

Job evaluation system to promote pay equity

- Prepared for the Task Force on Pay Equity
and Equality in the Labour Market

The job evaluation system has been prepared by the Pay Equity Agency for the Task Force on Pay Equity and Equality in the Labour Market.

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Layout and design:

Everyone is free to use the job evaluation system in the interest of pay equity, provided mention is made that it was prepared by the Pay Equity Agency for the Prime Minister's Office and the Task Force on Pay Equity and Equality in the Labour Market.

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Introduction

When wages are determined, a decision is made on what should be paid for the work performed. This is done in part through decisions on terms of employment, supplementary remuneration, wage raises etc. These decisions imply an evaluation of the job and of how much value it provides to the employer. That evaluation can be based on a variety of premises, both objective and subjective. The Act on Equal Status and Equal Rights Irrespective of Gender (hereafter also the Equality Act) imposes obligations on employers as to how such an evaluation should be carried out and requires that salary decisions be based on criteria that do not involve gender discrimination. The equal pay principle of Icelandic law is based on and is in accordance with the equal pay principle of European law¹ and the equal pay convention of the International Labour Organization (ILO).²

Article 6 of Act No. 150/2020, on Equal Status and Equal Rights Irrespective of Gender, states:

Women, men and persons whose gender is registered as neutral in the National Register shall receive equal pay and enjoy equal terms of employment for the same jobs or jobs of equal value. Equal pay means that wages must be determined in the same way for people regardless of gender. The criteria on which wage decisions are based may not therefore involve discrimination.

In order to comply with the provisions of the law and international conventions on equal pay and terms of employment for the same and equally valuable jobs, jobs must be evaluated based on criteria that are suitable for promoting pay equity.

1. Laid down in Art. 141 of the Treaty of Rome.

2. Convention no. 100, concerning Equal Remuneration for Men and Women Workers for Work of Equal Value. C100 Equal Remuneration Convention 1951.

Emphases of the International Labour Organization on job evaluation to promote pay equity

To support the implementation of the Equal Remuneration Convention, the International Labour Organization has emphasised that employers base job evaluations and determination of wages on evaluation systems which evaluate the feminine aspects of jobs³ equally with the masculine aspects of jobs⁴ and thus contribute to pay equity. In this context it is important to bear in mind that, although there are numerous systems for evaluating jobs, all of them do not necessarily aim to promote pay equity. It is also necessary that systems used to evaluate jobs be regularly reviewed and revised to adapt them to the development of the jobs and changes in the labour market so that they always promote pay equity as effectively as possible.

The ILO guide⁵ on evaluation systems that promote pay equity discusses the structure of evaluation systems and what requirements they must meet. It states, for instance:

Jobs must be evaluated holistically, using a job evaluation system requiring a detailed analysis of jobs based on pre-determined factors and levels where feminine aspects of jobs are valued equally with masculine ones. It is not sufficient to classify jobs into categories without carrying out an analysis of their content, because then there is a risk of overlooking undervalued factors that a detailed job analysis would be more likely to capture.

Jobs must be evaluated based on four basic factors. This means that jobs are evaluated based on the knowledge and skills necessary to perform the job; the effort or pressure the job entails; the responsibility it requires; and the work environment in which it is performed. These emphases serve as a guide in creating evaluation systems where knowledge and skills, stress or effort, responsibility, and work environment are the basic factors that are elaborated in more detail in sub-factors.

³ Feminine factors refer to characteristics and roles that have historically been associated with the feminine, for example, care, empathy, emotional sensitivity etc.

⁴ Masculine factors refer to characteristics and roles that have historically been associated with the masculine, for example, logical reasoning, determination, physical strength etc.

⁵ https://www.ilo.org/wcmsp5/groups/public/-ed_norm/-declaration/documents/publication/wcms_122372.pdf

Gender-segregated labour market and undervaluation of feminine factors in job evaluation

The gender wage gap can be largely attributed to the gender-segregated labour market, to the fact that men and women work in different jobs and industries where the traditional women's jobs are generally less valued than the traditional men's jobs. This is apparent, among other things, in the fact that jobs in the social, health care and education sectors are generally less well paid than jobs in construction and financial activities. To alleviate the wage gap created by the gender-segregated labour market, it is necessary to focus on the valuation of jobs and examine which factors are taken into account in wage decisions. Responsibility for people's welfare must be valued equally with financial responsibility; emotional effort valued equally with physical effort; that factors such as the risk of infection and harassment from service users are taken into account no less than temperature and contamination when assessing working conditions etc.

Determination of wages must be based on objective criteria which apply to all jobs, with the aim of ensuring fair determination of wages for all, as provided for in the statutory provisions on equal pay.

Defining the criteria, both masculine and feminine, on which the evaluation of jobs is based in a detailed manner in the evaluation system helps to ensure that feminine factors that have historically been undervalued in determining wages are given weight when assessing the value of jobs.

Development of an evaluation system

In connection with the collective bargaining agreements concluded between member associations of BSRB, the largest federation of public employees' unions in Iceland, with the state and local authorities in the spring of 2020, the government announced that efforts would be directed at eliminating the wage gap arising from the gender-segregated labour market by correcting the systematic undervaluation of female-dominated jobs.

Subsequently, a working group was appointed, with representatives from the social partners, which was tasked with submitting proposals for actions aimed at achieving this objective. The working group submitted proposals in September 2021 and suggested that a government task force on pay equity be set up with the participation of the social partners, which would have the task of identifying undervalued aspects of jobs that women perform more than men and developing tools that supported employers in ensuring equal pay for work of equal value regardless of gender. The task force launched a development project with the involvement of four state institutions that reflected the diversity of jobs in the central government.

The Pay Equity Agency was asked to provide education on job evaluation and subsequently to work with the task force and the four institutions to develop a job evaluation system that would be suitable for promoting pay equity. The work of the Pay Equity Agency can be divided into two parts. Firstly, emphasis was placed on education concerning equal pay questions and job evaluation for the task force, participating institutions, trade unions, etc. This was followed by the development part of the project, in which numerous job evaluation systems used in Iceland, the UK, New Zealand and elsewhere were scrutinised. An examination was also carried out of the criteria which the participating institutions used for evaluating jobs, together with their job evaluations and job descriptions. After that, work began on selecting evaluation factors, dividing them into levels, defining and placing them in a draft evaluation system on which interested parties could base further work.

The next step in the development process was the development and adaptation of the system in collaboration with interested parties and further elaboration and definition of the weighting of factors. This is a process that is carried out in collaboration with the interested parties, where the system is tested, adapted and implemented in

more detail. If there is a desire to develop the project further, it is important that the parties jointly establish ground rules for further development of the system and thereafter rules on the use of the system, define a procedure for job evaluation and determine how job evaluation is to be linked to wages.

The job evaluation system published here is therefore not yet ready for use, but forms a basis on which to build further work.

Premises of the job evaluation system

The draft job evaluation system presented here has been prepared taking into account ILO guidelines for a value assessment system to promote pay equity, where a balance is maintained in feminine and masculine assessment factors. The system includes a requirement for job evaluation based on the four basic factors recommended by the ILO for use in evaluating jobs, which are divided into sixteen sub-factors. The factors were chosen after a detailed analysis of other job evaluation systems and based on information from the participating institutions about the evaluation criteria, jobs and job descriptions they have used.

The system is based to some extent on Te Orowaru,³ the job evaluation system used in evaluating public sector jobs in New Zealand, where emphasis has been placed on highlighting and evaluating the feminine aspects of jobs equally with masculine ones. Emphasis is also placed on evaluating factors that are often underestimated in job evaluation systems and on encouraging the implementation of equality and diversity considerations in the activities of government institutions.

³Te Orowaru (2021) (ISBN: 978-0-9951464-5-7). With authorisation cf. <https://creativecommons.org/licenses/by/4.0/>



Knowledge and skills



1. Knowledge and experience

This factor involves an assessment of the type and extent of knowledge a job requires and how the knowledge is acquired. Knowledge refers to all the knowledge and expertise that a job requires, whether it is acquired through formal education, work experience or other experience that is useful in the job.

- Consideration is given to what sort of knowledge a job requires: knowledge of procedures and processes, of the use of tools and equipment, technical knowledge, knowledge of practices and working methods of the job/discipline and theoretical knowledge.
- Consideration is given to the depth and breadth of knowledge required for the job.

Factor considerations

The knowledge and experience required of employees for their work is assessed. If an employee has more education or experience than the job requires, the evaluation is limited to the knowledge and experience required by the job.

Examples of job evaluation at specific levels must be presented to facilitate the use of this factor. It is important to define key concepts and ensure their consistent interpretation when implementing and using the job evaluation system.

Concepts that require further definition during implementation and use include:

- Variety of tasks: refers to whether a job's tasks are homogeneous or of many different types.
- Task predictability: refers to whether tasks are predictable or unpredictable and unexpected.
- Complexity of tools and equipment: refers to the level of specialised knowledge required to operate or use tools and equipment.
- Depth of knowledge: refers to how specialised is the knowledge required.
- Breadth of knowledge: refers to the number of fields of work/disciplines in which knowledge and skills are required.

Job evaluation takes into account how the formal education required to fulfil knowledge requirements at specific levels is acquired. However, this must not result in undervaluation of knowledge acquired in other ways.

Any kind of knowledge and skills in the field of equality, diversity and inclusion shall be evaluated, whether acquired through formal education or by other means.

Knowledge and skills: 1. Knowledge and experience

Level	Level definitions: Knowledge and experience	Knowledge gained through:
1	<p>The job requires technical skill to perform predictable, homogeneous and/or simple tasks.</p> <p>Requirement that employees can follow demonstrations or simple verbal and written instructions/information in solving tasks.</p> <p>Requirement of knowledge of the use of simple equipment, programs and tools.</p> <p>The job is mostly done under direction, but requires the ability to work independently in limited, well-defined projects.</p>	<p>A brief job introduction and training after hiring.</p>
2	<p>The job requires technical skills and knowledge of work processes and concepts that are useful in the job to solve predictable, fairly diverse but well-defined tasks with appropriate professional methods.</p> <p>The job requires basic skills in working with text and numbers.</p> <p>Requirement of knowledge of the use of suitable equipment, programs and tools.</p> <p>Can work with others, take the initiative in relationships and take responsibility for defined work components.</p>	<p>Specialised job training acquired through work experience from previous jobs as well as job introduction or through a combination of short courses and job introduction after hiring.</p>
3	<p>The job requires specialised knowledge to solve fairly varied tasks, some of them quite complex.</p> <p>The job requires general skills in working with text and numbers.</p> <p>Requirement of knowledge of the use of suitable and fairly varied equipment, programs and tools.</p> <p>Can provide professional advice, carry out improvement work and participate in interdisciplinary collaboration.</p> <p>Guidance is available through procedures, written instructions and/or access to specialised expertise.</p>	<p>Some work experience from previous jobs as well as vocational training or a combination of short courses and formal vocational training from previous jobs.</p>

Knowledge and skills: 1. Knowledge and experience

Level	Level definitions: Knowledge and experience	Knowledge gained through:
4	<p>The job requires specialised knowledge within the field of work or some specialised knowledge in more than one field of work or comparable knowledge of organisation, procedures and policy/policies.</p> <p>Some guidance is available through procedures, written instructions and/or access to specialised expertise.</p> <p>The job requires above average skills in working with text and numbers.</p> <p>Requirement of knowledge of the use of suitable diverse/complex equipment, programs and tools.</p> <p>The job requires skills and initiative to organise one's own work and projects and/or the work of others in a professional manner. Skill in the development of working methods is also required.</p> <p>Can instruct, provide professional training and evaluate own work contribution and that of others. Can participate in interdisciplinary co-operation based on the premises of the field of work.</p>	<p>Formal education after compulsory school, for example, a journeyman's degree, matriculation degree or substantial experience in a comparable job.</p>
5	<p>The job requires specialised knowledge in the discipline or some specialised knowledge in more than one discipline or comparable knowledge of organisation, procedures and policy/policies. Requires an understanding of the main scientific concepts and theories in a specific field of work to be able to solve rather complex tasks.</p> <p>Some guidance is available through procedures, written instructions and/or access to specialised expertise.</p> <p>The job requires the skills, initiative and independence to organise one's own work and projects and/or the work of others in a professional manner. Skills useful for the development of working methods are also required.</p> <p>Can instruct and provide professional training and evaluate own work contribution and that of others. Can apply the methods used in the field of work for solving tasks and make an independent assessment of them. Can participate in interdisciplinary co-operation based on the criteria of the field of work.</p>	<p>Formal education after a matriculation degree or a journeyman's degree or substantial experience in a comparable job.</p>

Knowledge and skills: 1. Knowledge and experience

Level	Level definitions: Knowledge and experience	Knowledge gained through:
6	<p>The job requires scientific knowledge in one discipline or some scientific knowledge in more than one discipline or comparable knowledge of organisation, procedures and policy. Requires knowledge of selected theories and theoretical concepts to be able to solve very complex tasks.</p> <p>Limited guidance is available through procedures, written instructions and/or access to specialised expertise. Can show initiative and independence in working methods and work with others to solve tasks. Can provide professional support and lead projects in the discipline.</p> <p>Can prepare and carry out projects and use the technology used in the relevant discipline/field of work. Can apply the methods used in the discipline/field of work for solving tasks and make an independent assessment of them. Can participate in interdisciplinary co-operation based on the premises of the discipline/field of work.</p>	<p>A first-level university degree or first-level university study without a degree, in addition to very extensive experience of similar work.</p>
7	<p>The job requires specialised knowledge in one discipline or some specialised knowledge in more than one discipline or comparable knowledge of organisation, procedures and policy. Requires knowledge of scientific subjects and issues and how to develop and solve tasks based on the methodology of the discipline. Requires skill in solving diverse and very complex projects that are of major importance for the activities.</p> <p>Limited or no guidance is available through procedures, written instructions or access to specialised expertise.</p> <p>Can apply the methods of the discipline/field of work to present, develop and resolve projects, assess the methods independently, take the initiative for new projects, manage them and be responsible for own work and that of colleagues in interdisciplinary collaboration within a specialist discipline.</p>	<p>A first-level university degree plus diploma or first-level university degree in addition to very extensive experience of similar work.</p>

Knowledge and skills: 1. Knowledge and experience

Level	Level definitions: Knowledge and experience	Knowledge gained through:
8	<p>The job requires in-depth specialised expertise in one field or specialised expertise in more than one field, knowledge of organisation, procedures, policies and governance in the field(s) of expertise. Requires knowledge and understanding of scientific subjects and skills to apply research methods in carrying out smaller research projects.</p> <p>Practically no guidance is available through procedures, written instructions or access to specialised expertise.</p> <p>Can apply the methods of the discipline/field of work to present, develop and resolve projects, assess them independently, take the initiative for new projects, manage them and be responsible for own work and that of colleagues in interdisciplinary collaboration within a specialised discipline with the aim of developing new knowledge.</p>	<p>A university degree at master's level or study at the same level without a degree plus extensive experience of similar work.</p>
9	<p>The job requires detailed and in-depth expertise in one specialised field and related fields, as well as training and experience in applying this expertise in the job. The job requires comprehensive expertise and an overview of theory and research within the specialised discipline and the skills to apply research methods in the implementation of larger research projects.</p> <p>Requirement of detailed knowledge of policies, practices and procedures within the specialised field.</p> <p>No guidance is available through procedures, written instructions or access to specialised expertise.</p> <p>Can apply the methods of the discipline/field of work to present, develop and resolve projects, assess them independently, take the initiative for new projects, manage them and be responsible for own work and that of colleagues in interdisciplinary collaboration within a specialised discipline.</p> <p>Can confidently conduct and lead research aimed at the development of new knowledge. Can show independence and initiative, take responsibility for complex scientific work and communicate this to others.</p>	<p>A university degree at the master's level plus extensive experience of similar work or a doctorate in the specialised field.</p>



2. Finding solutions

This factor evaluates the mental skills that employees need to have in order to solve the tasks involved in their job. This refers to the ability to assess the current task at hand, analyse information and data related to it, and choose or develop solutions.

- Consideration is given to the predictability, variety and complexity of tasks.
- Consideration is given to what is involved in the assessment and analysis of tasks and how much innovation and development work is required to solve the task.
- Consideration is given to how much support is available from managers and/or colleagues or through procedures and working rules.
- Consideration is given to how accessible the information is which is needed to solve a task. Whether this is readily available, comes from more than one source and whether it needs to be acquired through scientific analyses.

Factor considerations

The requirement for mental skills to solve the tasks involved in the job is assessed.

Examples of job evaluation at specific levels must be presented to facilitate the use of this factor. It is important to define key concepts and ensure their consistent interpretation when implementing and using the job evaluation system.

Concepts that require further definition during implementation and use include:

- Variety of tasks: refers to whether a job's tasks are homogeneous or many different types.
- Predictability of tasks: refers to whether tasks are regular or whether unexpected tasks have to be dealt with in the job.
- Complexity of tasks: refers to how multifaceted the tasks involved in the job are.
- Analytical skills: refers to the level of analytical and developmental work required to solve a task.
- Innovation: refers to the skills a job requires in developing new options and solutions.
- Authority and scope: refers to the scope and authority employees have to choose and/or develop solutions.
- Availability of information: refers to how many different sources information is obtained from.
- Information complexity: refers to the level of analysis and processing required in making use of information.

Knowledge and skills: 2. Finding solutions

Level	Level definitions Finding solutions
1	<p>The job requires employees to solve simple and well-defined tasks/issues that are constantly repeated/familiar.</p> <p>The job requires assessing situations and choosing from predetermined methods/ways to solve issues/tasks.</p> <p>The tasks are carried out under direction.</p> <p>Information that is useful for solving issues/tasks is simple and accessible.</p>
2	<p>The job requires employees to solve well-defined tasks/issues that are constantly repeated/familiar.</p> <p>May include choosing solutions/options that are predetermined.</p> <p>The job requires some skills in interpreting and evaluating information and situations in order to solve issues/tasks that arise in the job.</p> <p>The tasks are carried out to a limited extent under direction, but support is available through advice and procedures.</p> <p>Information that is useful for solving issues/tasks is accessible.</p>
3	<p>The job requires employees to solve a variety of tasks/issues, most of which are constantly repeated/familiar.</p> <p>May involve making a selection from several predefined options/methods.</p> <p>The job requires some analytical skills in evaluating information, situations or directions/instructions in solving issues/tasks.</p> <p>Tasks are carried out independently but support is generally available in connection with strategic matters and more difficult issues/tasks.</p> <p>Information that is useful for solving issues/tasks is accessible, but may originate from several sources.</p>

Knowledge and skills: 2. Finding solutions

Level	Level definitions Finding solutions
4	<p>The job requires employees to solve unpredictable and diverse issues/tasks.</p> <p>Solving tasks requires selecting from several options/methods which may need to be adapted to the situation.</p> <p>The job requires analytical skills and innovation in evaluating information, situations or directions/instructions in solving issues/tasks.</p> <p>Tasks are carried out independently and/or support may be needed occasionally in connection with strategic matters and more difficult issues/tasks.</p> <p>Some Information that is useful for solving issues/tasks is generally not accessible and may originate from several sources.</p>
5	<p>The job requires employees to solve complex issues/tasks. Opinions may be divided in the field of work on the solutions to these tasks.</p> <p>The job requires the development of new approaches, solutions or proposals for actions.</p> <p>The job requires analytical skills, innovation, critical thinking and initiative in evaluating information, situations or directions/instructions in solving issues/tasks.</p> <p>Information that is useful for solving issues/tasks is complex, may require specialised processing and may originate from several sources.</p>
6	<p>The job requires solving very complex issues/projects that are multifaceted, ambiguous and difficult to analyse.</p> <p>The job requires analytical skills, innovation, critical thinking and initiative. It may include the requirement that employees use advanced analytical and research methods to gather and evaluate information, policies, plans, concepts and ideas in the development of new solutions/options.</p> <p>The job offers extensive scope for developing and selecting solutions in connection with complex issues, and requires follow-up to ensure that solutions bring the intended result.</p> <p>Information that is useful for solving issues/tasks may need to be obtained through analysis and processing based on specialised expertise in the discipline.</p>

Knowledge and skills: 2. Finding solutions

Level

Level definitions Finding solutions

7 The job requires skills in developing/selecting solutions to individual, unknown problems of strategic importance in the longer term.

The job requires extensive analytical skills, innovation, critical thinking and initiative. It may include the requirement that employees use advanced analytical and research methods to gather and evaluate information, policies, plans, concepts and ideas in the development of new solutions/options.

The job offers very extensive scope for developing and selecting solutions in connection with complex issues, and requires follow-up to ensure that solutions bring the intended result in the longer term.

Information that is useful for solving issues/tasks as a rule needs to be obtained through analysis and processing based on specialised expertise.

3. Planning and organisation

This factor assesses the skills needed to manage and organise work, tasks, events and plans in the future.

- Consideration is given to the nature and complexity of tasks.
- Consideration is given to the scope available to influence the organisation of tasks and planning and revision of that organisation as necessary.
- Consideration is given to the uncertainty surrounding the planning due to external circumstances.



Factor considerations

Evaluation is made of the skills needed for short-term and long-term organisational work and planning.

Examples of job evaluation at specific levels must be presented to facilitate the use of this factor. It is important to define key concepts and ensure their consistent interpretation when implementing and using the job evaluation system.

Concepts that require further definition during implementation and use include:

- **Scope:** refers to whether and how much latitude employees have to organise their own tasks and those of others.
- **Complexity:** refers to how extensive and multifaceted organisational and planning work is.
- **Uncertainty:** refers to how predictable and changeable planning and organisation issues are.

Level	Level definitions Organisation and planning
1	Employees work on specific projects that have been planned and defined by others or are in accordance with procedures/processes. Minor organisational/co-ordination skills are required to meet predictable deadlines.
2	Employees have the flexibility to organise their daily tasks within specified time limits. Requirements that employees prioritise their tasks and co-ordinate work with others. Occasionally employees provide information that is useful in planning projects and work.
3	Employees organise simple tasks, agendas and events. This includes planning in connection with projects involving employees and/or customers, and where it may be necessary to make minor changes to arrangements/plans.
4	Employees organise quite complex projects, agendas and events. This includes planning in connection with projects involving employees and/or customers, and where it may be necessary to make minor changes to arrangements/plans.
5	Employees plan complex projects, agendas and events where there is some uncertainty. This involves the preparation of complex work schedules and their regular review and updating, where it may be necessary to allocate and re-allocate tasks.
6	Employees plan diverse and complex projects, agendas and events which are subject to uncertainty. This involves the preparation of complex work schedules and their regular review and updating where it may be necessary to allocate and re-allocate tasks.



4. Communication and inclusion skills

This factor evaluates the skills required to establish and maintain any type of connection, communication and effective co-operation in a variety of situations. An evaluation is made of the skills for listening and empathy and for respecting and understanding the needs, expectations, perspectives and different experiences of a diverse group of people. An evaluation is made of the skills required by the job to communicate more or less complex and diverse information to more or less diverse groups. An evaluation is made of the skills involved in establishing and maintaining good working practices and workplace culture based on equality and diversity perspectives and endeavouring to have people enjoy security, respect and opportunities, both because of their uniqueness and also in spite of it.

- Consideration is given to the nature and purpose of the communication.
- Consideration is given to how complex and sensitive communication the job involves and how important this communication is to achieve the desired results.
- Consideration is given to the skills which are important for inclusive communication in a diverse society.
- Consideration is given to the possibility of resistance in the communication and that there may be a need for sensitivity, tact, resourcefulness and determination.

Factor considerations

An evaluation is made of the skills needed for professional and successful communication in a diverse society.

Examples of job evaluation at specific levels must be presented to facilitate the use of this factor. It is important to define key concepts and ensure their consistent interpretation when implementing and using the job evaluation system.

Concepts that require further definition during implementation and use include:

- Circumstances: refers to the circumstances in which the communication takes place and how challenging they are.
- Level of communication skills: refers, among other things, to how much skill in counselling, persuasion and negotiation is required.
- Significance: refers to how important the communication is for solving tasks in complex situations.
- Communication: refers to how complex and sensitive the information being communicated is and to whom.
- Inclusive communication: refers to preventing any kind of exclusion in communication or activity, thus contributing to increased access to services for all people.

Knowledge and skills: 4. Communication and inclusion skills

Level	Level definitions Communication and inclusion skills
1	<p>Requirements for common courtesy and co-operation skills in daily interactions with customers, colleagues and the public.</p> <p>The job requires general skills in inclusive communication in a diverse society.</p>
2	<p>There are requirements for skills and sensitivity in daily communication and skills in highlighting and understanding the diverse needs of customers and/or clients/patients. Requirements for skills in communicating, explaining and/or discussing options and/or information related to the subject.</p> <p>The job involves reciprocal communication, for example, in front-line services, where discretion is required when solving simple matters which can require some persuasion skill.</p> <p>The job requires general skills in inclusive communication in a diverse society and basic skills in more than one language.</p>
3	<p>There are requirements for very good skills and sensitivity in communication and skills in highlighting and understanding the needs of customers and/or clients/patients. Requirements for skills in communicating, explaining and/or discussing options and information related to the subject, where the ability of employees in setting professional boundaries in relationships can be tested.</p> <p>Requirements for deliberation, tact and patience in communication which tests considerable negotiation and persuasion skills.</p> <p>The job requires general skills in inclusive communication in a diverse society and some ability in more than one language.</p> <p>The job involves the dissemination of a variety of information to different groups.</p>
4	<p>There are requirements for very good skills and sensitivity in communication and skills in highlighting and understanding the needs of customers and/or clients/patients. This includes emotional sensitivity, tact and deftness in communicating with people in situations that can be challenging due to stress, anxiety and/or emotional tension.</p> <p>Requirements for deliberation, tact and patience in communication where there may be a need to defuse situations where emotional tension is high and the situation demands good negotiation and persuasion skills, interview techniques and skills in gathering information about the issue.</p> <p>The job requires extensive skills in inclusive communication in a diverse society, including skills in acquiring concepts and ideas that make services accessible to more people. Requirements for skills in communicating in more than one language.</p> <p>The communication is quite important to achieve the desired effect on individuals and/or groups in complex situations and/or on the efficiency of the service.</p> <p>The job involves the communication of complex and sensitive information to diverse groups.</p>

Level	Level definitions Communication and inclusion skills
5	<p>There are requirements for outstanding skills and sensitivity in communication and skills in highlighting and understanding the needs of customers and/or clients/patients. This includes high emotional sensitivity, tact and deftness in communicating with people in situations that can be very challenging due to stress, anxiety and/or emotional tension.</p> <p>Requirements for extensive skill and deliberation, tact and patience in communication where there may be a need to defuse situations where emotional tension is high and the situation demands very good negotiation and persuasion skills, interview techniques, consulting skills, and skills in gathering information about the issue.</p> <p>The job requires very good skills in inclusive communication in a diverse society, including skills in acquiring concepts and ideas that make services accessible to more people. Requirements for good skills in communicating in more than one language.</p> <p>The communication is important to achieve the desired effect on individuals and/or groups in complex situations and/or on the efficiency of the service. This may include the necessity for employees to intervene in inappropriate behaviour or conduct in the interest of individuals and/or the organisation as a whole.</p> <p>The job involves communicating complex or controversial information to various groups, including individuals who do not have specialised expertise in the field the information concerns.</p>
6	<p>There are requirements for outstanding and multifaceted skills and sensitivity in communication and skills in highlighting and understanding the needs of clients/patients. This includes very high emotional sensitivity, tact and deftness in communicating with people in situations that can be very challenging due to stress, anxiety and/or emotional tension.</p> <p>Requirements for very extensive skill and deliberation, tact and patience in communication where there may be a need to defuse situations where emotional tension is high. Requirements that employees can maintain their position in the face of very strong pressure to do otherwise.</p> <p>Requires outstanding negotiation and persuasion skills, interview techniques, consulting skills and skills in gathering information about the subject.</p> <p>The job requires outstanding skills in inclusive communication in a diverse society, including skills in acquiring concepts and ideas that make services accessible to more people. Requirements for outstanding skills in communicating in more than one language.</p> <p>Requirements for employees to lead the way in safeguarding the interests of an organisation or a group of issues which can have a major impact on the organisation, individuals and/or groups. This may include the necessity for employees to intervene in inappropriate behaviour or conduct in the interest of individuals and/or the organisation as a whole.</p> <p>Communicating diverse, complex or controversial information to various groups, including individuals who do not have specialised expertise in the field the information concerns.</p>



5. Practical skills

This factor evaluates the practical skills required by a job and how they are acquired. This includes an evaluation of the practical skills required, what they entail, how varied those skills are and how they are useful in handling tools, equipment or working with people.

- Consideration is given to what sort of practical skills are required in the job.
- Consideration is given to whether speed and/or accuracy is required when solving tasks.
- Consideration is given to whether employees need to use the skills in a variety of ways.
- Consideration is given to the type of training and/or experience needed to acquire the skills.

Factor considerations

An evaluation is made of the type of physical skills required by the job and how the skills are acquired.

Examples of job evaluation at specific levels must be presented to facilitate the use of this factor. It is important to define key concepts and ensure their consistent interpretation when implementing and using the job evaluation system.

Concepts that require further definition during implementation and use include:

- **Speed and accuracy:** refers to the fact that different degrees of accuracy and different working speeds are needed to fulfil the requirements of a job. The interaction between speed and precision also needs to be evaluated.
- **Sensory co-ordination:** refers to whether a job requires co-ordinating sensory skills to solve tasks, e.g. hand/mind co-ordination.
- **Diverse skills:** refers to the need to assess whether jobs require homogeneous or diverse skills.
- **Adaptation of the skills:** refers to whether a job requires the use of specific skills in a variety of ways.
- **Acquisition of the skills:** refers the need to take into account in evaluation the manner in which the skills were acquired. Skills acquired through lengthy training and/or formal education are valued higher than skills acquired through short, on-the-job training.

Level**Level definitions
Practical skills**

- 1** The job does not require special practical skills but does require general practical skills.
- 2** A requirement for practical skills which are generally obtained through short work experience or practical training.

A requirement for some skill in handling or controlling objects, equipment, machinery and/or people where sensitivity and/or tact is required but not precision. Some skill in mind-hand co-ordination required.

Some word processing skills are required.
- 3** The job involves an increased requirement for more than one type of practical skills.
A requirement for practical skills generally acquired through training or specific experience.

A requirement for good skills in handling or controlling objects, equipment, machinery and/or people, where sensitivity and/or tact are required as well as some speed and precision. Good skills in mind-hand co-ordination are required.
Good word processing skills are required.

The job involves an increased requirement for one type of practical skill and its use in a variety of ways.
- 4** A requirement for multifaceted and well developed practical skills generally acquired through formal practical training/study.

A requirement for very good skills in handling or controlling objects, equipment, machinery and/or people, where sensitivity and/or tact is required as well as very high speed and precision. Requires very good skills in mind-hand co-ordination.

The job may require very good specific skills that are exercised in a homogeneous way, or good specific skills that are used in a more diverse way.
- 5** A requirement for very multifaceted and well developed practical skills generally acquired through specialised formal and practical training/study.

A requirement for outstanding skills in handling or controlling objects, equipment, machinery and/or people, where sensitivity and/or tact are required, as well as very high speed and precision. Outstanding skills in mind-hand co-ordination are required.

The job requires very good specific skills that are used for a wide variety of purposes. It can be expected that the skills will need to be adapted in line with development/changes in issues/tasks.

Effort

6. Physical effort

This factor evaluates the physical effort required by the job. An assessment is made of whether the job requires physical strength and/or endurance and if so how much.

- Consideration is given to the type and intensity of the effort.
- Consideration is given to the frequency and duration of the physical effort.

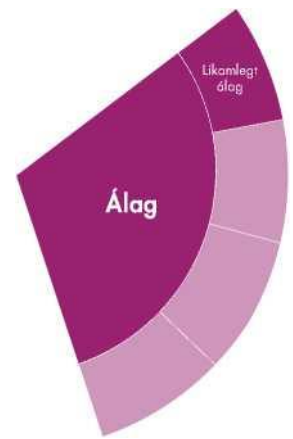
Factor considerations

An assessment is made of what type of physical effort a job requires in diverse types of work, whether it requires physical strength or endurance.

Examples of job evaluation at specific levels must be presented to facilitate the use of this factor. It is important to define key concepts and ensure their consistent interpretation when implementing and using the job evaluation system.

Concepts that require further definition during implementation and use include:

- Physical strength: refers to the fact that a job may require the employee to lift, carry, push, pull, stoop, bend and/or stretch or otherwise handle objects or people in a manner that tests physical strength.
- Endurance: refers to the fact that a job may involve requirements for employees to stand, walk, run or exercise physical endurance in other ways, for example, to apply simple repetitive movements with an intensity that can cause strain on the musculoskeletal system.
- Confined working conditions: refers to the physical strain on employees who have to work in cramped working spaces or in other working conditions where there are limited opportunities to use the body without restraint.
- Frequency: refers to how often the job requires working under physical strain.
- Intensity: refers to how much physical effort can be involved in a job.
- Opportunities for rest: refers to the fact that evaluation of jobs takes into account whether employees have the flexibility to take a break from work.



Level	Level definitions	Physical effort
1	The job rarely requires physical exertion.	
2	Occasionally the job requires moderate physical exertion, such as lifting or carrying light or medium-weight objects. Quite often the job requires employees to stoop, bend and/or stretch during their work. The job may require employees to work in a cramped position, and may require performance of simple, repetitive movements with intensity for shorter periods that place strain on the musculoskeletal system.	
3	Quite often the job requires considerable physical effort, such as carrying or lifting a heavy weight. The job often requires moderate physical exertion, such as carrying or lifting a heavy weight. Often the job requires employees to stoop, bend and/or stretch during their work. The job may require employees to work in a cramped position, and may require performance of simple, repetitive movements with intensity for longer periods that places strain on the musculoskeletal system.	
4	The job often requires extensive physical exertion, such as carrying or lifting a heavy weight. Very often the job requires employees to stoop, bend and/or stretch during their work. The job may require employees to work in a very cramped position, and may require performance of precise fine motor movements with an intensity for a longer period.	
5	The job very often requires very great physical exertion, such as carrying or lifting a heavy weight. The job may require employees to work in a very cramped position, and may require performance of precise fine motor movements with an intensity for a longer period.	



7. Mental effort

In this factor, the requirements for concentration and exercising care in work are evaluated. An evaluation is made of the impact of interruptions to the work process and the scope that employees have to relax their concentration. The stress that prioritising projects and deadlines have on employees is also assessed.

- Consideration is given to how often and how much concentration and care is required and whether employees have scope to relax their concentration.
- Consideration is given to the impact of interruptions on periods of concentration and attention.
- Consideration is given to the stress that time limits and prioritisation of projects/work place on employees, when they have to respond to demands that may conflict with each other.

Factor considerations

An evaluation is made of the mental load involved in the job and which appears in the demands for concentration and attention and of the pressure related to deadlines and prioritisation of tasks.

Examples of job evaluation at specific levels must be presented to facilitate the use of this factor. It is important to define key concepts and ensure their consistent interpretation when implementing and using the job evaluation system.

Concepts that require further definition during implementation and use include:

- Intensity of effort: refers to how much/how intense attention tasks require and the impact of interruptions on the work process.
- Duration of attention: refers to how long increased attention is demanded.
- Opportunity to relax concentration: refers to the amount of scope allowed to take a break and relax concentration.
- Workload effort: refers to the effort involved in working under pressure due to deadlines and conflicting demands which require prioritisation of tasks.
- Concentration: refers to the attention that jobs require and includes mental concentration, which is manifested, among other things, in logical reasoning, working with text and figures and other work that requires working with a varying number of parameters in context.
- Exercising care: refers to the attention that jobs require which involves the use of senses and logical reasoning, for example, when supervising children and other people who need to be watched for reasons of their safety. Refers also to the attention that jobs require which involves the use of senses and logical reasoning in working with equipment, vehicles and machines where care and caution are needed.

Level	Level definitions Mental effort
1	<p>The job requires general exercising of care and/or concentration for working with people and/or on projects.</p> <p>Interruptions have a negligible effect on the work process.</p> <p>There is scope to relax attention as needed.</p>
2	<p>Requirements for increased attention and/or concentration for working with people and/or on projects. The job involves insignificant workload-related pressure, as deadlines are predictable. Measures can often be taken to reduce workload.</p> <p>Interruptions have little effect on the work process.</p> <p>Employees occasionally have to respond to conflicting demands. Almost always there is scope to relax attention as needed.</p>
3	<p>The job fairly often requires attention and/or concentration for working with people and/or on projects. The job involves some workload-related pressure, as deadlines are not always predictable. Measures can sometimes be taken to reduce workload.</p> <p>Interruptions can have some effect on the work process.</p> <p>Employees have to respond to conflicting demands fairly often.</p> <p>Most often there is scope to relax attention as needed.</p>
4	<p>The job often requires very high attention and/or concentration for working with people and/or on projects.</p> <p>The job involves high workload-related pressure, as deadlines are seldom predictable. It is seldom possible to take measures to reduce the workload.</p> <p>Interruptions can have a major impact on the work process.</p> <p>Employees often have to respond to conflicting demands. There is little scope to relax attention as needed.</p>
5	<p>The job very often requires in-depth attention and/or concentration for working with people and/or on projects.</p> <p>The job involves very high workload-related pressure, as deadlines are very seldom predictable. It is almost never possible to take measures to reduce the workload.</p> <p>Interruptions can have a very great impact on the work process.</p> <p>Employees very often have to respond to conflicting demands and there is very little scope to relax attention as needed.</p>



8. Emotional effort

This factor assesses the emotional effort involved in the job in any kind of interaction with people, in work performed in the interest of people and society and in decision-making which can have an inhibiting effect.

- Consideration is given to how much emotional pressure situations and/or interactions with people can cause employees.
- Consideration is given to how frequently employees are subject to emotional pressure due to situations or interactions with people.

Factor considerations

An evaluation is made of the emotional effort required in interactions and work in the interest of the welfare of others. Dealing with emotionally demanding situations where emotional tension may arise due to happiness, sadness, fear or other emotions tests the resilience and endurance of employees.

Examples of job evaluation at specific levels must be presented to facilitate the use of this factor. It is important to define key concepts and ensure their consistent interpretation when implementing and using the job evaluation system.

Concepts that require further definition during implementation and use include:

- Intensity of effort: refers to the situations in which the effort is required, whether it is due to direct contact in front-line services and/or welfare services or due to work in the interest of the welfare of others without direct contact.
- Duration of effort: refers to how often employees work in situations involving emotional effort and how long the effort lasts.

Level	Level Emotional effort	definitions
1		<p>The job involves limited/low emotional effort. The job rarely requires employees to work in emotionally challenging situations or interact with individuals who, due to their situation or behaviour, can cause emotional pressure.</p>
2		<p>From time to time the job requires employees to work in emotionally challenging situations or interact with individuals who, due to their situation or behaviour, can cause some emotional pressure. Or: The job rarely requires employees to work in emotionally challenging situations or interact with individuals who, due to their situation or behaviour, can cause high emotional pressure.</p>
3		<p>The job often requires employees to work in emotionally challenging situations or interact with individuals who, due to their situation or behaviour, can cause some emotional pressure. Or: From time to time the job requires employees to work in emotionally challenging situations or interact with individuals who, due to their situation or behaviour, can cause high emotional pressure.</p>
4		<p>The job often requires employees to work in emotionally challenging situations or interact with individuals who, due to their situation or behaviour, can cause high emotional pressure. Or: From time to time the job requires employees to work in emotionally challenging situations or interact with individuals who, due to their situation or behaviour, can cause extreme emotional pressure.</p>
5		<p>The job very often requires employees to work in emotionally challenging situations or interact with individuals who, due to their situation or behaviour, can cause high emotional pressure. Or: The job often requires employees to work in emotionally challenging situations or interact with individuals who, due to their situation or behaviour, can cause extreme emotional pressure.</p>
6		<p>The job very often requires employees to work in emotionally challenging situations or interact with individuals who, due to their situation or behaviour, can cause extreme emotional pressure.</p>

9. Initiative and independence

This factor assesses the scope that employees have to show initiative and independence in their work and to what extent this is limited by instructions, policies and procedures and/or work rules.

- Consideration is given to the extent to which instructions, policies and clear procedures provide support for employees in their work.
- Consideration is given to how much scope and independence employees have in their work and how much initiative is expected from them.

Factor considerations

The demands placed on employees to show initiative and independence in their work are evaluated. An evaluation is made of how much support employees enjoy in the form of instructions, policies, procedures and other guidelines for the job.

Examples of job evaluation at specific levels must be presented to facilitate the use of this factor. It is important to define key concepts and ensure their consistent interpretation when implementing and using the job evaluation system.

Concepts that require further definition during implementation and use include:

- Initiative: refers to the extent to which employees are required to influence the organisation and execution of their own tasks/work and that of others and the extent to which employees are involved in decision-making.
- Field of work: refers to the scope of the activities on which employees have an influence.
- Flexibility: refers to the extent to which employees have scope to influence their work and to what extent their scope is limited by instructions, procedures and policies.

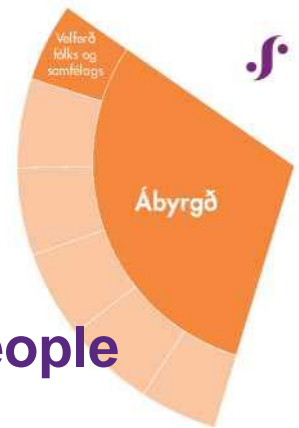


Level	Level definitions Initiative and independence
1	<p>Employees perform well-defined, predictable tasks that are carried out by two or more people and are organised by others.</p> <p>The job is generally done under the supervision of management and/or according to clear instructions or procedures, so there is little scope for decision-making and employees have limited possibilities to change their working arrangements.</p>
2	<p>Employees perform well-defined, predictable tasks that are often performed by two or more people.</p> <p>The work follows clear procedures, but employees have some scope to make changes to their own work arrangements as needed, which requires some flexibility.</p> <p>Employees have easy access to guidance and refer problems to a manager.</p>
3	<p>Employees work in accordance with recognised work methods and an approved policy and must respond independently to unforeseen problems and situations.</p> <p>Employees can consult a manager/supervisor in solving problems/tasks.</p>
4	<p>Employees work in accordance with recognised work methods and an approved policy and are responsible for co-ordinating work in a defined field of work at the workplace.</p> <p>The job requires some flexibility in work and independence in order to respond to unforeseen problems/tasks.</p> <p>Employees can seek guidance and advice from a manager for solving more difficult problems/tasks.</p>
5	<p>Employees work in accordance with recognised work methods and an approved policy and are responsible for co-ordinating work in a defined field of work at the workplace.</p> <p>Employees are responsible for prioritisation and decision-making within a defined field of work.</p> <p>Requires flexibility and independence in work.</p> <p>Employees can seek guidance and advice from a manager regarding tasks or issues related to operations and/or strategic decisions.</p>
6	<p>Employees work in accordance with recognised work methods and an approved policy and are responsible for managing small departments/teams in the workplace.</p> <p>The job involves fairly broad scope for acting and decision-making within a defined field of work in the workplace.</p> <p>Requires great flexibility and independence in work.</p> <p>Access to managers is limited, but they can still be consulted in connection with complex tasks or issues related to operations and/or strategic decisions.</p>

Effort: 9. Initiative and independence

Level	Level definitions Initiative and independence
7	<p>Employees work in accordance with recognised work methods and an approved policy and are responsible for managing larger departments/teams in the workplace.</p> <p>The job involves very broad scope for acting and decision-making within a defined field of work.</p> <p>Requires very great flexibility and independence in work.</p> <p>Access to managers is limited to very complex tasks or issues concerning operations and/or strategic decisions or other particularly complex and unpredictable matters.</p>
8	<p>Employees work in accordance with recognised work methods and an approved policy and are ultimately responsible for managing an entire organisational unit.</p> <p>The job involves very broad scope for acting and decision-making for the entire organisational unit.</p> <p>Requires very great flexibility and independence in work.</p> <p>The job includes the management of an organisational unit, and the board's involvement is limited to policy matters.</p>

Responsibility



10. Responsibility for the welfare of people and society

This factor evaluates the responsibility of employees for the welfare of people and society. This responsibility involves, among other things, personal service and advice, support services, development of service resources, enforcement of laws and regulations, supervisory duties and other duties related to the welfare of individuals and society.

- Consideration is given to whether the job includes responsibility for direct services to people, for example, various types of welfare services.
- Consideration is given to whether the job includes involvement in or responsibility for support services and/or the development of service resources.
- Consideration is given to whether the job includes responsibility for decision-making and/or enforcement of laws or rules that have a direct impact on people's well-being in the long or short term.

Factor considerations

This factor evaluates the responsibility of employees for the welfare of people and society. This includes, among other things, responsibility for services to people in connection with basic needs such as social, educational and health services. It also includes responsibility for services that support social welfare with effects on, among other things, public health, social participation and democracy.

Examples of job evaluation at specific levels must be presented to facilitate the use of this factor. It is important to define key concepts and ensure their consistent interpretation when implementing and using the job evaluation system.

Concepts that require further definition during implementation and use include:

- Direct services: refers to services to individuals that affect people's quality of life and well-being. This includes analysing needs and selecting or developing service resources.
- Indirect services: refers to support services and tasks intended to improve services to people and social welfare.
- Laws and regulations: refers to the responsibility for implementing and enforcing laws and regulations pertaining to the welfare of society and the authority to apply inhibiting measures.

Responsibility: 10. Responsibility for the welfare of people and society

Level	Level definitions Responsibility for the welfare of people and society
1	<p>The job involves limited or little service to people and low communication requirements. The work is often done in solitude.</p>
2	<p>The work involves some influence on the welfare of individuals or groups by:</p> <ul style="list-style-type: none">- giving people information or assistance in getting services they need;- obtaining assistance/resources to be independent;- providing support or services to employees who provide services to people.
3	<p>The work involves considerable influence on the welfare of individuals or groups.</p> <p>Employees are responsible for analysing the needs of individuals or groups who depend on them for basic needs and for providing them with appropriate advice, guidance, care or services.</p> <p>Employees are responsible for work that includes support or services to employees who provide services to people and/or work on developing systems or service resources.</p> <p>Requirements that employees enforce and/or implement laws and/or regulations that have a direct effect on the welfare of people.</p>
4	<p>The work involves a high, direct effect on the welfare of individuals or groups.</p> <p>Employees need to acquire through analysis an in-depth understanding of the complex and/or sensitive needs of individuals or groups, who depend on employees for their basic needs, and provide them with direct support and/or services in response to their needs.</p> <p>The services provided have a direct effect on people's possibilities for independence, community participation and increased quality of life in their daily activities.</p> <p>Employees are responsible for specialised work that includes support or services to employees who provide services to people and/or work on developing systems or service resources. The job requires that employees enforce and/or implement laws or regulations that have a high, direct effect the welfare of people.</p> <p>The job includes a mandate to take appropriate measures/remedies depending on the circumstances.</p>

Level	Level definitions Responsibility for the welfare of people and society
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- 5** The job involves a very great, direct impact on the welfare of individuals or groups that depend on the services provided.
- The job requires employees to analyse, understand, assess and regularly re-assess people's complex, sensitive and changing situations on a regular basis to ensure that services always meet their ever-changing needs.
- The services provided (or support for services provided) have great significance for the quality of life, welfare and/or development of individuals or groups.
- Employees are responsible for making decisions that may affect the welfare of individuals/groups in the long term.
- 6** The job involves considerable direct impact on the welfare of individuals or groups that depend on the services provided.
- The job requires employees to analyse, understand, assess and regularly re-assess the complex, sensitive and changing situations of individuals and groups. This can include prioritising, developing and adapting resources to respond to situations and ensure welfare.
- The services provided (or support for services provided) have very great significance for the quality of life, welfare and/or development of individuals or groups.
- Employees are responsible for making decisions that may affect the welfare of individuals/groups in the long term.



11. Management responsibility

This factor assesses employees' responsibility for any kind of management of employees and tasks. An evaluation is made of the responsibility for direct management and responsibility for guidance, advice and/or professional leadership.

- Consideration is given to whether the job includes direct responsibility for management, which includes, among other things, the management of employees and responsibility for strategic management of a work unit.
- Consideration is given to whether the job includes responsibility for management in the form of guidance and support, co-ordination of tasks, training and expert leadership.

Factor considerations

An evaluation is made of employees' responsibility for any type of management, such as project management, supervision, direct management, guidance, training, professional advice and leadership.

Examples of job evaluation at specific levels must be presented to facilitate the use of this factor. It is important to define key concepts and ensure their consistent interpretation when implementing and using the job evaluation system.

Concepts that require further definition during implementation and use include:

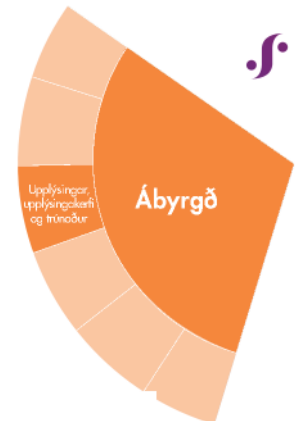
- Management: refers to what type of management employees are responsible for.
- Professional leadership: refers to the employee's responsibility for advice, guidance and leadership for a function/in a special field aimed at supporting professional work and the success of the organisational unit.

Level	Level definitions Management responsibility
1	<p>The work occasionally involves responsibility for other employees, such as interns, students, volunteers and other temporary employees.</p> <p>May require skills in providing guidance to beginners and/or other employees on the performance of tasks.</p>
2	<p>The job may require responsibility for co-ordinating the work of employees who do similar work to the person concerned (e.g. task direction of work groups, organisation of shifts, etc.).</p> <p>The job includes training and guiding new employees and/or other employees on the performance of tasks.</p> <p>Employees are required to provide guidance and advice within the workplace on the implementation of laws, rules, policies etc. (support services such as human resources, finance, quality, rights and obligations etc.).</p>
3	<p>The job includes direct responsibility for co-ordinating the work of other employees and directing the work of group(s). That responsibility includes assigning work to a small group/team, supervising, training and guiding work.</p> <p>Employees are required to look after training, provide guidance and professional advice at all times in the workplace.</p>
4	<p>The job involves direct responsibility for the management of a small work unit/team (1-5 employees).</p> <p>The employee in question is a direct manager and must have good communication skills and management experience to effectively manage the group, provide advice, training and team direction.</p> <p>And/or</p> <p>The job involves professional leadership in a specific function/field. This includes advice and support that promotes compliance with laws and policies and the desired results of the organisational unit in the function/in the specific field.</p>

Responsibility: 11. Management responsibility

Level	Level definitions Management responsibility
5	<p>The job involves direct responsibility for the management of a larger work unit/team (more than 5 employees).</p> <p>The employee in question is a direct manager and must have very good communication skills and management experience to effectively manage the group, provide advice, training and team direction. And/or</p> <p>The job includes leadership of a function/in a specific field and responsibility for professional operations, compliance with laws and policies and the performance of the organisational unit in the function/specific field. Involvement in formulating professional practices/criteria within and outside of the organisational unit.</p>
6	<p>The job involves high direct responsibility for the management of more than one work unit/team.</p> <p>The person is a direct manager and oversees other managers/junior managers, and this requires strong management and communication skills. And/or</p> <p>The job involves leadership of a function/in a specific field and high responsibility for professional operations, compliance with laws and policies and the performance of the organisational unit in the function/specific field. Responsibility for formulating professional practices/criteria within and outside of the organisational unit.</p>
7	<p>The job includes ultimate responsibility for the management of the institution/department.</p> <p>The job involves management of higher junior managers, ultimate responsibility for professional operations, compliance with laws and policies and the performance of the organisational unit in the function/specific field.</p> <p>The job makes high requirements for strategic management and communication skills.</p>

12. Responsibility for information, information systems and confidentiality



This factor assesses employees' responsibility for handling and processing information and data.

An evaluation is made of the responsibility for maintaining and developing information systems and/or databases and responsibility for the enforcement of laws and regulations on security and confidentiality.

- Consideration is given to the nature of the data, whether it is confidential, sensitive and/or personally identifiable.
- Consideration is given to whether the responsibility is for access controls to data, information systems and/or databases.

Factor considerations

Responsibility for information, information systems and confidentiality is assessed in this factor, together with employees' responsibility to ensure the work accords with the law and requirements for security, among other things, for information systems and personal data protection.

Examples of job evaluation at specific levels must be presented to facilitate the use of this factor. It is important to define key concepts and ensure their consistent interpretation when implementing and using the job evaluation system.

Concepts that require further definition during implementation and use include:

- Type of data: refers to the type of data that is processed, for example, data that is sensitive, confidential, personally identifiable etc.
- Handling of data: refers to responsibility for processing and recording data/information in databases/information systems.
- Databases/information systems: refers to responsibility for technical updates, technical maintenance and access controls, as well as responsibility for compliance with laws and security requirements.

Level	Level definitions Responsibility for information, information systems and confidentiality
1	<p>The job includes limited responsibility for data/information. It may include requirements concerning the handling or processing of simple, accessible data/information and information systems.</p>
2	<p>The job involves some responsibility for information. It may include requirements for the handling, recording, processing or copying of data/information that may be subject to confidentiality.</p> <p>And/or</p> <p>The job involves some direct responsibility for updating/maintaining information systems.</p>
3	<p>The job includes considerable responsibility for data/information. It may include requirements for the handling, recording or processing of data or copying of sensitive information where confidentiality is important.</p> <p>And/or</p> <p>The job includes daily responsibility for updating/maintaining information systems/databases for use within the work unit. This includes ensuring that information systems/databases are secure and comply with law.</p>
4	<p>The job involves high responsibility for data/information. It may include requirements for the handling, recording or processing of data or copying of sensitive personal information where confidentiality is important.</p> <p>And/or</p> <p>The job involves high responsibility for updating/maintaining information systems/databases for use within and outside of the work unit. This includes ensuring that information systems/databases are secure and comply with law.</p>
5	<p>The job involves very high, direct responsibility for own access and other employees' access to data/information. It may involve very high responsibility for the handling, recording or processing of data or copying of sensitive personal information where confidentiality is important.</p> <p>And/or</p> <p>The job involves very high, direct responsibility for updating/maintaining information systems/databases for use throughout the organisational unit. This includes ensuring that information systems/databases are secure and comply with law.</p>



13. Responsibility for physical and financial resources

This factor evaluates the responsibility of employees for physical and financial resources.

An evaluation is made, on the one hand, of the responsibility involved in the handling of funds, budgeting and supervision of the financial framework. On the other hand, an evaluation is made of the responsibility involved in the supervision and use of various types of equipment and the responsibility to ensure that tasks/projects are provided with appropriate material resources.

- Consideration is given to how high are the amounts for which employees are responsible.
- Consideration is given to the flexibility that employees have within the financial framework.
- Consideration is given to the value of those assets that employees use or supervise.
- Consideration is given to whether employees are responsible for adapting, developing or obtaining equipment/assets.

Factor considerations

An evaluation is made of responsibility for physical and financial resources based on the value of those resources for which the employee is responsible. This includes, among other things, the use and maintenance of equipment and assets, handling of funds, planning and responsibility for ensuring appropriate material resources for tasks/projects.

Examples of job evaluation at specific levels must be presented to facilitate the use of this factor. It is important to define key concepts and ensure their consistent interpretation when implementing and using the job evaluation system.

Concepts that require further definition during implementation and use include:

- Value: refers to how high are the amounts and how valuable the assets the employee is responsible for.
- Resources: refers to the employee's responsibility to ensure tasks/projects have appropriate resources in the form of funds and equipment.
- Budget: refers to the responsibility for preparing a budget and monitoring its implementation, and to the scope inherent in the work to allocate funds within the budget framework.
- Physical resources: refers to the responsibility for material valuables involved in their use, maintenance, design, purchase etc.

In a job involving responsibility for both physical and financial resources, the job is ranked at whichever of the sub-factors is rated higher.

Responsibility: 13. Responsibility for physical and financial resources

Level	Level definitions Responsibility for physical resources	Level definitions Responsibility for financial resources
1	<p>The job involves limited or low responsibility for physical resources. The job may include the use or care of physical resources of low value.</p>	<p>The job involves limited or low responsibility for financial resources. It may include the handling of small amounts, card payments, invoices or similar.</p>
2	<p>The job involves some responsibility for ensuring that specific tasks/projects receive appropriate resources. This includes some responsibility for less valuable material resources such as:</p> <ul style="list-style-type: none"> • use of equipment or facilities; • control of a limited amount of stock/supplies; • responsibility for the treatment of equipment used for specific projects; • responsibility for the supervision of buildings, equipment and/or other resources to ensure that minimum safety requirements are met. 	<p>The job involves some responsibility for financial resources. This may involve employees having to handle and/or account for fairly large amounts of cash, cheques, invoices or the like in accordance with an approved budget.</p>
3	<p>The job involves high responsibility for the disposition and utilisation of assets/equipment when providing services.</p> <p>This includes high responsibility for more valuable material resources such as:</p> <ul style="list-style-type: none"> • regular use of expensive equipment or facilities; • supervision of large-scale equipment, machinery or supplies; • supervision of the treatment of equipment used by a work unit; • ensuring the safety, maintenance and repair of equipment, buildings, and other assets/equipment. 	<p>The job involves high responsibility for financial resources and some involvement in budgeting, where flexibility within the budget framework is limited. This may include employees having to handle and/or account for large amounts of cash, checks and invoices in accordance with an approved budget.</p>

Responsibility: 13. Responsibility for physical and financial resources

Level	Level definitions Responsibility for physical resources	Level definitions Responsibility for financial resources
4	<p>The job entails extensive responsibility for ensuring resources so that the organisational unit can operate in accordance with its set goals.</p> <p>This includes extensive responsibility for expensive material resources such as:</p> <ul style="list-style-type: none">• the design, development or adaptation of equipment, land areas or buildings to the needs of the organisational unit;• ensuring the safety of equipment/assets and/or natural resources;• ordering expensive equipment and supplies.	<p>resources.</p> <p>The job involves extensive responsibility for financial resources and budgeting, where there is some flexibility within the budget framework. It includes responsibility for preparing budgets and monitoring their implementation.</p> <p>The job requires handling and accounting for very large amounts of money.</p>
5	<p>The job entails ultimate responsibility for ensuring resources so that the organisational unit can operate in accordance with its set goals in the long term.</p> <p>This includes ultimate responsibility for very expensive material resources such as:</p> <ul style="list-style-type: none">• the design, development or adaptation of land areas or buildings to the needs of the organisational unit;• ensuring the safety of equipment/assets and/or natural resources;• ordering very expensive equipment and supplies;• responsibility for planning that concerns the organisational unit's utilisation of material	<p>The job involves ultimate responsibility for financial resources across the organisational unit. This includes ultimate responsibility for preparing budgets, monitoring their implementation and ensuring the efficient use of funds.</p>

14. Responsibility for strategic planning

This factor evaluates the involvement of employees in strategic planning and/or development work and what it consists of.

- Consideration is given to what the employees' involvement in strategic planning and development work consists of.
- Consideration is given to whether and in what way the job includes responsibility for the implementation of and follow-up on the approved strategy.



Factor considerations

An evaluation is made of the responsibility for strategic planning and/or development work, the implementation of an approved strategy and its follow-up.

Examples of job evaluation at specific levels must be presented to facilitate the use of this factor. It is important to define key concepts and ensure their consistent interpretation when implementing and using the job evaluation system.

Concepts that require further definition during implementation and use include:

- Strategic planning and development work: refers to whether the employee's responsibility consists of proposing and participating in strategic planning work or of leading such work.
- Implementation of and follow-up on an approved strategy: refers to the role that employees play regarding the approved strategy. This may include participation in or responsibility for the implementation of and follow-up on part or all of the strategy for the organisational unit.

Level	Level definitions Responsibility for strategic planning
1	<p>The job requires little or limited involvement in strategic planning and development work. However, it does require that employees share information/knowledge about their work that can be used in strategic planning and/or development work, for example, on employee conference days.</p> <p>The job requires employees to know the strategy of their field of work and work in accordance with it.</p>
2	<p>The job requires some involvement in strategic planning and development work. It requires employees to make suggestions and take part in strategic planning and development work within their field of work/professional field.</p> <p>The job requires employees to be well versed in the strategy of their field of work and work in accordance with it, as well as knowing the strategy of related activities.</p>
3	<p>The job requires responsibility for strategic planning and development work. Employees are required to share information/knowledge about their jobs and fields of work that can be useful in strategic planning and/or development work where the active participation of employees is required</p> <p>The job requires active involvement or participation in the implementing of and follow-up on the strategy adopted within the work unit.</p>
4	<p>The job requires high responsibility for strategic planning and development work. It requires employees to direct strategic planning and development work within their field of work/professional field.</p> <p>The job includes responsibility for the implementation of and follow-up on the approved strategy within the work unit.</p>
5	<p>The job involves very high responsibility for strategic planning and development work. It requires employees to direct strategic planning and development work across the organisational unit.</p> <p>The job includes responsibility for the implementation of and follow-up on the approved strategy within more than one work unit.</p>
6	<p>The job includes ultimate responsibility for strategic planning and development work. It requires employees to direct strategic planning and development work for an entire organisational unit.</p> <p>The job includes responsibility for the implementation of and follow-up on the approved strategy for the entire organisational unit.</p>



15. Responsibility for equality and inclusion

This factor evaluates whether a job includes responsibility for promoting an inclusive, healthy and safe working environment for all employees, where equality for all is the guiding principle.

Equality means that everyone enjoys equal rights and opportunities for social participation regardless of gender, queerness, origin, disability, opinions, religion or status in any other respect.

Inclusion refers to the responsibility involved in working to create a diverse society/work environment without any kind of differentiation and discrimination.

- Consideration is given to the involvement and/or responsibility of employees for promoting equality and inclusion in their work.

Factor considerations

An evaluation is made of work in the interest of equality and inclusion in all activities, to encourage increased access to a safe and healthy work environment and accessible and better services.

Examples of job evaluation at specific levels must be presented to facilitate the use of this factor. It is important to define key concepts and ensure their consistent interpretation when implementing and using the job evaluation system.

Concepts that require further definition during implementation and use include:

- Employer's obligations: refers to the employer's responsibility to create a healthy and secure work environment, provide services and operate in all respects in accordance with applicable laws and regulations and an approved strategy regarding human rights, equality, inclusion and the security of all.
- Involvement: refers to employees' responsibility for working to promote equality and inclusion.
- Field of work: refers to how many work units are included in the responsibility for working in support of equality and inclusion.

Level	Level definitions Responsibility for equality and inclusion
1	<p>The job includes requirements that the employees work in accordance with the approved strategy regarding the employer's responsibility for equality and inclusion and participate in work to support this within their own work unit.</p>
2	<p>The job involves some responsibility for enforcing the employer's obligations and emphases concerning equality and inclusion in the work environment.</p> <p>This includes the responsibility for being aware of policies concerning equality and inclusion and the involvement of employees in professional work to support this within their own work unit.</p>
3	<p>The job includes responsibility for enforcing the employer's obligations and emphases concerning equality and inclusion in the work environment.</p> <p>This includes the responsibility to have an in-depth knowledge of policies concerning equality and inclusion and to lead professional work to support this within one's own work unit.</p>
4	<p>The job involves a high responsibility for enforcing the employer's obligations and emphases concerning equality and inclusion in the work environment.</p> <p>This includes a high responsibility to have an in-depth knowledge of policies concerning equality and inclusion and to lead professional work to support this in more than one work unit.</p>
5	<p>The job includes ultimate responsibility for shaping and enforcing the employer's obligations and emphases concerning equality and inclusion in the work environment.</p> <p>This includes a high responsibility to have an in-depth knowledge of policies concerning equality and inclusion and to be one a leader of professional work to support this in all activities of the organisation as a whole.</p>

Work environment



16. Working conditions

This factor examines the working environment, how unpleasant, hazardous, or uncomfortable it can be, and evaluates what possible impact this can have on employees.

- Consideration is given to whether and, if so, how often working conditions can be considered unpleasant due to dirt, lighting conditions, noise, humidity and temperature, weather, isolation, conduct, behaviour, rudeness, etc.
- Consideration is given to whether and, if so, how often working conditions can cause mild harm, for example, due to minor injuries and accidents, contact with harmful substances, risk of infection with mild diseases, oral harassment, more serious insults, etc.
- Consideration is given to whether and, if so, how often working conditions can cause harm, for example, due to more serious injuries and accidents, risk of infection with more serious diseases, contact with toxins, threats, physical, mental and sexual harassment, and violence etc.

Factor considerations

An evaluation is made of working conditions and their possible effects on employees. Physical and psychosocial factors in the work environment are considered in the evaluation.

Examples of job evaluation at specific levels must be presented to facilitate the use of this factor. It is important to define key concepts and ensure their consistent interpretation when implementing and using the job evaluation system.

Concepts that require further definition during implementation and use include:

- **Impact of working conditions:** refers to whether factors in the work environment can cause discomfort, mild harm or considerable harm.
- **Frequency:** refers to how often employees can expect or actually experience discomfort or harm due to factors in the work environment.

Level	Level definitions Working conditions
1	<p>The job rarely requires working under working conditions that may cause physical and/or emotional discomfort, due to environmental factors and/or people's behaviour/conduct.</p>
2	<p>The job sometimes requires working in working conditions that can cause physical and/or emotional discomfort, whether due to the environment or people's behaviour.</p> <p>The job rarely requires working in working conditions that may cause mild physical and/or emotional harm to employees, whether due to the environment or people's behaviour.</p>
3	<p>The job often requires working under working conditions that may cause physical and/or emotional discomfort, whether due to environmental factors and/or people's behaviour.</p> <p>The job fairly often requires working in working conditions that can cause mild physical and/or emotional harm, whether due to the environment or people's behaviour.</p>
4	<p>The job often requires working in working conditions that may cause mild physical and/or emotional harm to employees, whether due to the environment or people's behaviour.</p> <p>The job fairly often requires working in working conditions that may cause mild physical and/or emotional harm employees, whether due to the environment or people's behaviour.</p>
5	<p>The job very often requires working in working conditions that can cause mild physical and/or emotional harm, whether due to the environment or people's behaviour.</p> <p>The job often requires continuously working in working conditions that may cause physical and/or emotional harm to employees, whether due to the environment or people's behaviour.</p>

Welfare services refer to services related to people's well-being, whether in education, health, social services or other services for people.

