes, the biggest challenge at the planning stage was university’s personnel reaction on changes. The vast majority of people are wary of change, especially when they do not understand processes and activities. Chulanova (2014) rightly notes “the main problem in introducing grading is the resistance to innovations if any changes occur even positive one. This happens because it is psychologically difficult for staff to adjust to new systems and standards. As a consequence, the grading impact may not be seen or even damage the present situation, if we do not take additional measures to alert employees about the upcoming changes and transition to the new pay system. Employees must be notified 2 months before the new system comes

in force. During the project preparation and implementation all employees should be regularly updated on the developments and upcoming changes.” The backbone in successful implementation lays in transparent and clear communication to all parties involved on what the benefits of a new system are, what a new organizational culture is, what values and mission are as well as how university’s performance and effectiveness would improve.

3. RESULTS

3.1. Working Group and Grading Concept

The grading system can be developed by the external consulting companies as well as by internal organizational resources (Chulanova, 2010). We decided to follow the second pass because the university has comprehensive and extensive experience in such matters. The working group was nominated and consisted of university top-management, authors of this article, who have experience in implementing grading in different companies (some, in particular, O. Bakhtina, was involved in establishing grading system in other companies holding top-management positions; others - developed fundamentals and provided consulting services in this field). The concept development process was in close cooperation between group’s members, university management and deans in particular. In addition, everyone understood that innovations always increase their developers’ and implementators cost on the labor market (Vinichenko, 2010).

Working group main principles while developing the grading concept were:

- To assess the position and not the person
- To apply it to real time situation and projecting to the future
- To use the actual functions assign to one or the other position without taking into account temporarily duties and responsibilities.

The grading concept was approved by Academic Council following by Rector’s order “On position grading at RSSU.” This regulatory document was based on Russia legal acts, RSSU Statute, Collective agreement, internal RSSU labor and academic regulations, RSSU corporate codes, Rector’s orders and instructions, RSSU Development Strategy until 2020 and other Russian State Social University local acts.

3.2. Assessment Indicators: Selections and Ranking

We consider that employees’ financial remuneration should be based on their personal contribution in achieving organization’s strategic goals. Thus, we chose key performance indicators (KPI) as main assessment indicators for top management and senior management at the university. RSSU management’s KPI are based on the Ministry of Education (MoE) effectiveness indicators but we decided to make it more detailed to be able to scale them down to other staff members. What we add to existing list is (Figure 1):

- QS indicators
- Brand recognition
- Satisfaction indication
- Processes Quality
- Market share (in providing educational services)
- Financial means availability

The next step was to distribute the mentioned above performance indicators in percentage (Figure 2) among vice rectors. This allowed us to create the somewhat “responsibility” system for meeting KPI and RSSU effectiveness at the end. Such system will enable us to manage MoE monitoring results and adjust RSSU performance and development accordingly without any additional workload (reporting especially) for every department and staff member involved.

We also paid attention to all management duties and responsibilities including their personal responsibilities for fulfilling main and additional effectiveness indicators, which ideally, should reach 100% fulfillment (Figure 3).

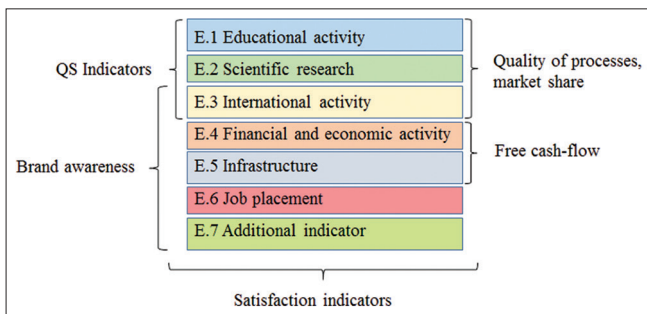
When setting main duties and responsibilities for RSSU Top-management the main goals for increasing RSSU effectiveness were taking into account. This required very clear KPI for key management positions that would enable us to use balanced score card in staff evaluation and in setting compensation packages.

3.3. Scale System Development, Basic Positions Selections and Grades Identification

When developing scale system for positions assessment, we identified five levels in RSSU hierarchy (Table 1) such as:

- Executive
- Top-management
- Middle management

Figure 1: Russian State Social University effectiveness indicators



- First-line management
- Specialists (non-management staff).

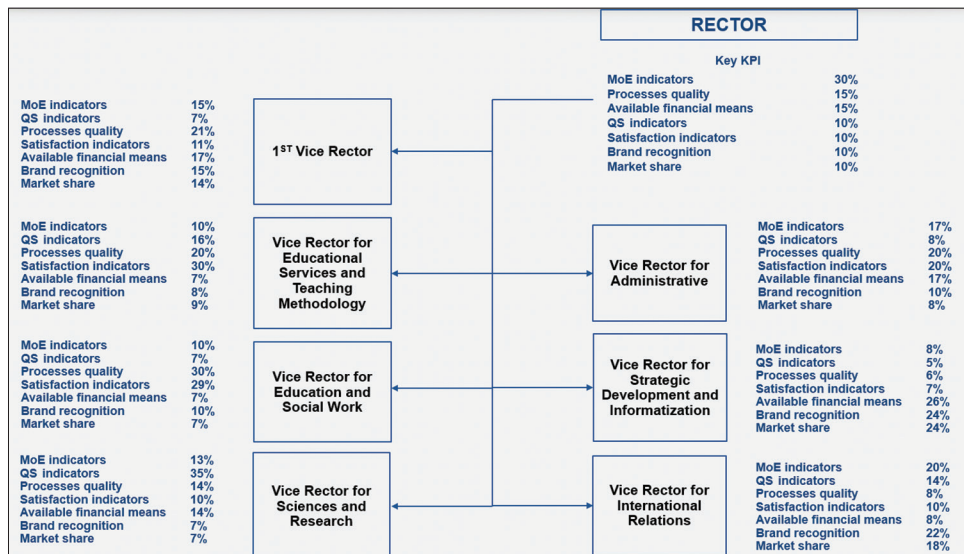
All levels were divided in 27 grades. 27th grade was assigned to University’s Rector. Each hierarchy level has 5 grades. Non-management level has 7.

Each hierarchy level includes a number of basic positions as shown in Table 2: Executive - Rector and Vice Rectors, Top-management - Dean, Head of the Department (direct supervision by the Rector), Middle-management - Head of the Department, Director of the Center, Director of the Institute, First-line

Table 1: RSSU management levels

Level	Grade	Management level and position	
1	27	Executive	Rector
	26		Vice Rectors
	25	Top-management	Deans, Directorate Directors
	24		
	23		
2	22	Mid-level	Head of the Departments
	21		
	20		
	19		
	18		
3	17	First-line managers	Head of the Divisions
	16		
	15		
	14		
	13		
4	12	Non-managerial	Specialist
	11		
	10		
	9		
	8		
	7		
	6		
5			
4			
3			
2			
1			

Figure 2: “Responsibility” system for key performance indicators fulfillment



Managers - Head of the Sector, Head of the Group, Head of the Division.

Duties and responsibilities were identified based on positions' hierarchy. This is how we see this: Executive - responsible for units key indicators; top-management - responsible for some elements of the units key indicators; Middle-management - manages tasks assigned and responsible for some groups of indicators; First-line manager manages tasks assigned and responsible for indicators related to assigned tasks; Specialist - implements tasks assigned.

3.4. Grades Scale for All Administrative and Support Personnel at RSSU

While developing grades scale, we thought that uniform name should be given to all university's departments: Old and new ones.

We came to the following uniform structure and names:

- Department should include minimum of 2 divisions
- Division should consist of minimum of 5 people
- Sector should consist of minimum of 3 people.

As we already mentioned above, the first stage was to grade central management and faculty (Deans only) that are under rector's direct submission as shown on Table 3.

Further down we identified priorities for key structures (red line) while the other support functions came third (blue line). Centers and Institutions equated to business units that generate additional income for the university (doesn't include educational services to students). We also left a window to introduce new positions' name but they have to equal to

Figure 3: Personal responsibility shares for RSSU rector primary and secondary performance indicators

RECTOR	
Key effectiveness indicators	
MoE indicators	30%
Processes quality	15%
Available financial means	15%
QS indicators	10%
Satisfaction indicators	10%
Brand recognition	10%
Market share	10%
Σ=100%	

Table 2: Basic positions' grades

Level	Grade	Title	Representative	Duties and responsibilities
1	27-23	Executive	Rector, Vice Rector, Financial Director	Responsible for units key indicators
2	22-18	Top-management	Deans and Head of the Departments (Direct Supervision)	Responsible for some elements of the units key indicators
3	17-13	Middle management	Head of the Department Director of the Center	Manages tasks assigned and responsible for some groups of indicators
4	12-8	First-line managers	Director of the Institute Head of the Division Head of the Sector	Manages tasks assigned and responsible for indicators related to assigned tasks
5	7-1	Specialists (non-managerial level)	Head of the Group Leading Specialist Specialist Expert	Implements tasks assigned as a part of general function

standards positions within the grade and to be approved by the rector and rectorate. During the discussions within the working group and in consultations with other management team members, we proposed to allow deputy positions only for two levels - executive (if needed) and top-management. This allowed us to keep the personnel number low and optimized workload and financial resources more effectively. As an example, Figure 4 shows the structure and grades assigned under the vice rector for strategic development and informatization (Makushkin and Smirnov, 2015).

As the result, the university organizational structure became lighter: 7 Directorates were optimized and transformed into departments, 50 duplicated functions were centralized.

3.5. Compensation System by Grades

Grades system became a basis to introduce transparent compensation structure at the university. When developing remuneration structure and compensation system, we kept in mind that RSSU is a state university and basic salary is calculated in accordance with Russian regulations setting professional and qualification groups and professional and qualification levels thus RSSU grading system is the basis for calculating stimulating part of employees compensation package (Figure 5).

We adopted the postulate that all organizational and staff structures changes will be performed within existing payroll fund for each functional blocks. At same time, the optimization and double functions centralizations allowed us to increase real employee's total income (Figure 6). Employees financial insensitive and stimulation was directly linked to their effectiveness.

Stimulating remuneration part per grade (so-called "surcharge") was calculates as the average level of the corresponding additional payments of all positions on a given grade. The other important issues to tackle was to eliminate discrepancies in employees income on the same grade to acceptable level (Figure 7).

We agreed that new RSSU employees' performance assessment should become a key element in setting the total remuneration and in particular, additional payment (Bakhtina et al., 2015). The employee's performance assessment system is based on the following principles and rules:

Table 3: Grades for direct submission structures

Level	Grade	Level and position			
1	27	Executive	Rector		
	26		1 st Vice Rector		
	25		Vice Rectors: ES and TM, Sciences and Research, Strategy, Administration		
	24		Vice Rectors: International Relations, education		
	23		Financial Director, HR Director		
2	22	Top management	Deans: Social Work, Management in Social Field, Social Assurance		
	21		Deans: Humanities and Social, IT, Legal		
	20		Deans: Phycology, Occupational Safety	Legal Department Head	Security Department Head
	19		Deans: Social Medicine, Arts		
	18		Head of Internal Audit Department		
3	17	Middle management			
	16				
	15				
	14		Head of Department to ensure the activities of Collegial Bodies		
	13				
4	12	First-line mangers			
	11		Mobilization Department Head		
	10				
	9				
	8				

Figure 4: Structure and grades assigned under the vice rector for strategic development and informatization

L	Grade	Management level and position											
1	25	Vice – Rector for Strategic development											
2	19	Head of the Department, Informational system and technologies											
	16	Deputy Head of the Department											
3	15	Distance learning Center			Head of the Informational and Analytics Department								
	14			Informational systems Center									
	13				Informational technologies Center	Center for management effectiveness and modeling	Analytical Center			Marketing Department Head			
4	12	Student Relations Division		Informational management system Division							Marketing communication Division	Brand management Division	
	11		On-line course Development Division	Web-technology development Division	IT support division	Head of Managing effectiveness Division	Head of Modeling Division					Operational Marketing Division	
	10	Study and methodology Division						Head of External Research Division	Head of Internal Research and Monitoring Division				
	9									Consolidated Reporting Division			
	8					Multimedia Division						Press Center	

- All RSSU employees must be assessed
- Assessment is conducted by direct supervisor and based on:
- Self-assessment
- Objective information on personal employees effectiveness
- Constant activities monitoring
- Each staff member must know:
- Performance assessment principles
- Evaluation scale description
- Main requirements for efficiency level
- Current tasks

- Indicators and assessment criteria, which are key in the current evaluation period.

Every supervisor must give feedback to employees: To deliver the assessment results, give recommendations how to increase efficiency and effectiveness.

The assessment results can be appealed:

- At superiors
- At ascending management hierarchy until the vice-rector in charge
- In the commission on labor disputes (can be accessed at any stage of the appeal)
- The assessment results are used:

- When determining the amount of additional payments and bonuses
- When determining the necessity for further professional education
- When determining the further career development.

The transfer to new grading system within the university implies that the fund allocated for employees' compensation will be optimized and certain financial means may become available to fund other important activities at RSSU. The decision was made to allocate this "freed" financial fund to stimulate publication and research activities as well as to stimulate meeting other university's effectiveness criteria in accordance with the MoE regulations.

4. DISCUSSION

When we started implementing grading system at RSSU, we faced a number of problems or better to say, we identified a number of problems at the university that might become obstacles to successful grading implementation.

First problem was that large number of mid- and top-managers were not ready for changes neither morally nor informationally. Using observation and survey method, we discovered that 23% of those participating in grading understood clearly the grading goals and principles. Even without showing counter reaction, they were not always on time and accurately executing given tasks on developing recommendations on existing structures optimization, placing them in new organizational structure, determining managers and other staff grades. Only 12% of employees involved into the grading implementation submitted all requested information on time and successfully executed given tasks.

Second problem followed from the first, when the main workload on implementing and carrying out grading became working group responsibility. This lead to making arbitrary decisions on assigning grades and establishing new organizational forms, determining their place and role in RSSU. Then, new organizational chart and

Figure 5: Russian State Social University employee compensation package: Grades system place

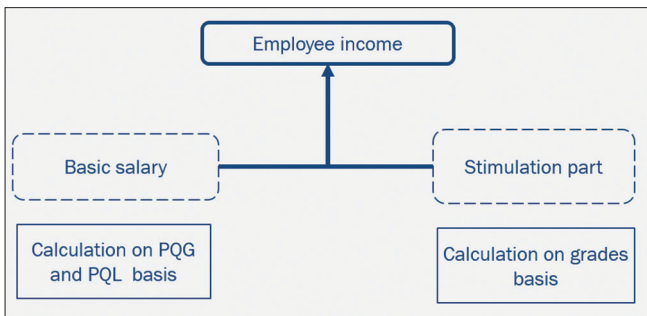


Figure 6: Employees' total income: Before and after grading

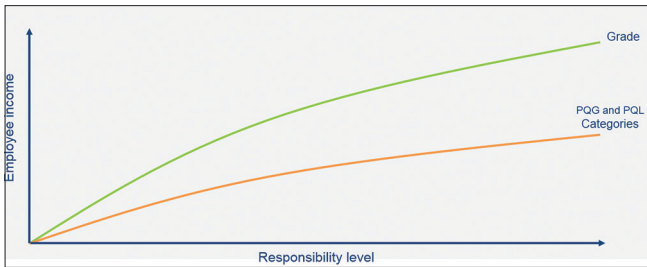
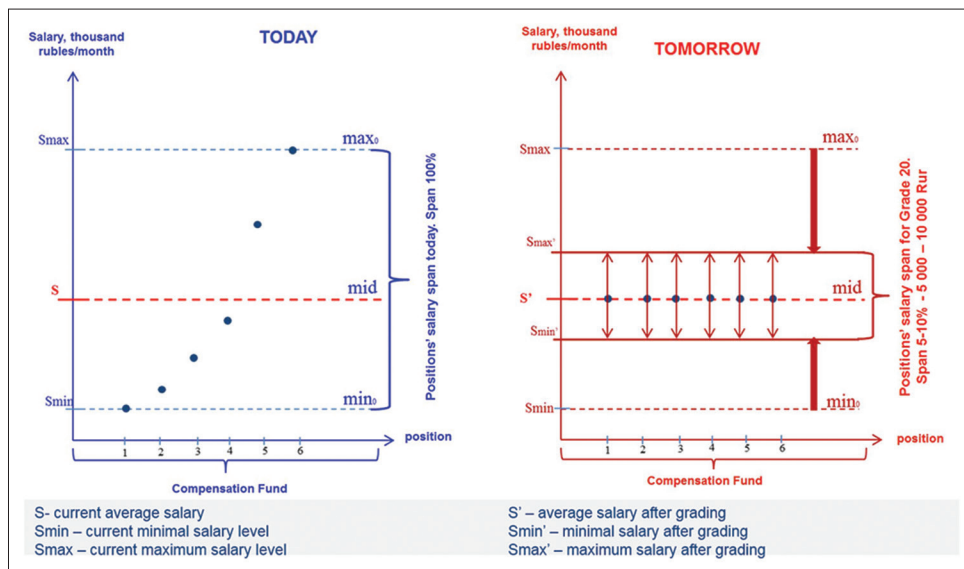


Figure 7: Establishing transparent compensation system (example: Head of the division)



subsequent grades were presented to the Academic Council where the actual discussion started. Such approach, where comments and recommendation are given not through the process but at the decision making stage, hampered the final decision making, timing and implementation itself. This also generated ‘post-discussion’ effect, which meant that top-management tried to push useful, in their view, but narrow decisions related to fragmentary issues behind the scenes. Our experience shows that 78% of participants behave and perform this way.

Third problem is complexity of managing staff effectively under uncertainty. “shaking up” the old system and creating a new one on its basis has been carried out in “stir” and unstable environment. The university leadership had to support the old system in working shape and, at the same time, had to create a new effective management system including ranking, motivation and stimulation systems leaning on the same people. This affected large number of university staff in terms of workload that especially instigated fear among them for their own place and position at the university. During social opinion poll, we found that 76% of employees didn’t understand clearly what has been happening, while 88% were afraid that their position would deteriorate. Furthermore, with time passing by, the atmosphere was slowly heating up and resistance growing even among those employees and mid- to top managers who didn’t seem to oppose reforms process prior.

Fourth problem was time. Everyone felt that they were running behind and real workload and tasks to be tackled were much higher than initially envisaged. One of the ways to solve it was to extend working time for working group to 12-14 h continuously with partial involvement of Executives and grading specialists from RSSU Human Resources, Records Management and Archival Department.

The team motivation was simple - to create new effective system that will affect all sides of university life and increase its effectiveness and productivity. Financial motivation wasn’t in place. As the result, we formed effective, minded and creative team that got involved into all reorganizational and development processes independently from the field.

In general, grading system allowed to develop positions structure in accordance with specialization field and place them in order and at specific level using qualification requirements, work duration at RSSU and in general, responsibility level (managerial and financial), decision making complexity and difficulty as basic factors or position effectiveness indicators.

At the same time, as we experienced, grading is complex and versatile, very time-consuming and sometimes tedious job, which involves a large number of staff, different level managers and experts. During the struggle for a place in grade - “under the sun,” some mid- and up managers sought to use all correct and incorrect methods and principles to reach higher grade for themselves at the first place clearly understanding that this will allow them to raise grades for their personnel, Departments and structures ranking.

Along with this, we saw the problem zone - to stop complex university grading completely as it stretched in time extensively.

The hidden and explicit opposition gradually started having an impact on staff and faculty mood. Thus, we believe that it is necessary to conduct reforms by means of grading as more quickly as possible relying on a core team of associates covering all activities fields in organization.

5. CONCLUSION

Summarizing all stated above, we conclude that designed grading system for administrative and support staff became an important element in forming highly qualified, professional team at RSSU that shares and supports university values and corporate culture.

Grading is an instrument for building transparent, manageable and fair remuneration and career development systems for RSSU personnel. Having clear grades system, we were able to avoid doubled and “orphan” functions, different remuneration levels for performing similar tasks as well as were able to develop career passes for each staff member.

Changes in RSSU organizational and personnel structures aimed to optimize number of administrative and support staff. Grading allowed us to:

- Approve principles in forming remuneration fund for departments
- Create transparent and fair compensation system
- Form understandable and clear career development passes
- Allow each supervisor to decide on his/her subordinates compensation level within the allocated for this fund.

Thus, each position in the grading system has found its place in the “table of ranks” and received a proper assessment in salary differentiation providing employees with not only management skills, but also professional career development. Note that implementation of effective system for employees motivation is one of the most important tasks at the current stage of Russian Higher Education development. Therefore, we are confident that the practical application of the developed technique should provide a significant increase of higher education efficiency.

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