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上海博达通信科技有限公司孟加拉代表处

研发体系职级及绩效考核制度（2024 年）

第一条 绩效考核的目的

- 薪酬/职级调整的依据
- 激励员工向公司希望的方向努力

孟加拉代表处研发体系员工绩效考核的周期为一年两次，预计为每年 1 月和 7 月。

第二条 绩效考核的内容

绩效考核将从工作能力、工作结果和工作态度三个维度对孟加拉研发体系员工的表现进行考察，并将其汇总成工作表现考核结果，考核周期为 6 个月一次，每年 2 次。

绩效考核流程是由孟加拉研发体系员工自我评估考核周期内的工作内容，并提交个人工作报告，然后 Team Leader/Manager 对其工作的各个维度进行考核，最终将工作表现汇总为考核报告提交人力资源部和上级经理，并由孟加拉研发中心总经理向孟加拉研发体系员工进行绩效考核反馈。

绩效考核分为以下三个维度：

1、工作能力考核（45%）

每个待考核的工作能力将被分为不同的等级，并由孟加拉研发中心总经理和高级经理对被考核员工给予相应的等级，最后形成如下的考核表格。

姓名	部门	职位	评估人	评估结果
技术能力评估（60%）				
	专业知识			
	编程能力			
	文档编写能力			
	解决问题能力			
沟通能力（20%）		综合评级		
	口头表达			
	听取反馈			
团队合作（10%）		综合评级		
	合作精神			
	合作贡献			
自我管理（10%）		综合评级		
	时间管理			
	学习和成长			
	压力管理			

注：工作能力等级描述：

1. 技术能力（60%）

（1）专业知识

1. 初级（Entry-level）：具有基础知识和技能，需要指导和培训来完成任务。
2. 中级（Intermediate）：具有一定经验和技能，能够独立完成一般任务并解决常见问题。
3. 高级（Advanced）：具有深入的专业知识和经验，能够处理复杂的任务和挑战。
4. 专家级（Expert）：在特定领域内具有卓越的专业知识和技能，能够解决复杂问题并提供专业建议。
5. 领军级（Leadership）：在领域内具有卓越的领导力和专业知识，能够指导和激励团队实现目标。

（2）编程能力

1. 基本水平：完成任务的质量较低，可能存在较多的 bug 和不完善之处，需要经常修复和调整。
2. 一般水平：完成任务的质量一般，能够满足基本需求，但可能存在一些细节上的问题和改进空间。
3. 较高水平：完成任务的质量较高，代码质量好，功能完整，性能稳定，满足客户需求，客户满意度较高。
4. 高水平：完成任务的质量非常高，代码结构清晰，功能完备，性能优秀，符合最佳实践和标准，客户满意度极高。
5. 专业家水平：完成任务的质量达到专业水准，具有创新性和领先性，为产品和团队带来长期价值。

（3）文档编写能力

1. 初级（Novice）：初级文档编写者，能够撰写简单的文档和注释，但可能存在语法错误、逻辑不清晰等问题。
2. 中级（Intermediate）：中级文档编写者，能够撰写清晰、准确的文档和注释，具备基本的技术写作能力和组织结构能力。
3. 高级（Advanced）：高级文档编写者，能够撰写详细、完整的技术文档和注释，具备良好的技术写作风格和结构化能力。
4. 专家级（Expert）：在文档编写领域有深度和广度的专业知识和经验，能够撰写高质量、易读易懂的技术文档和注释，具备卓越的写作技巧和表达能力。
5. 领袖级（Leadership）：具备卓越的文档编写能力，能够撰写具有影响力和启发性的技术文档和注释，引领团队提升文档编写水平，推动知识分享和团队合作。

（4）解决问题能力

1. 初级：能够理解客户问题的基本情况，但需要指导和支持才能解决问题。
2. 中级：能够独立分析客户问题，提出解决方案并实施，但可能需要一定的时间和资源。
3. 高级：具有较强的问题解决能力，能够快速分析和解决客户问题，能够提供高质量的解决方案。
4. 资深：在解决客户问题方面有丰富的经验和技能，能够迅速定位问题根源并提供切实可行的解决方案。
5. 专家：在处理客户问题方面具有独特的见解和专业知識，能够解决各种复杂和困难的问题。

题，能够为客户提供高水平的技术支持和服务。

技术能力的综合评级的五个级别分别是：

1. 初级水平：具备基本的编程知识和技能，能够完成简单的编程任务，理解基本的编程概念和语法规则，但对于复杂的问题和项目可能需要指导和支持。
2. 中级水平：具备较为扎实的编程基础，能够独立完成中等难度的编程任务，理解并应用常见的数据结构和算法，具备一定的问题解决能力和代码设计能力。
3. 高级水平：具备深入的编程知识和技能，能够独立解决复杂的编程问题和挑战，熟练掌握各种编程语言和工具，具备优秀的代码设计和架构能力，能够参与和领导大型项目的开发。
4. 专家水平：在特定领域或技术方向具有深入的专业知识和经验，能够解决行业内最复杂和独特的技术问题，对新技术和趋势有敏锐的洞察力，能够指导和培养其他程序员。
5. 大师水平：在全球范围内享有盛誉的技术专家，对多个领域或跨学科领域具有广泛的认知和实践经验，能够引领行业发展和创新，对技术的未来发展有深刻的见解和影响力。

2. 沟通能力（20%）

从口头表达和听取反馈两个方面进行评估，书面表达通过文档编写项目来评估。

（1）口头表达：口头沟通的清晰度、逻辑性和表达能力。

1. 表达不清：表达内容模糊、含混或不完整，缺乏清晰度和准确性，可能导致对方产生误解或无法理解。
2. 清晰表达：能够清晰、简洁地表达自己的想法和观点，避免使用过于专业化或模糊的术语，确保对方能够准确理解。
3. 逻辑性：表达的内容具有逻辑性和条理性，能够按照一定的结构和顺序组织自己的观点，使听众能够理解思路和推理过程。

（2）听取反馈：对他人意见和反馈的接受和反馈能力。

1. 接受性：具有接受反馈的开放态度，愿意听取他人的意见和建议，不排斥负面反馈，能够积极倾听并接受反馈信息。
2. 理解和分析：能够理解反馈的内容和意图，分析反馈背后的原因和意义，深入探讨反馈所涉及的问题，并从中获取有益的信息和启示。
3. 行动和改进：能够将反馈转化为行动，采取积极的措施进行改进和调整，不断优化自己的表现和工作方式，实现个人和团队的进步和发展。

沟通能力综合评级的五个级别分别是：

1. 基础（Basic）：基本的沟通能力，能够简单清晰地表达自己的想法和意见，但可能存在沟通不畅或不够准确的情况。
2. 中等（Intermediate）：具备一定的沟通技巧，能够有效地与他人交流和表达观点，能够理解他人的意图并做出适当的回应。
3. 高级（Advanced）：具备较强的沟通能力，能够清晰地表达复杂的概念和想法，能够有效地与不同背景和角色的人进行沟通和协调。
4. 专家级（Expert）：在沟通领域具有深度和广度的专业知识和技能，能够以高效和有影响力的方式与他人沟通，能够处理复杂的沟通挑战和冲突。
5. 领导级（Leadership）：具备卓越的沟通能力，能够在团队和组织中发挥领导作用，激励和影响他人，有效地传达愿景和目标，促进团队合作和成就。

3. 团队合作（10%）

（1）合作精神：在团队中的合作态度和能力，包括分享知识、支持他人和积极参与团队活动。

1. 基本合作：具备基本的合作意识和团队合作能力，能够在团队中积极参与合作活动，遵守团队规则和约定，愿意分享知识和经验，与团队成员协作完成任务。
2. 协同合作：在基本合作的基础上，能够更深入地协同合作，积极与团队成员沟通和协调，共同制定工作计划和目标，有效分工合作，解决团队面临的问题和挑战，实现团队的协同效应。
3. 领导合作：具备领导合作的能力，能够在团队中发挥领导作用，激励团队成员达成共同目标，促进团队的创新和发展，建立积极的合作文化和团队氛围，推动团队向更高水平发展。

（2）团队贡献：对团队目标的贡献和影响力，包括解决团队问题、推动项目进展等方面的表现。

1. 个人贡献：在团队中，可以通过个人的技术能力和工作表现，为团队的项目和目标做出直接的贡献。
2. 团队贡献：除了个人贡献外，通过与团队成员的协作和合作，促进团队的整体效能和团队目标的实现。
3. 领导贡献：在团队中，一些程序员可能具备领导才能，能够发挥领导作用，带领团队成员共同追求团队的长远目标和发展方向。

团队合作的综合评级的五个级别分别是：

1. 合作初级（Novice）：初级水平的团队合作者，能够基本地与团队成员合作，但需要指导和支持。
2. 合作者（Collaborator）：具备基本的团队合作能力，能够积极参与团队活动，并与团队成员有效地沟通和合作。
3. 合作高手（Team Player）：具备较强的团队合作技能，能够有效地协调团队工作，支持他人并积极参与团队目标的实现。
4. 合作专家（Team Leader）：在团队合作方面有丰富的经验和能力，能够领导团队解决问题、推动项目进展，并对团队成员起到激励和引导作用。
5. 合作领袖（Team Mentor）：具备卓越的团队合作能力，能够在团队中发挥领导作用，指导和培养其他团队成员，推动团队达到更高水平的合作和成就。

4. 自我管理：（10%）

评估方面包括时间管理，学习和成长以及压力管理三个方面。

（1）时间管理：

1. 目标设定与计划：设定长期和短期目标，并制定详细的计划以实现这些目标。
2. 优先级管理：识别并设定任务的优先级，了解哪些任务是最重要的，以便有效地分配时间和资源。
3. 任务分解与时间规划：将大任务分解为小任务，制定具体的时间表和时间安排，以确保任务按时完成。
4. 时间跟踪与评估：使用时间跟踪工具或方法来监控任务的完成情况，并定期评估时间管理效果，及时调整计划。
5. 学习与改进：不断学习和改进时间管理技巧，了解个人的工作习惯和效率，并寻找适合

自己的时间管理方法，持续提升自我管理水平。

(2) 学习和成长：学习意愿、自我提升和技能更新能力考核的五个级别：

1. 设定学习目标：明确自己想要学习和成长的领域和目标，确立长期和短期的学习目标。
2. 学习计划制定：制定详细的学习计划，包括学习内容、学习方法、时间安排等，确保学习过程有条不紊地进行。
3. 持续学习和实践：持续学习新知识和技能，不断实践和应用所学内容，通过实践提升技能水平。
4. 反馈和评估：定期进行自我评估和反馈，了解学习进度和效果，及时调整学习计划和方法。
5. 分享和交流：与同行交流学习经验，参与技术社区和活动，分享自己的学习成果，促进学习和成长的互动和交流。

(3) 压力管理：压力下的应对能力和情绪管理能力考核的五个级别：

1. 认识和接受压力：了解自己面临的压力来源，接受压力是正常的一部分，并认识到适度的压力可以促使个人成长。
2. 情绪管理：学会有效地管理情绪，保持情绪稳定和积极的心态，避免情绪化的反应。
3. 有效的压力管理：合理安排时间，避免任务堆积和时间紧迫造成的压力，制定优先级和计划，有效分配时间和资源。

自我管理综合评级的五个级别分别是：

1. 初级 (Novice)：初级自我管理者，需要进一步培养和发展自我管理技能，可能存在时间管理和目标设定方面的挑战。
2. 中级 (Intermediate)：中级自我管理者，能够有效地规划和组织自己的工作和生活，具备一定的时间管理和自我激励能力。
3. 高级 (Advanced)：高级自我管理者，能够有效地设定和实现个人和职业目标，具备优秀的时间管理、情绪管理和自我激励能力。
4. 专家级 (Expert)：在自我管理领域有深度和广度的专业知识和经验，能够自主规划和管理自己的职业发展和生活，具备卓越的时间管理、情绪管理和决策能力。
5. 领袖级 (Leadership)：具备卓越的自我管理能力，能够有效地领导自己和他人，实现个人和团队的成功和成长，成为榜样和引领者。

2、工作表现考核（45%）

主要针对每个考核周期内的工作表现，根据考核标准进行评级。工作表现考核占总考核分的 45%，将从三个方面进行考核。每个考核周期，研发人员会有研发任务，解决客户现场问题或测试部发现的问题的任务需要完成。我们将根据工作完成的数量、质量和时效性来评估研发人员的工作结果。

(1) 研发任务完成数量和质量

研发任务完成数量和质量综合评级的五个级别分别是：

1. 优秀：任务完成的数量和质量都达到了预期目标，超出了预期水平，得到了部门或客户的高度认可和赞扬。
2. 良好：任务完成的数量和质量基本符合预期目标，虽然可能存在一些小问题或改进空间，但整体表现仍然令人满意。
3. 一般：任务完成的数量和质量达到了基本要求，但存在一定程度的不足或缺陷，需要进

一步改进和提升

4. 较差：任务完成的数量和质量未能达到预期目标，存在较多的问题或缺陷，需要进行深入分析和改进。
5. 不合格：任务完成的数量和质量严重不符合预期目标，无法满足部门或客户的需求和要求，需要进行全面的重做或重新规划。

考核报告中应给出主要任务的列表和评级。

（2）问题解决数量和质量

问题解决数量和质量综合评级的五个级别分别是：

1. 优秀：客户现场问题解决的数量和质量都达到了预期目标，客户对解决方案和服务表现非常满意，得到了高度认可和赞扬。
2. 良好：客户现场问题解决的数量和质量基本符合预期目标，客户对解决方案和服务表现较为满意，虽然可能存在一些小问题或改进空间。
3. 一般：客户现场问题解决的数量和质量达到了基本要求，但存在一定程度的不足或缺陷，客户对解决方案和服务表现一般。
4. 较差：客户现场问题解决的数量和质量未能达到预期目标，存在较多的问题或缺陷，客户对解决方案和服务表现不满意。
5. 不合格：客户现场问题解决的数量和质量严重不符合预期目标，无法满足客户的需求和要求，客户对解决方案和服务表现极为不满意，需要进行全面的重做或重新规划。

如果该员工没有收到现场问题或者测试部问题，此项评级为一般级（3）

（3）研发任务完成时效性

研发任务完成时效性综合评级的五个级别分别是：

1. 提前完成：任务在规定的完成时间之前完成，提前完成任务并交付，展现出高效和优秀的时间管理能力。
2. 按时完成：任务在规定的时间内按时完成，没有延迟或拖延，保证了项目进度和计划的顺利进行。
3. 基本按时：任务在规定的完成时间范围内完成，虽然可能存在一些轻微的延迟或临界情况，但整体上仍然算是按时完成。
4. 延迟完成：任务完成的时间比规定的完成时间晚一些，出现了一定程度的延迟，可能会对项目进度和计划造成一定影响。
5. 严重延迟：任务完成的时间明显延迟，超出了可接受的范围，严重影响了项目进度和计划，需要进行深入分析和改进。

如果评级为 4 或者 5，需要评估人员给出任务实例。

工作表现综合评级的五个级别分别是：

1. 优秀（Outstanding）：表现出色，超出预期，完成工作任务并展现出额外的贡献，积极主动、高效完成工作，被认可为团队或组织的佼佼者。
2. 良好（Good）：表现良好，达到或略超过预期，能够有效地完成工作任务，具备良好的工作态度和团队合作精神，受到同事和领导的认可。
3. 符合预期（Meets Expectations）：达到预期水平，按时完成工作任务，表现稳定和可靠，能够胜任工作职责，对团队或组织的贡献被认可。
4. 需改进（Needs Improvement）：表现不佳，未能达到预期水平，存在一些问题或不足之处，需要改进和提升工作表现，可能需要额外的培训或支持。

5. 不符合预期（**Below Expectations**）：表现明显不佳，未能达到基本工作要求，需要立即改进和提升工作表现，可能需要严格监督和指导，否则可能面临绩效调整或解雇。

3、工作态度评估（10%）

工作态度评估包括职业态度和考勤，占总考核分的 10%。

（1）职业态度

职业态度综合评级的五个级别分别是：

- 1. 优秀级（**Excellent**）：表现出高度的责任感、团队合作和自我管理能力。
- 2. 良好级（**Good**）：表现出较好的责任感，有较强的主动性。
- 3. 一般级（**Average**）：表现出一定程度的责任感和主动性。
- 4. 基础级（**Basic**）：表现出基本的职业操守和积极态度。
- 5. 不良级（**Underperformed**）：未表现出职业操守和积极态度。

（2）考勤

根据人力资源部的考勤记录，给出相应的评级。

评估周期内有 1 个月有超过免除额度的迟到/早退时，本项扣 5 分，直至扣除到 0 为止；

评估周期内有 1 个月中迟到/早退达到警告信程度的，本项得分为 0。

实际工作天数大于等于应工作天数（总天数-双休日-法定假日）的 95%时，本项为 100 分；

实际工作天数大于等于应工作天数（总天数-双休日-法定假日）的 90%时，本项为 90 分；

实际工作天数大于等于应工作天数（总天数-双休日-法定假日）的 85%时，本项为 80 分；

实际工作天数大于等于应工作天数（总天数-双休日-法定假日）的 80%时，本项为 70 分；

实际工作天数大于等于应工作天数（总天数-双休日-法定假日）的 75%时，本项为 60 分；

实际工作天数小于应工作天数（总天数-双休日-法定假日）的 75%时，本项为 0 分。

第三条 研发体系职级划分

孟加拉研发体系虽然是公司研发体系的一部分，但由于管理的特殊性，具有相对独立的职级体系。

孟加拉研发体系的职级分为：培训生（T0），初级工程师（T1/T2/T3），工程师(T4/T5)，高级工程师(T6/T7)，专家工程师(T8/T9)，高级专家工程师(T10/T11)，科学家(T12)。

Job Title	Job Grade
Scientist	T12
Senior Expert Engineer	T11

	T10
Expert Engineer	T9
	T8
Senior Engineer	T7
	T6
Engineer	T5
	T4
Junior Engineer	T3
	T2
	T1
Trainee	T0

第四条 研发体系职级描述

1. 培训生 Trainee

- 刚刚入职的公司的应届毕业生
- 能在 **mentor** 的指导和帮助下，完成技术培训中各项任务。
- 能够在 **mentor** 指导下完培训考核的大作业项目，编码风格和文档风格符合公司规定。

2. 初级工程师 Junior Engineer

- 分配到各组的 Trainee
 - 能在 **team leader** 的指导和帮助下，学习和理解所负责的软件功能和模块。
 - 能在 **team leader** 的指导和帮助下，完成简单的研发任务（编写测试文档，测试，撰写文档）
 - 能在 **team leader** 的指导和帮助下，解决所负责软件模块的 **bug**，完善或增强已有的功能。
 - 有良好的理解和学习能力，能较快掌握和积累各种开发技能。
 - 遵守研发流程，以及流程所涉及的规范包括编码规范、自测规范和代码评审规范等。
- 良好的沟通、协作能力。

3. 工程师 Engineer

- 能独立解决所负责软件模块的 bug，完善或增强已有的功能。
 - 能依据设计开发一个新功能，根据移植或重构方案对功能实现进行移植或重构。
 - 基本掌握了开发所需的各种技能，并能持续丰富和提高它们。
 - 遵守研发流程，以及流程所涉及的规范包括编码规范、自测规范和代码评审规范等。
- 良好的沟通、协作能力。

4. 高级工程师 Senior Engineer

- 能独立解决所负责软件模块的疑难 bug，分析解决客户反馈的疑难问题。
- 具备对一般新功能进行需求分析和设计的能力，可以写出指导编码的设计文档，并能据此自己实现该功能，或别人可据此实现该功能。
- 具备为了优化性能、提高可维护性等因素对现有实现提出有效重构方案的能力。
- 遵守研发流程，以及流程所涉及的规范，包括需求分析和设计规范。
- 具备良好的技术表达、协调沟通能力。

能指导初级工程师，给他们分享开发技能、良好的工作方法。

5. 专家工程师 Expert Engineer

- 在某一领域方面具备全面深入的知识结构、丰富的开发经验、和完备的开发技能。
- 能对复杂疑难问题进行高效率的分析判断，组织攻关，予以解决。
- 具备对复杂新功能进行需求分析和设计的能力，写出可以指导编码的设计文档，并能据此自己实现该功能，或别人可据此实现该功能。
- 具备优秀的技术表达、任务分解和协调能力。

6. 高级专家工程师 Senior Expert Engineer

- 在某些领域方面具备全面深入的知识结构，深谙该领域解决方案的历史、发展趋势，和开源资源等，能准确把握这些领域的技术路线并付诸于产品实施。
- 能对重大复杂问题进行高效率的分析判断，组织攻关，予以解决。
- 具备对解决方案级别的产品新功能进行需求分析、参考模型建立和软件设计的能力，写出可以指导实现的设计文档。
- 具备优秀的技术表达、任务分解和协调能力。

能指导和带领系统工程师，向他们传授行业解决方案及其需求分析和设计方法，分享传递行业发展趋势和前沿技术，并能进行以上内容的培训和演讲。

7. 科学家 Scientist

- 深刻掌握 ICT 领域的前沿和发展趋势，结合本公司产品战略，提出符合发展潮流的高价值解决方案。
- 深谙 ICT 解决方案实现架构，并具备根据本公司产品现状选择、融合和改进架构的能力。
- 能创新地提出先进的软件核心架构和算法。
- 能对公司产品未来的发展方向提出富有洞察力的、高价值的技术路线。
- 能指导和带领公司高级工程师团队，向他们分享行业发展趋势和前沿技术、本公司产品发展前瞻战略、自己的创新性核心架构和算法，并能对以上内容进行卓越有效的演讲。

第五条 薪酬/职级调整

孟加拉代表处研发体系薪酬/职级调整的窗口期为一年一次，预计每年 1 月提出薪酬/

职级调整计划并审批，每年 2 月 1 日正式生效。薪酬调整主要考虑员工的工作表现，职级调整主要考虑员工的综合能力。

对于表现特别优秀人员，经孟加拉研发中心总经理推荐，公司总部审核确认后，调薪和职级调整窗口期不受一年期的限制。

连续 2 次考核周期为需改进（Needs Improvement），第一次获得 NI 时 HR 和孟加拉研发中心总经理会约谈，给出改进措施。第二次获得需改进（Need Improvement）将予以辞退。

日常工作出现 BE 的工作表现，HR 和孟加拉研发中心总经理会提前给与警告和谈话。考核中出现不符合预期（Below Expectations）的员工将予以辞退。

第六条 本办法由总部人力资源部负责解释和修订。



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Shanghai BDCOM Technology Co., Ltd.

Bangladesh

R&D Center Job Grade and

Performance Evaluation

(2024)



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1. Purpose of Performance Evaluation

The performance evaluation provide essential information for salary/Job level adjustments and motivate employees to strive in the direction desired by the company.

The performance evaluation cycle for employees in the Bangladesh R&D center is twice a year, typically to be done in January and July each year.

2. Content of Performance Evaluation

Performance evaluation assesses the performance of employees in the Bangladesh R&D center from three dimensions: work capability, work results, and work attitude. These will be summarized into a work performance evaluation result, with the evaluation cycle being twice a year, every 6 months.

The performance evaluation process involves employees in the Bangladesh R&D center evaluating your work content within the evaluation period, submitting a personal work report, and then having your Team Leader/Manager assess your work from various dimensions. Finally, the work performance will be summarized into an evaluation report and submitted to the HR department and upper management, with the *general* manager providing performance evaluation feedback to the employees in the Bangladesh R&D center.

2.1. Work Capability Evaluation(45%)

Each work capability will be classified into different levels, and the employee being appraised will be given the corresponding level by the *general* manager and senior manager. This will finally form the following evaluation table.

Name	Dept	Job Grade	Evaluator
Technical (60%)	Overall Rating		
	Professional Knowledge		
	Programming Skills		
	Document Skills		
	Problem-Solving Skills		
Communication (20%)	Overall Rating		
	Verbal Communication		

	Feedback Reception	
Team Collaboration (10%)	Overall Rating	
	Collaborative Spirit	
	Team Contribution	
Self-management (10%)	Overall Rating	
	Time Management	
	Learning and Growth	
	Stress Management	

The evaluation criteria for job performance are detailed in the following chapters.

2.1.1. Technical (60%)

2.1.1.1. Professional Knowledge

There are five levels defined for professional knowledge:

1. **Novice:** Possesses basic knowledge and skills, requires guidance and training to complete tasks.
2. **Intermediate:** Has some experience and skills, can independently complete general tasks and solve common problems.
3. **Advanced:** Possesses in-depth professional knowledge and experience, can handle complex tasks and challenges.
4. **Expert:** Has outstanding professional knowledge and skills in a specific field, can solve complex problems and provide professional advice.
5. **Master:** Has outstanding leadership and professional knowledge in the field, can guide and motivate the team to achieve goals.

Professional knowledge refers to the specific knowledge required to perform the daily work. It various depends on the work position. For example, a protocol development designer need to understand the RFCs, while a driver development designer require knowledge of hardware and OS etc.

2.1.1.2. Programming Skills

There are five levels defined for programming skills:

1. **Novice:** Quality of task completion is low, may have many bugs and imperfections, needs frequent fixes and adjustments.
2. **Intermediate:** Quality of task completion is average, can meet basic requirements, but may have some issues and room for improvement in details.
3. **Advanced:** Quality of task completion is high, code quality is good, functionality is complete, performance is stable, meets customer requirements, and customer satisfaction is high.
4. **Expert:** Quality of task completion is extremely high, code structure is clear, functionality is comprehensive, performance is excellent, aligns with best practices and standards, and customer satisfaction is extremely high.
5. **Master:** Quality of task completion meets professional standards, brings innovation and leadership, brings long-term value to products and teams.

2.1.1.3. Document Skills

There are five levels defined for document skills:

1. **Novice:** Entry-level document writer, capable of writing simple documents and comments, but may have grammar errors, lack of clarity in logic, and other issues.
2. **Intermediate:** Intermediate document writer, capable of writing clear, accurate documents and comments, possessing basic technical writing skills and organizational abilities.
3. **Advanced:** Advanced document writer, capable of writing detailed, comprehensive technical documents and comments, with a good technical writing style and structured ability.
4. **Expert:** Possesses deep and broad professional knowledge and experience in the field of document writing, capable of writing high-quality, easily understandable technical documents and comments, with outstanding writing skills and expressive abilities.
5. **Master:** Demonstrates outstanding document writing skills, capable of writing influential and inspiring technical documents and comments, leading the team to enhance document writing capabilities, promoting knowledge sharing and team collaboration.

2.1.1.4. Problem-Solving

There are five levels defined for problem-solving:

1. **Novice:** Can understand basic customer issues but requires guidance and support to solve problems.
2. **Intermediate:** Can independently analyze customer problems, propose solutions, and implement them, but may require some time and resources.
3. **Advanced:** Possesses strong problem-solving skills, can quickly analyze and solve customer problems, and provide high-quality solutions.
4. **Expert:** Has rich experience and skills in solving customer problems, can quickly identify the root cause of issues and provide practical solutions.
5. **Master:** Possesses unique insights and professional knowledge in handling customer problems, can solve various complex and challenging issues, and provide high-level technical support and services to customers.

2.1.1.5. Technical Skills Overall Rating

Based on knowledge ability, programming ability, documentation ability, and problem-solving ability, summarize the final technical competency rating.

The five levels of overall rating for technical skills:

1. **Novice :** Possesses basic programming knowledge and skills, can complete simple programming tasks, understands basic programming concepts and syntax rules, but may require guidance and support for complex problems and projects.
2. **Intermediate :** Has a solid foundation in programming, can independently complete moderate difficulty programming tasks, understands and applies common data structures and algorithms, has a certain problem-solving ability and code design capability.
3. **Advanced :** Possesses in-depth programming knowledge and skills, can independently solve complex programming problems and challenges, proficient in various programming languages and tools, has excellent code design and architecture capabilities, can participate in and lead the development of large projects.
4. **Expert :** Has in-depth professional knowledge and experience in specific fields or technical directions, can solve the most complex and unique technical problems in the industry, has keen insights into new technologies and trends, can guide and

mentor other programmers.

5. Master : A globally renowned technical expert, has extensive cognitive and practical experience in multiple fields or interdisciplinary fields, can lead industry development and innovation, has profound insights and influence on the future development of technology.

2.1.2. Communication Skills (20%)

Communication skills are evaluated based on oral expression and feedback reception. Written expression are evaluated through document skills.

2.1.2.1. Verbal Expression:

Verbal Expression means Clarity, logic, and articulation in verbal communication. There are 3 levels defined:

1. **Inarticulate :** Content is vague, ambiguous, or incomplete, lacking clarity and accuracy, which may lead to misunderstandings or incomprehension.
2. **Clear :** Capable of expressing ideas and viewpoints clearly and concisely, avoiding overly technical or vague terms to ensure accurate understanding.
3. **Logical:** Content is logical and organized, able to structure and present viewpoints in a coherent manner, enabling the audience to understand the thought process and reasoning.

2.1.2.2. Feedback Reception:

Feedback Reception: Ability to accept and respond to others' opinions and feedback. There are 3 levels defined:

1. **Receptivity:** Possessing an open attitude towards receiving feedback, willing to listen to others' opinions and suggestions, not rejecting negative feedback, able to actively listen and accept feedback information.
2. **Understanding and Analysis:** Capable of understanding the content and intent of feedback, analyzing the reasons and significance behind the feedback, delving into the issues involved in the feedback, and extracting valuable information and insights from it.
3. **Action and Improvement:** Able to translate feedback into action, take proactive

measures for improvement and adjustment, continuously optimize one's performance and work methods, and achieve personal and team progress and development.

2.1.2.3. Communication Skills Overall Rating

Based on two aspects above, the final communication skills are summarized into overall rating . There a 5 levels defined:

1. **Novice** : Fundamental communication skills, capable of expressing thoughts and opinions clearly but may encounter occasional communication barriers or inaccuracies.
2. **Intermediate**: Possesses certain communication skills, effectively communicates and understands others' intentions, and responds appropriately.
3. **Advanced**: Demonstrates strong communication abilities, effectively expresses complex concepts and ideas, and communicates and coordinates with individuals from diverse backgrounds and roles.
4. **Expert**: Holds profound and extensive professional knowledge and skills in communication, communicates with others in an efficient and influential manner, and handles complex communication challenges and conflicts.
5. **Master**: Exhibits outstanding communication skills, plays a leadership role within teams and organizations, motivates and influences others, effectively communicates vision and goals, and fosters team collaboration and achievements.

2.1.3. Team Collaboration (10%)

Team collaboration is assessed based on the attitude and ability to cooperate within a team, including knowledge sharing, supporting others, and active participation in team activities.

2.1.3.1. Collaborative Spirit:

There are 3 levels defined:

1. **Basic Collaboration**: Demonstrates basic cooperative awareness and team collaboration skills, actively participates in team activities, adheres to team rules and

agreements, and is willing to share knowledge and experience while collaborating with team members to complete tasks.

2. **Synergistic Collaboration:** Builds on basic collaboration by engaging in deeper collaborative efforts, actively communicating and coordinating with team members, jointly establishing work plans and objectives, effectively dividing and coordinating tasks, solving team problems and challenges, and achieving synergistic effects within the team.

3. **Leadership Collaboration:** Possesses the ability to lead collaboration within the team, motivates team members to achieve common goals, promotes team innovation and development, establishes a positive collaborative culture and team atmosphere, and drives the team towards higher levels of performance.

2.1.3.2. Team Contribution:

The contribution and impact on team goals, including performance in solving team issues and driving project progress. There are 3 levels defined:

1. **Individual Contribution:** Within the team, individuals can make direct contributions to the team's projects and goals through your technical abilities and work performance.

2. **Team Contribution:** In addition to individual contributions, by collaborating and cooperating with team members, one can enhance the overall efficiency of the team and achieve team goals.

4. **Leadership Contribution:** Within the team, some programmers may possess leadership abilities, capable of leading the team members towards the team's long-term goals and development direction.

2.1.3.3. Team Collaboration Overall Rating

There are five levels of overall rating for team collaboration defined:

1. **Novice:** Entry-level team collaborator, able to work with team members at a basic level but requires guidance and support.

2. **Collaborator:** Possesses basic team collaboration skills, actively participates in team activities, and communicates and collaborates effectively with team members.

3. **Team Player:** Demonstrates strong team collaboration skills, effectively

coordinates team work, supports others, and actively participates in achieving team goals.

4. Team Leader: With rich experience and capabilities in team collaboration, able to lead the team in problem-solving, drive project progress, and motivate and guide team members.

5. Team Mentor: Exhibits outstanding team collaboration skills, able to play a leadership role within the team, guide and nurture other team members, and propel the team to achieve higher levels of collaboration and success.

2.1.4. Self-Management: (10%)

The evaluation includes three aspects: time management, learning and growth, and stress management.

2.1.4.1. Time Management

There are 5 levels defined:

1. **Goal Setting and Planning:** Set long-term and short-term goals and create detailed plans to achieve these goals.
2. **Priority Management:** Identify and set priorities for tasks, understand which tasks are most important to effectively allocate time and resources.
3. **Task Breakdown and Time Planning:** Break down large tasks into smaller ones, establish specific schedules and time arrangements to ensure tasks are completed on time.
4. **Time Tracking and Evaluation:** Use time tracking tools or methods to monitor task completion and regularly evaluate time management effectiveness, adjusting plans as needed.
5. **Learning and Improvement:** Continuously learn and improve time management skills, understand personal work habits and efficiency, and find suitable time management methods to continually enhance self-management skills.

2.1.4.2. Learning and Growth

There are 5 levels defined for learning willingness, self-improvement, and skill updating ability:

1. **Setting Learning Goals:** Clearly define the areas and goals for learning and growth, establish long-term and short-term learning goals.
2. **Learning Plan Development:** Develop detailed learning plans, including

learning content, methods, and time schedules, ensuring a systematic learning process.

3. Continuous Learning and Practice: Continuously learn new knowledge and skills, constantly practice and apply what has been learned to enhance skill levels.

4. Feedback and Evaluation: Regularly self-assess and receive feedback, understand learning progress and effectiveness, and adjust learning plans and methods promptly.

5. Sharing and Communication: Exchange learning experiences with peers, participate in technical communities and activities, share learning achievements, and promote interactive learning and growth.

2.1.4.3. Stress Management:

There are 3 levels defined for assessment for coping under pressure and emotional management:

1. Recognizing and Accepting Stress: Understand the sources of stress, accept stress as a normal part, and recognize that moderate stress can promote personal growth.

2. Emotional Management: Learn to manage emotions effectively, maintain emotional stability and a positive mindset, and avoid emotional reactions.

3. Effective Stress Management: Arrange time reasonably, avoid stress caused by task accumulation and time constraints, set priorities and plans, and effectively allocate time and resources.

2.1.4.4. Self-Management Overall Rating

The 5 levels of comprehensive rating for self-management are:

1. **Novice:** Entry-level self-manager, needs further development of self-management skills, may face challenges in time management and goal setting.

2. **Intermediate:** Intermediate self-manager, capable of effectively planning and organizing work and life, possessing some time management and self-motivation abilities.

3. **Advanced:** Advanced self-manager, able to set and achieve personal and professional goals effectively, with excellent time management, emotional management, and self-motivation abilities.

4. **Expert:** Possesses in-depth and broad professional knowledge and experience in self-management, able to autonomously plan and manage personal career development and life, with outstanding time management, emotional management,

and decision-making abilities.

5. Master: Demonstrates outstanding self-management abilities, capable of effectively leading oneself and others, achieving personal and team success and growth, becoming a role model and leader.

2.2. Work Performance Evaluation (45%)

Mainly focusing on the work performance during each evaluation period, employees will be rated according to the evaluation criteria. The performance evaluation accounts for 45% of the total assessment score and will be assessed from three aspects. In each evaluation period, R&D personnel will have R&D tasks to complete, as well as tasks to address customer on-site issues or issues identified by the testing department. We will evaluate the work results of R&D personnel based on the quantity, quality, and timeliness of work completion.

2.2.1. Quantity and Quality of R&D Task Completion

There are five levels defined for the quantity and quality of R&D task completion:

1. **Unsatisfactory:** The quantity and quality of task completion significantly deviate from the expected targets, failing to meet the needs and requirements of the department or customers, requiring a complete redo or replanning.
2. **Poor:** The quantity and quality of task completion fail to meet the expected targets, with numerous issues or defects that require in-depth analysis and improvement.
3. **Fair:** The quantity and quality of task completion meet the basic requirements but have some deficiencies or defects that require further improvement and enhancement.
4. **Good:** The quantity and quality of task completion generally meet the expected targets, with some minor issues or room for improvement, but overall performance is satisfactory.
5. **Excellent:** The quantity and quality of task completion meet or exceed the expected targets, receiving high recognition and praise from the department or customers.

The assessment report should include a list of main tasks and your ratings.

2.2.2. Quantity and Quality of Problem Resolution

There are five levels defined for the quantity and quality of problem resolution:

1. **Unsatisfactory:** The quantity and quality of on-site problem resolutions significantly deviate from the expected targets, failing to meet the needs and requirements of customers, resulting in extreme dissatisfaction with the solutions and service performance, requiring a complete redo or replanning.
2. **Poor:** The quantity and quality of on-site problem resolutions fail to meet the expected targets, with several issues or defects, leading to customer dissatisfaction with the solutions and service performance.
3. **Fair:** The quantity and quality of on-site problem resolutions meet the basic requirements but have some deficiencies or defects, resulting in customers being moderately satisfied with the solutions and service performance.
4. **Good:** The quantity and quality of on-site problem resolutions generally meet the expected targets, and customers are relatively satisfied with the solutions and service performance, although there may be some minor issues or room for improvement.
5. **Excellent:** The quantity and quality of on-site problem resolutions meet the expected targets, and customers are highly satisfied with the solutions and service performance, receiving high recognition and praise.

If the employee has not received on-site problems or testing department issues, this rating will be considered Fair (3).

2.2.3. Timeliness of R&D Task Completion

There are five levels defined for the timeliness of R&D task completion:

1. **Severe Delay:** Tasks are significantly delayed beyond an acceptable range, severely impacting project progress and plans, requiring in-depth analysis and improvement.
2. **Delayed Completion:** Tasks are completed later than the specified time, with some degree of delay that may impact project progress and plans.
3. **Basically On-Time:** Tasks are completed within the specified time range, with minor delays or critical situations, still considered on-time overall.
4. **On-Time Completion:** Tasks are completed within the specified time frame

without delays, ensuring smooth progress and adherence to project schedules.

5. Early Completion: Tasks are completed before the specified deadline, demonstrating efficient and excellent time management skills by delivering tasks ahead of schedule.

If the rating is 1 or 2, the evaluator needs to provide task examples.

2.2.4. Work Performance Overall Rating

There are 5 levels defined for work performance :

1. Below Expectations: Demonstrating significantly poor performance, failing to meet basic job requirements, requiring immediate improvement and enhancement in work performance, possibly needing strict supervision and guidance, otherwise facing performance adjustments or dismissal.

2. Needs Improvement: Showing poor performance, failing to meet expected levels, having some issues or shortcomings that require improvement and enhancement in work performance, possibly needing additional training or support.

3. Meets Expectations: Meeting expected levels, completing work tasks on time, demonstrating stability and reliability, capable of fulfilling job responsibilities, contributions to the team or organization recognized.

4. Good: Performing well, meeting or slightly exceeding expectations, effectively completing work tasks, possessing a positive work attitude and teamwork spirit, acknowledged by colleagues and leaders.

5. Outstanding: Demonstrating exceptional performance, exceeding expectations, completing tasks and making additional contributions, showing proactive and efficient work, recognized as a standout performer within the team or organization.

2.3. Work Attitude Evaluation (10%)

The work attitude evaluation includes professional attitude and attendance, accounting for 10% of the total assessment.

2.3.1. Professional Attitude

There are 5 levels defined for professional attitude:

1. **Under-performed:** Failing to demonstrate professional ethics and a positive attitude.
2. **Basic:** Exhibiting basic professional ethics and a positive attitude.
3. **Average:** Displaying a certain level of responsibility and initiative.
4. **Good:** Showing good responsibility and initiative.
5. **Excellent:** Demonstrating a high sense of responsibility, teamwork, and self-management.

2.3.2. Attendance

Based on the attendance records from the Human Resources department, corresponding ratings are provided.

If there are instances of being late/leaving early exceeding the exempted limit in one month during the evaluation period, 5 points will be deducted until reaching 0;

If there are instances of being late/leaving early reaching the level of a warning letter in one month during the evaluation period, the score for this item will be 0.

When the actual number of working days is equal to or greater than 95% of the expected working days (total days - weekends - public holidays), this item is scored at 100;

When the actual number of working days is equal to or greater than 90% of the expected working days (total days - weekends - public holidays), this item is scored at 90;

When the actual number of working days is equal to or greater than 85% of the expected working days (total days - weekends - public holidays), this item is scored at 80;

When the actual number of working days is equal to or greater than 80% of the expected working days (total days - weekends - public holidays), this item is scored at 70;

When the actual number of working days is equal to or greater than 75% of the expected working days (total days - weekends - public holidays), this item is scored at 60;

When the actual number of working days is less than 75% of the expected working days (total days - weekends - public holidays), this item is scored at 0.

3. R&D Center Job Grade

3.1. Overview

Although the Bangladesh R&D center is part of the company's R&D center, due to its unique management characteristics, it has a relatively independent job classification system.

The job grades in the Bangladesh R&D center are as follows: Trainee (T0), Junior Engineer (T1/T2/T3), Engineer (T4/T5), Senior Engineer (T6/T7), Expert Engineer (T8/T9), Senior Expert Engineer (T10/T11), Scientist (T12).

Job Title	Job Grade
Scientist	T12
Senior Expert Engineer	T11
	T10
Expert Engineer	T9
	T8
Senior Engineer	T7
	T6
Engineer	T5
	T4

Junior Engineer	T3
	T2
	T1
Trainee	T0

3.2. Job Grade Detail

3.2.1. Trainee

- Newly hired graduate employees of the company.
- Able to complete technical training tasks under the guidance and assistance of a mentor.
- Able to complete the major project of training assessment under the guidance and assistance of a mentor, with coding and documentation styles in compliance with company regulations.

3.2.2. Junior Engineer

- Assigned as Trainee in various teams.
- Able to learn and understand the software functions and modules under the guidance of a team leader.
- Capable of completing simple development tasks (writing test documents, testing, writing documents) under the guidance of a team leader.
- Capable of resolving bugs in the software module under the guidance of a team leader, enhancing existing functions.
- Possesses good understanding and learning abilities, quickly mastering and accumulating various development skills.
- Adheres to the R&D process and related standards including coding standards, self-testing standards, and code review standards.
- Strong communication and collaboration skills.

3.2.3. Engineer

- Able to independently resolve bugs in the software module, enhance existing

functions.

- Can develop a new feature based on design, and port or refactor the feature implementation based on migration or refactoring plans.
- Basic mastery of various skills required for development, continuously enriching and improving them.
- Adheres to the R&D process and related standards including coding standards, self-testing standards, and code review standards.
- Strong communication and collaboration skills.

3.2.4. Senior Engineer

- Capable of independently solving complex bugs in the software module, analyzing and solving difficult problems reported by customers.
- Possesses the ability to analyze and design general new features, write design documents guiding coding, and implement the feature based on this or guide others to implement it.
- Ability to propose effective refactoring plans for optimizing performance, improving maintainability, and other factors related to existing implementations.
- Adheres to the R&D process and related standards, including requirements analysis and design standards.
- Demonstrates good technical expression and coordination communication skills.
- Able to guide junior engineers, share development skills, and good working methods with them.

3.2.5. Expert Engineer

- Possesses comprehensive and in-depth knowledge structure, rich development experience, and complete development skills in a specific field.
- Capable of efficiently analyzing and solving complex and challenging problems, organizing solutions.
- Has the ability to analyze and design complex new features, write design documents guiding coding, and implement the feature based on this or guide others to implement it.
- Demonstrates excellent technical expression, task decomposition, and coordination abilities.

3.2.6. Senior Expert Engineer

- Possesses comprehensive and in-depth knowledge structure in certain areas,

understands the history, development trends, and open-source resources of the field, and can accurately grasp the technical roadmap of these areas for product implementation.

- Capable of efficiently analyzing and solving major complex problems, organizing solutions.
- Has the ability to analyze requirements for solution-level product new features, establish reference models, and design software, writing design documents that guide implementation.
- Demonstrates excellent technical expression, task decomposition, and coordination abilities.
- Can guide and lead system engineers, impart industry solutions and your requirements analysis and design methods, share industry development trends and cutting-edge technologies, and provide training and lectures on the above content.

3.2.7. Scientist

- Deeply understands the forefront and development trends of the ICT field, combines the company's product strategy, and proposes high-value solutions that align with the development trends.
- Proficient in ICT solution implementation architecture, with the ability to select, integrate, and improve architectures based on the current status of the company's products.
- Innovatively proposes advanced software core architectures and algorithms.
- Can provide insightful and high-value technical road-maps for the future development direction of the company's products.
- Can guide and lead the company's team of senior engineers, sharing industry development trends and cutting-edge technologies, the company's forward-looking product development strategies, innovative core architectures, and algorithms, and deliver outstanding and effective presentations on the above content.

4. Compensation/Job Grade Adjustment

The window for R&D center compensation/job grade adjustments at the Bangladesh Representative Office occurs once a year, with plans for compensation/job level adjustments expected to be proposed and approved every January, officially taking effect on February 1st each year. Compensation adjustments primarily consider employees' job performance, while job level adjustments focus on employees' overall capabilities.

For exceptionally outstanding individuals, recommended by the R&D Center General Manager and confirmed by headquarters review, the window for salary and job level

adjustments is not bound by the annual limit.

In two consecutive appraisal cycles, if an employee is rated as "Needs Improvement," He will be counseled by HR and the *general* manager to provide improvement measures after the first instance. If the employee receives a "Needs Improvement" rating for the second time, they will be terminated.

For daily work performance issues who got "Below Expectations", HR and the *general* manager will issue warnings and have discussions in advance. Employees who perform below expectations during appraisals will be terminated.

5. Policy Interpretation and Revision Authority

This policy is to be interpreted and revised by the headquarters Human Resources Department.

