

# JOB EVALUATION TOOL

## USER GUIDE

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SECRETARÍA DE ESTADO  
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# PRESENTATION OF THE TOOL

## 1.1 Applicable regulations

Article 28 of the revised text of the Workers' Rights Act, approved by Royal Legislative Decree 2/2015, of 23 October (hereinafter, Workers' Statute), states in paragraph 1 as follows:

**"Article 28. Equal pay for men and women.**

1. *The employer is bound to pay the same wage or non-wage remuneration, for providing work of equal value, either directly or indirectly, and regardless of the nature thereof, for which there must not be any discrimination on grounds of sex.*

*One job is of equal value to another when the nature of the functions or tasks actually performed, the educational, professional or training conditions required for their performance, the factors strictly related thereto and the working conditions under which they are actually carried out are equivalent".*

Articles 4, 6, 8 and 9 of Royal Decree 902/2020 of 13 October on equal pay for men and women:

**"Article 4. The obligation of equal pay for work of equal value.**

1. *The principle of equal pay for work of equal value in the terms set out in Article 28.1 of the Workers' Statute binds all companies, regardless of the number of employees, and all collective agreements and collective bargaining agreements.*
2. *One job is of equal value to another when the nature of the functions or tasks actually performed, the educational, professional or training conditions required for their performance, the factors strictly related thereto and the working conditions under which they are actually carried out are equivalent.*
  - a. *The nature of the functions or tasks is understood to be the essential content of the employment relationship, both in terms of the provisions of the law or the collective agreement and in terms of the actual nature of the activity performed.*
  - b. *Educational conditions are understood to be those which correspond to regulated qualifications and are related to the development of the activity.*
  - c. *Professional and training conditions are understood to be those that may serve to accredit the qualification of the worker, including experience or non-standard training, provided that it is related to the development of the activity.*
  - d. *Working conditions and strictly job-related factors are understood to be those factors other than the above that are relevant to the performance of the activity.*
3. *For these purposes, some factors and conditions which may be relevant include, but are not limited to, hardship and difficulty, awkward postures, repetitive movements, dexterity, thoroughness, isolation, economic and property-related responsibility, versatility or extensive definition of duties, social skills,*



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*care and attention to people, conflict resolution skills or organisational skills, in so far as they meet the requirements of adequacy, totality and objectivity referred to in the following paragraph in relation to the evaluated job.*

4. *Proper job evaluation requires the application of the criteria of adequacy, totality and objectivity. Adequacy implies that the relevant factors in the evaluation should be those that are related to the activity and that are actually present therein, including the necessary training. Totality implies that, in order to establish whether equal value is present, all the conditions that make the job unique must be taken into account, without any of them being made invisible or undervalued. Objectivity implies that there must be clear mechanisms in place that identify the factors that have been taken into account in the setting of a particular remuneration and that do not depend on social factors or evaluations that reflect gender stereotypes".*

### **"Article 6. Remuneration register of companies with a pay audit.**

*Companies that carry out pay audits under the terms established in the following section of this chapter must have a pay register with the following peculiarities with respect to Article 5.2:*

- a. *The register must also show the arithmetic averages and medians of the groupings of jobs of equal value in the company, in accordance with the results of the job evaluation described in Articles 4 and 8.1.a) even if they belong to different sections of the professional classification, broken down by sex and disaggregated in accordance with the provisions of the aforementioned Article 5.2".*

### **"Article 8. Content of the pay audit.**

1. *The pay audit entails the following obligations for the company:*

- a. *Diagnosis of the pay situation in the company. Diagnosis requires:*

- 1.º *Job evaluation, taking into account the provisions of Article 4, both in relation to the remuneration system and the promotion system.*

*The purpose of job evaluation is to make an overall estimate of all the factors that are or may be present in a job, taking into account their impact and allowing a numerical value or score to be assigned to the job. The evaluation factors must be considered objectively and must be necessarily and strictly linked to the performance of the work activity.*

*The evaluation must relate to each of the tasks and functions of each job in the company, give confidence in its performance and be appropriate to the sector of activity, type of organisation of the company and other characteristics which may be significant for this purpose, regardless of the type of employment contract under which the jobs are to be filled".*

### **"Article 9. Job evaluation in collective agreements.**

*In accordance with the provisions of Article 22.3 of the Workers' Statute, for the purpose of verifying that the definition of occupational groups conforms to criteria and systems that guarantee the absence of direct and indirect discrimination between women and men and the correct application of the principle of equal pay for work of equal value, the negotiating tables of the collective bargaining agreements must ensure that the concurrent factors and conditions in each of the occupational groups and levels respect the criteria of adequacy, totality and objectivity, and the principle of equal pay for jobs of equal value in the terms established in Article 4".*

Finally, the first final provision of Royal Decree 902/2020, of 13 October, entrusts the Ministry of Labour and Social Economy and the Ministry of Equality with the preparation of a job evaluation procedure:

**“First final provision. Details of the evaluation of each job.**

1. *Within six months of the entry into force of this Royal Decree, a procedure for the evaluation of jobs must be approved by means of an order issued at the joint proposal of the heads of the Ministries of Labour and the Social Economy and the Ministry of Equality.*
2. *Where appropriate, the said ministerial order may stipulate that the evaluation of jobs carried out complies with the formal requirements of these regulations, when the procedure referred to in the first paragraph of this final provision has been applied for the purpose of carrying it out”.*

## 1.2 What the tool is for

This tool fulfils the mandate set out in the first final provision of Royal Decree 902/2020, of 13 October, by incorporating a voluntary job evaluation procedure model that will allow:

- a. *Comply with the obligation to carry out the job evaluation referred to in Article 8.1.a) as a component of the diagnosis of the pay situation in the company, which forms part of its equality plan.*
- b. *Comply with the obligation to draw up the pay register referred to in Article 6.a) of this regulation which, in the case of companies that carry out pay audits, must reflect the arithmetical averages and medians of the salaries, salary supplements and non-wage payments of the workforce distributed by the groupings of jobs of equal value in the company.*
- c. *Conduct a gender-sensitive evaluation of the company's jobs for any other purposes.*

The job evaluation carried out in accordance with this tool complies with the formal requirements of Article 28(1) of the Workers' Statute and Article 4 of Royal Decree 902/2020, of 13 October.

The tool is the result of the work of the social dialogue technical roundtable made up of the **most representative** trade union and employers' organisations, independent experts, the Directorate General for Labour of the Ministry of Labour and Social Economy and the Women's Institute of the Ministry of Equality.

It is a tool agreed in its different sections with trade union and employers' organisations, and developed jointly by the Ministry of Labour and Social Economy and the Women's Institute of the Ministry of Equality.

## 1.3 Characteristics of the tool

The fundamental objective of the tool and of this guide is the establishment and definition of a job evaluation process with the following characteristics:

- a. *It complies with the requirements of Royal Decree 902/2020 of 13 October and is based on grouped evaluation factors in accordance with Article 4 thereof.*
- b. *It is standardised so that it can be applied to all types of companies, irrespective of their size or sector of activity.*
- c. *It is comprehensive, with a system that is applicable to all jobs in the organisation and the factors that make up this system are common to all of them.*
- d. *It is a quantitative and weighted method, as the evaluation of jobs is carried out by assigning a numerical value to each one, thus ensuring comparability between jobs.*
- e. *It is a gender-sensitive tool that aims to avoid gender bias or stereotypical estimation of evaluation factors. The factors are objective and gender-neutral.*
- f. *It is an analytical method that evaluates the relative importance of occupations in a systematic way and, in this sense, satisfies each and every one of the criteria and principles described in Article 4.4 of Royal Decree 902/2020 of 13 October:*
  - Adequacy: the factors comprising it establish a direct and objective link with the activity actually carried out.
  - Completeness: they allow each and every one of the conditions that make a job unique to be considered.
  - Objectivity: the component factors have been selected in an attempt to avoid stereotypical estimations.
- g. *It is transparent, with the process used in the system being clear to all stakeholders and its application is sufficiently and fully explained.*

### 1.4 Involvement of company and workers' representatives in job evaluation

Article 46(2) of Organic Law 3/2007, of 22 March, establishes that "the preparation of the diagnosis must be carried out within the Negotiating Committee of the Equality Plan". In accordance with Article 8 of Royal Decree 902/2020, of 13 October, the evaluation of the company's jobs is one of the components of the obligation to diagnose the pay situation, which requires the performance of a pay audit, which is, in turn, one of the matters that must be included in the diagnosis of the company's situation. It also constitutes the first phase of the drafting of the equality plan, as established in Article 7 of Royal Decree 901/2020, of 13 October, which regulates equality plans and their registration and amends Royal Decree 713/2010, of 28 May, on the registration and deposit of collective bargaining agreements and collective labour agreements.

In any case, the job evaluation process is enriched when the legal and trade union representatives of the workers are involved.

### 1.5 Characteristics of the tool

The evaluation procedure used should serve to:

- a. *Identify any pay gaps that may exist in the company and correct any discriminatory differences. This is a necessary procedure prior to the preparation of the*

*pay registers of companies carrying out a pay audit, and a key instrument for highlighting possible pay gaps between jobs of equal value.*

- b. Prevent gender biases that may result from incorrect use of the evaluation method. A higher percentage of low-scoring women's jobs may point to the incorrect application of the methodology itself, which would not, in this case, meet the requirements of objectivity, adequacy and totality.*
- c. Correct the company's personnel and remuneration policy. The persistence of gender-segregated weightings, once the appropriate use of the evaluation procedure has been established, should lead the company to consider other aspects related to its personnel policy, such as selection and recruitment, professional promotion, etc.*
- d. It can also serve as a basis for the negotiating committees of collective agreements.*

## 1.6 Elements of the job evaluation procedure

The job evaluation procedure has been constructed on the basis of these elements:

**1) Categories of evaluation factors.** The evaluation factors comprising this procedure have been grouped in accordance with the classification established in Article 28(1) of the Workers' Statute and Article 4(2) of Royal Decree 902/2020, of 13 October:

- a. The nature of the functions or tasks is understood to be the essential content of the employment relationship, both in terms of the provisions of the law or the collective agreement and in terms of the actual nature of the activity performed.*
- b. Educational conditions are understood to be those which correspond to regulated qualifications and are related to the development of the activity.*
- c. Professional and training conditions are understood to be those that may serve to accredit the qualification of the worker, including experience or non-standard training, provided that it is related to the development of the activity.*
- d. Working conditions and factors strictly related to the job: are understood to be those factors other than the above that are relevant to the performance of the activity.*

**2) Evaluation factors and sub-factors.** These are the elements into which the above classification is broken down, or rather, all those components that make it possible to appreciate the characteristics of a particular job.

They meet the following criteria:

- Commonality - The factors are common and must be evaluated for all jobs in the company;
- Variability - They allow distinguishing jobs according to the frequency at which they are present in the evaluation. Although all of them must be considered in all jobs, they will not necessarily be present in the same proportion, frequency or importance, but will be present in their corresponding degree or level;
- Relevance - They are able to identify relevant and important differences between jobs;
- Gradation - Each factor is divided into different grades or levels, expressing the level of importance or incidence of each factor in each job.



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In short, the procedure integrates a list of factors, grouped in the above-mentioned categories, whose evaluation is compulsory for all jobs, without prejudice to the possibility of determining, once the factor or sub-factor has been considered, that its non-concurrence determines the assignment of the "zero level", and the existence of the "other" factor detailed below.

The list of factors developed is considered sufficiently exhaustive, and the definition of these factors sufficiently generic, so the vast majority of companies using the tool will not find it necessary to add further factors to it. In addition, care has been taken to ensure that the definition of the different factors avoids gender biases that undervalue qualities traditionally understood as feminine.

The list of factors includes one called "other", which may be used exceptionally and for justified reasons in categories a), c) and d) of point 1 above, thus incorporating an element of flexibility in the tool. In order to avoid misuse of this factor, its use must comply with the following requirements:

- Its use in each of the factor categories is optional, reserved only to those companies that consider it necessary as a result of their specific characteristics or those of the sector in which they operate.
- The company must clearly and objectively define the aspects of the jobs it wishes to evaluate with the introduction of this factor, i.e. it must give content to the "other" factor in each category in which it considers it necessary to use it.
- The customer must duly justify its decision to use it in each category, and must therefore document those aspects of its organisation, activity or the sector in which it operates that are not reflected in any other factor of the tool. In particular, it must prove that there is no overlap between the factors introduced and those included in the tool, and that the factor does not introduce distortions in the evaluation on the basis of gender. In addition, the definition of the evaluation factor must avoid gender biases that undervalue qualities usually understood as feminine and must always be presented in inclusive language.
- The five levels into which the factor is broken down must also be objectively defined in the company.
- All jobs in the company will be evaluated using this factor with the same definition and levelling as with all other factors and sub-factors.

**3) Levels** Each factor and sub-factor, with the exception of the "other" factor, is completed with a predetermined scale of levels that allows measuring the frequency at which they are present for each job. This scale includes a "zero" or "not relevant" level, which expresses the non-occurrence of the factor or sub-factor for a given job.

In case the company considers the use of the "other" factor necessary, it should define its levels in compliance with the following criteria:

- The levels must be clearly, concisely and precisely defined, so that each job can subsequently be assigned, without doubt, to only one of the levels of each factor. The main objective is that the different job evaluations allow for quantitative and qualitative discrimination in relation to the level attributed to each factor. It is therefore essential that they determine precisely the level of importance or presence of each factor in each job.
- The levels should cover all possible values that the factor can take. The degrees should be defined in such a way that each reflects a level of difficulty, importance or presence greater than

the previous one, making the first level coincide with that of the lowest level jobs in the aspect described and the highest level with those jobs where it is present to a greater extent.

- The definitions of the levels should be directly related to the definition of the factor and not overlap with other factors.
- The degrees should correspond to a range of constant amplitude, or at least as uniform as possible.
- The factor levels should represent clear and easily recognisable thresholds. Wherever possible, it is advisable to use scales with quantitative intervals and not qualitative scales, except for those factors where, by their nature, the use of the latter is unavoidable. To clarify the content of the different grades, examples of tasks or jobs where the defined level is required can be included.

**4) Weighting of the evaluation factors and sub-factors.** The tool, based on a total of 1000 points, automatically assigns a predetermined weight or relative value to each evaluation factor and sub-factor, as well as to their different levels, according to the frequency at which they can occur in a given job. The mathematical formula used guarantees a balance between the evaluation of the minimum and maximum levels of each factor or sub-factor, assigning the maximum score of the factor to the maximum defined level.

**5) Details of the evaluation of each job.** Once the evaluation of each job post has been completed, having scored each of them by selecting a concurrence level for each evaluation factor and sub-factor, the tool will calculate their total score. The tool will then group the jobs of equal value according to the criteria established in Articles 28 1 of the Workers' Statute and 4 2 of Royal Decree 902/2020, of 13 October.

## 1.7 Methodological aspects of the tool

This job evaluation tool has been developed within the framework of a technical social dialogue roundtable with the participation of the trade union organisations CCOO and UGT, and the employers' organisations CEOE and CEPYME, as well as the Ministry of Labour and Social Economy and the Women's Institute of the Ministry of Equality, with the advice of independent experts. The tool has been agreed in its different sections with the trade union and employers' organisations, and developed jointly by the ministerial departments involved.

For the design of this tool, various sources on equal pay and job evaluation were used, in particular the following:

- The Commission Recommendation of 7 March 2014 on reinforcing the principle of equal pay for men and women through transparency (2014/124/EU).
- The Guide and recommendations for the use of the gender-sensitive job evaluation system tool in companies developed by the then Institute for Women and Equal Opportunities (Instituto de la Mujer y para la Igualdad de Oportunidades).
- The Step-by-Step Guide to Promoting Pay Equity through Gender-Sensitive Job Evaluation and the Introductory Guide on Pay Equity, produced by the International Labour Organization, is a comprehensive guide to promoting equal pay through gender-sensitive job evaluation.
- The ISOS system. The gender pay gap and job evaluation, by the Women's Institute and the Polytechnic University of Catalonia.

- *Guide pour une évaluation non discriminantes des emplois à prédominance féminine* drawn up by the *Défenseur des droits* of the French Republic.
- The *Step by Step to Pay Equity Mini-Kit*, developed by the *Pay Equity Commission* of Ontario.
- *Work of equal value*. A practical guide to identifying jobs of equal value without gender bias prepared by the Department of Labour and Employment of the Administration of the Autonomous Community of the Basque Country.

The evaluation of jobs carried out in accordance with this tool integrates the necessary gender perspective, as the extensive list of factors and sub-factors that comprise it seeks to give visibility to those qualities that are considered feminine and which are usually overlooked in the evaluation of jobs. In addition, the weightings assigned to each factor, which can be consulted in the appendix of this guide, seek to balance the evaluation of the qualities that are socially attributed to one or the other gender, thus avoiding the perpetuation of sexist stereotypes.



## 2 JOB EVALUATION TOOL

### 2.1 Evaluation factors

The following is a list of factors and sub-factors to be evaluated in each of the jobs of the company's workforce, grouped into the categories established in Article 28(1) of the Workers' Statute and Article 4(2) of Royal Decree 902/2020, of 13 October. The different levels into which these factors and sub-factors are broken down are also described.

The evaluation of jobs must be carried out job by job, analysing for all of them, according to their own characteristics in the organisation, the concurrence of each one of the factors in accordance with the definition offered for these factors. In order to facilitate this task, together with these definitions some examples of jobs in which these factors are relevant, or examples of activities or elements that show their meaning or scope, are included.

For each job and for each factor or sub-factor, the assessors must select the level of the factor applicable to the job, which reflects the frequency at which the factor is present in the particular job. The level most appropriate to the characteristics of the job should be selected. All factors have a "zero level", which indicates that the factor is not relevant to the job under consideration.

#### Attention!

Note that the choice of levels of the same factor should be consistent throughout the process, evaluating equally those jobs where a given factor occurs with the same frequency. In particular, avoid reproducing gender bias by evaluating whether and how frequently each factor, as defined in the tool, occurs in a job, regardless of whether this position has traditionally been occupied by women or men.

## EVALUATION FACTORS AND SUB-FACTORS

### A) NATURE OF FUNCTIONS OR TASKS

#### A.1) POLYVALENCE OR BROAD DEFINITION OF OBLIGATIONS

This factor, which seeks to make visible the totality of tasks attributed to the job, evaluates the versatility and requirements in terms of the ability to switch between different functions or tasks of a different nature, taking into account both the heterogeneity of these tasks and the frequency with which they are performed. The number of functions attributed to a job, or the heterogeneous nature of these, is not related to the location of the job in the organisational chart of the company.

*A function is a set of homogeneous tasks, i.e. developed for the fulfilment of the same end or purpose. For example, this factor may be relevant in sales staff positions in small shops, where it is common to perform cleaning or restocking functions, in addition to the role of advising and serving customers. Another example could be the home care service, which, in addition to looking after the well-being of the person being cared for, also carries out cleaning or small repairs in the home.*

#### Levels

- 1 The post is allocated a number of tasks that fall under a single function.
- 2 Occasionally, the job is assigned tasks that fall within a function other than that which is normally assumed.
- 3 Tasks are often attributed to the job that fall within a different function from the one normally assumed.
- 4 The job normally requires the performance of two different functions.
- 5 The job normally requires the performance of three or more different functions.

#### Attention!

Note that there are jobs traditionally held by women where this factor has not always been evaluated and should be taken into account. For example, the position of administrative staff requires alternating between different functions: reception of correspondence, drafting of minutes, relations with companies and suppliers, telephone answering, etc.

*The levels of the factors and sub-factors related to physical (A.2), mental (A.3) and emotional (A.4) effort can be found in the table below the last of these factors.*

#### A.2) PHYSICAL EFFORT

**A.2.1) Continuous standing and forced postures.** Reflects the frequency of continuous postures, such as standing, and awkward or uncomfortable postures.



*Professions that may require continuous standing or awkward postures include teaching, nursing, driving, home care, cleaning, restocking, security and surveillance, and plumbing.*

**A.2.2) Repetitive movements.** Reflects the frequency of repetitive or continuous movements during the execution of the work.

*Repetitive movements are commonly performed by, among others, supermarket checkout staff, people involved in painting, cleaning, dressmaking, hairdressing and beautician services, fruit and vegetable harvesting, meat cutting, or assembly line production.*

**A.2.3) Visual effort.** Evaluates the requirements of the workplace in terms of continuous visual strain.

*Activities requiring significant visual strain may include monitoring screens, working with computer equipment or in low or excessive light conditions, using optical instruments (such as microscopes or telescopes), air traffic control, radiology, technical laboratory work, quality inspection or precision work (such as nursing, sewing or assembling small parts).*

**A.2.4) Hearing effort.** Measures the duration and intensity of the hearing effort required by the job

*Significant hearing effort is often involved in activities that require the identification, distinction or ordering of sounds or words, such as music, including teaching music; sound editing, simultaneous interpretation or auscultation.*

**A.2.5) Other types of physical effort.** It evaluates the physical effort involved in activities such as: cleaning, scrubbing, moving people, handling loads, lifting weights, pushing something, applying force to something, digging, chopping, turning a crank, moving around on foot, performing manual activities that require strength or resistance, using protective equipment that causes discomfort, etc. It considers the intensity and frequency with which the physical effort is performed.

### Attention!

Note that there are jobs traditionally held by women that also involve physical effort. For example, seamstresses or shoemakers are also affected by awkward postures and perform repetitive movements, physical strain, and other types of physical exertion.

Staff working in nursery schools are also subjected to hearing strain and have to move and lift children; nursing or geriatric assistants move and move patients, etc.

## A.3) MENTAL EFFORT

Evaluates the duration and frequency of tasks that require intense mental concentration

*Jobs that require concentration on complex, monotonous or detail-oriented activities, such as translation or interpreting, R&D&I, complex problem solving, secretarial work, data recording, fruit and vegetable packaging, surgery, product quality control or air traffic control, potentially require significant mental effort.*

**Attention!**

Please note that professions traditionally occupied by women, often considered to be unskilled, require a high level of mental effort to perform the tasks. For example, the secretarial profession requires a high level of concentration in the use of language, writing and proofreading texts, adapting the register and style with which to address the target person, etc.

**A.4) EMOTIONAL EFFORT**

Reflects the demands of the job in situations of stress or pressure arising from the interpersonal relationships involved in the job, including the need both to be flexible and to regulate one's emotions during interactions with others.

*Significant emotional effort is usually required by professionals who come into contact with clients or with particularly vulnerable groups (e.g. those at risk of social exclusion or in a situation of illness). Some of these professions may be health professions, especially those related to psychology, care for dependent persons, education and social work, or customer service.*

**Attention!**

Remember that professions with a high presence of women, such as social worker, social educator or customer service manager, have implicit emotional tensions. Contact with disadvantaged and particularly vulnerable groups (abuse, poverty, illness...), or negotiating with the public, can lead to disrespectful or aggressive situations, resulting in greater anxiety and tension.

For the evaluation of the factors and sub-factors related to physical (A 2), mental (A 3) and emotional (A 4) strain, the company must select the appropriate level from the table below, taking into account the intensity of the effort, as well as its frequency in relation to the working week:

Levels of physical, mental and emotional effort		FREQUENCY		
		FROM TIME TO TIME (up to 30% of the working week)	NORMALLY (more than 30 and up to 60% of the working week)	ALWAYS OR ALMOST ALWAYS (up to 60% of the working week)
INTENSITY	WEAK	Very low level of effort (level 1)	Low level of effort (level 2)	Moderate level of effort (level 3)
	MODERATE	Low level of effort (level 2)	Moderate level of effort (level 3)	High level of effort (level 4)
	STRONG	Moderate level of effort (level 3)	High level of effort (level 4)	Very low level of effort (level 5)

**A.5) ORGANISATIONAL, COORDINATING AND SUPERVISORY RESPONSIBILITY**

**A.5.1) Organisational and coordinating responsibility.** Assesses the responsibility attributed to the job directly or delegated for planning, organising, directing and coordinating the tasks of other persons, as well as for the training of other persons.

*Organisational and coordinating responsibility can be found in site management, project management, operations management, territorial coordination, human resources, overheads, shop manager or middle management positions, or housekeepers.*

**Levels**

- 1 Is responsible for the organisation of the tasks that are assigned to the job itself.
- 2 Is responsible for organising or coordinating the daily work of other persons, under the direction of another person.
- 3 Manages the daily work of the team under his/her responsibility, or is responsible for the training, mentoring or counselling of their members.
- 4 Schedules, organises or coordinates the tasks of one or more teams according to the long-term planning of the company.
- 5 Is responsible for the long-term planning and organisation of the company's activity

**A.5.2) Responsibility for monitoring results and quality.** Measures accountability for the results and quality of one's own and other people's work.

*Responsibility for monitoring performance and quality includes, among others, middle management positions, or persons in charge of assembly lines, product quality control, kitchen management, room management, purchasing, sales or logistics, or internal auditing.*

**Levels**

- 1 Is responsible for the results and quality of his/her own work, so that any defects that may occur are attributed to them.
- 2 Is responsible for the results and quality of the work of an area of the organisation's activity, so that he/she is held accountable for defects in that area.
- 3 Is responsible for the results and quality of the work of the entire organisation, so that he/she has ultimate responsibility for defects that may occur throughout the organisation.

**Attention!**

Note that there are jobs traditionally held by women that involve a high level of responsibility at different levels. For example, female governors in health care facilities are responsible for organising and coordinating the work of others and are responsible for monitoring the performance and quality of their own and others' work, etc.

## A.6) FUNCTIONAL RESPONSIBILITIES

**A.6.1) Responsibility for people's well-being.** Evaluates responsibility for the care, intellectual and emotional development, health, safety and physical, mental and social well-being of individuals.

*Responsibility for people's well-being is manifested, among others, in care activities, health care, meeting the basic, social and leisure needs of people of all ages, promoting their physical or cognitive development, providing guidance, education or training, or monitoring health and safety at work and in other areas.*

### Levels

- 1 Job functions related to people's well-being may have limited consequences on that well-being.
- 2 Job functions related to people's well-being may have limited consequences on that well-being.
- 3 Job functions related to people's well-being can have a significant impact on that well-being.

**A.6.2) Financial responsibility.** Evaluates the extent of liability for money, pre-assumptions and economic management, as well as for machines, equipment, buildings, environment or material resources.

*Financial responsibility exists, among others, in jobs that require the handling of money (such as supermarket checkout staff, bank tellers, purchasing managers, or those involved in accounting or financial management), payroll management, or the custody, surveillance and security of company resources.*

### Levels

- 1 Job functions involving financial responsibility have a limited impact on the organisation's budget, environment or resources.
- 2 Job functions that involve economic responsibility have a moderate impact on the organisation's budget, environment or resources.
- 3 Job functions involving financial responsibility have a significant impact on the organisation's budget, environment or resources.

**A.6.3) Responsibility for confidential information.** Evaluates the responsibility derived from the tasks of the job that require working with confidential information and data. Both the type of information to be worked with and the consequences for the company of its misuse or errors in its handling in terms of economic damage or internal or external conflict must be evaluated.

*Some jobs where there is responsibility for confidential information are those related to psychological or health care, secretarial work, finance, product or process design, legal advice, interpreting and translation, occupational risk prevention or human resources.*



### Levels

- 1 The position requires occasional, frequent or continuous handling of confidential, protected or sensitive information or data, which may have a limited impact on the company.
- 2 The position requires occasional handling of confidential, protected or sensitive information or data that may have a significant impact on the company; or it requires frequent or continuous handling of this information that may have a moderate impact on the company.
- 3 The position requires frequent or continuous handling of confidential, protected or sensitive information or data that may have a significant impact on the company.

### Attention!

Remember that there are professions traditionally occupied by women that involve high functional responsibilities. For example, cleaning staff and housekeepers are responsible for the well-being of people, the environment and material resources. Administrative and secretarial staff are responsible for confidential information to which they may have access in the course of their work and in certain positions may have financial responsibility, etc.

## A.7) AUTONOMY

In relation to the execution of the work and the planning and distribution over time of the tasks assigned, it measures the existence, or not, of pre-established procedures for the development of these tasks or the concurrence of a certain degree of freedom, flexibility or initiative with respect to following the instructions and directives received. Autonomy in the development of a job is not related to its location in the company's organisational chart.

*Professions in which this factor is manifested are those related to research, landscape design and maintenance, occupational therapy, occupational guidance, commercial representation or sales, home help, cleaning of buildings and premises, leisure and free time activities or early childhood education.*

### Levels

- 1 There are standardised instructions, guidelines and protocols that determine the development, planning and distribution of the tasks of the job, although the job holder may occasionally decide on some of these aspects for a more efficient organisation of his/her own work.
- 2 Although there are instructions, guidelines and protocols that set out, in a general way, the development, planning and distribution of the tasks of the job, the job holder can adapt these instructions, guidelines and protocols for a more efficient organisation of his/her own work.
- 3 There are no instructions, guidelines and protocols that determine the development, planning and distribution of the tasks of the job, which may be complex, varied or non-standardised. There is freedom and discretion in decision-making regarding these aspects of the job.

**Attention!**

Remember that there are professions traditionally occupied by women, for example, home help, in which autonomy is particularly important in the development of their work.

**A.8) OTHER FACTORS RELATING TO THE NATURE OF THE FUNCTIONS OR TASKS**

The use of this factor is optional and exceptional, and must be justified as indicated in paragraph 1.6 of this guide.

**B) EDUCATIONAL CONDITIONS****B.1) REGULATED EDUCATION**

Measures the minimum level of conventional training that the position requires for its occupation.

**Levels**

- 1 The position requires primary education.
- 2 The position requires compulsory secondary education or basic vocational training.
- 3 The position requires an intermediate vocational training level.
- 4 The position requires a Bachelor's Degree or higher vocational training.
- 5 The position requires a university degree or equivalent.
- 6 The position requires a Master's degree.
- 7 The position requires a PhD.

**C) PROFESSIONAL AND TRAINING CONDITIONS****C.1) KNOWLEDGE AND UNDERSTANDING**

**C.1.1) Procedures, materials, equipment and machines.** Evaluates the need to understand, operate and carry out work on tools, equipment and machinery, as well as to repair, maintain and install them

*This sub-factor manifests itself in those professions that involve the use of all types of materials and work tools, whether manual or motorised, measuring instruments, technical instruments, vehicles, computer or electronic equipment, equipment for diagnosis or support for reduced mobility, among others; such as research, engineering, control and use of collaborative robots, clinical or radiological analysis, cash register operation, computer science, etc.*

### Levels

- 1 The position requires some basic knowledge of the operation, installation, repair or maintenance of tools and working materials, equipment, machines and procedures.
- 2 The position requires extensive or varied knowledge of the operation, installation, repair or maintenance of tools and working materials, equipment, machines and procedures.
- 3 The position requires advanced knowledge of the operation, installation, repair or maintenance of tools and working materials, equipment, machines and procedures specific to the sector of activity of the company.

**C.1.2) Digital skills.** Measures the job requirements related to the use of information and communication technologies, as well as the computer skills needed to carry out the tasks of the job and to achieve the objectives set.

*Digital skills are manifested both in the use of general-purpose software (e-mail, word processing or databases, etc.) and specific software related to the job functions (graphic design, business management, programming, drawing or modelling, photo, audio or video editing, web development, etc.).*

### Levels

- 1 The position requires basic knowledge in the use of general purpose software or applications or office automation.
- 2 The position requires advanced knowledge of general-purpose or office automation software or applications or basic knowledge of software or applications specific to the company's sector of activity.
- 3 The position requires advanced knowledge in the use of software or applications specific to the company's sector of activity.

**C.1.3) Diversity management.** 1 The position involves occasional interaction with people of different age, culture, ethnicity or race, gender expression or identity, sexual orientation or people with disabilities.

*Specific knowledge is required for diversity management in jobs related to early childhood or special education, care for the elderly, leisure and recreational activities, certain customer service jobs (e.g. hospitality and tourism), social work and education, human resources, etc.*

### Levels

- 1 The position involves occasional interaction with people of different age, culture, ethnicity or race, gender expression or identity, sexual orientation or people with disabilities.
- 2 The position involves frequent interaction with people of different age, culture, ethnicity or race, gender expression or identity, sexual orientation or persons with disabilities, and its performance benefits from knowledge and understanding of the manifestations and qualities of human diversity.
- 3 The position involves constant interaction with people of different age, culture, ethnicity or race, gender expression or identity, sexual orientation or persons with disabilities, and requires a deep knowledge and understanding of the manifestations and qualities of human diversity

**C.1.4) Knowledge or proficiency in a foreign language.** Measures the level of knowledge and the number of foreign languages required to perform the job.

*According to the Common European Framework of Reference for Languages (CEFR), a basic knowledge of a foreign language corresponds to levels A1 and A2, an intermediate knowledge corresponds to levels B1 and B2, and an advanced knowledge corresponds to levels C1 and C2.*

#### Levels

- 1 The position requires a basic knowledge of a foreign language.
- 2 The position requires basic knowledge of two or more foreign languages.
- 3 The position requires average knowledge of one foreign language.
- 4 The position requires an average knowledge of two or more foreign languages or an advanced knowledge of one foreign language.
- 5 The position requires a basic knowledge of a foreign language

**C.1.5) Non-regulated training.** It evaluates the knowledge that is necessary to perform the job and that can be acquired and accredited through education and training that does not lead to the award of a qualification with official value from those listed in factor B 1) Formal education.

*Examples of non-formal training include courses in bureaux, food handling, lifeguarding, forklift driving, socio-cultural and leisure activities and animal training.*

#### Levels

- 1 The performance of the position requires up to 30 hours of non-formal training..
- 2 The performance of the position requires between 30 and 60 hours of non-formal training.
- 3 The performance of the position requires more than 60 hours of non-formal training..

**C.1.6) Experience.** Expresses the length of previous professional experience or practice required to perform the job.

#### Levels

- 1 The position requires up to three months of previous professional experience or internship.
- 2 The position requires between three months and one year of previous professional experience or internship.
- 3 The position requires between one and three years of previous professional experience or internship.
- 4 The position requires up to three months of previous professional experience or internship.
- 5 The position requires up to three months of previous professional experience or internship.



**C.1.7) Updating knowledge.** Measures the requirements of the job in terms of the need to keep up to date with the knowledge necessary to carry out its functions.

*Areas in which the renewal of skills required for the job is necessary include, among others, the health sector, including veterinary medicine; technology, education or professions related to law, research, fashion or event management.*

### Levels

- 1 The working environment of this position is stable, although it occasionally requires learning new solutions, methods or procedures.
- 2 The working environment of this position is subject to change on a regular basis. It often requires learning new solutions, methods or procedures.
- 3 The working environment of this position is subject to constant change. It requires continuous learning of new solutions, methods or procedures, as well as up-to-date training in the knowledge or state of the art in the specific field of activity of the organisation

### Attention!

It should be noted that in some jobs with a large presence of women, such as administrative positions, all of the sub-factors listed above are relevant.

## C.2) SKILLS

**C.2.1) Dexterity.** Evaluates the use of accuracy and speed and the level of coordination, both in hands and fingers and in other parts of the body, to perform the work.

*Jobs related to physiotherapy, music, dance, jewellery design or sports, veterinary medicine, as well as some traditional professions (lace and embroidery, sewing, shoe repair, carpentry, bakery, blacksmithing, glass working), non-automated manufacturing in the industrial field (seafood processing, canning, textiles), or fruit, fruit and vegetable picking, among others, require skills.*

### Levels

- 1 The position requires coordination in the movement of hands, fingers or other parts of the body.
- 2 The position requires coordination and precision in the movement of hands, fingers or other parts of the body.
- 3 The position requires speed, coordination and precision in the movement of hands, fingers or other parts of the body.

**C.2.2) Thoroughness.** Evaluates attention to detail in work performance, as well as the ability to discern between those details that are relevant to service delivery and those that are not.

*Detailed work is carried out, for example, by people involved in clothing, fruit and vegetable packaging, quality control, account auditing, panel monitoring in industrial sectors, mechanics, electronics assembly, surgery or pharmacy.*

#### Levels

- 1 The position requires limited attention to detail, understood as the manipulation of small objects or the observation of overall details.
- 2 The position requires moderate attention to detail, understood as handling very small objects or observing small details.
- 3 The position requires considerable attention to detail, understood as the manipulation of tiny objects or the observation of extremely small details.

**C.2.3) Sensory skills.** Evaluates the use of sensory skills (sight, hearing, smell, taste, touch) for work performance, measuring the intensity in each case.

*Among the jobs that require the use of sensory skills are those related to space decoration, perfume making, music, cooking or tasting.*

#### Levels

- 1 The position requires limited use of sensory skills.
- 2 The position requires moderate use of sensory skills.
- 3 The position requires significant use of sensory skills.

**C.2.4) Ability to come up with ideas and solutions.** Measures the complexity and heterogeneity of the situations or problems that arise in the workplace, as well as the ability required to propose or find solutions to them

*Professional sectors where the ability to come up with ideas and solutions is required include advertising and marketing, journalism, industrial design, research, product development, law, secretarial work and consultancy.*

#### Levels

- 1 The position requires the ability to adapt existing solutions to the situations that arise therein.
- 2 The position requires the development of specific solutions to the situations that arise in the job, based on the general knowledge of the sector of activity.
- 3 The position requires the development of specific solutions to situations arising in the job which do not derive from the general knowledge of the sector of activity

#### Attention!

Remember that many female-dominated professions, such as veterinary or nursing assistants, require great manual, sensory and bodily precision to perform their tasks correctly. Assembling electronic components, usually small, and distinguishing neatly and precisely between their colours, requires a high degree of thoroughness, etc.

### C.3) SOCIAL SKILLS

**C.3.1) Communication skills.** Evaluates the skills required by the position to convey information, instructions or knowledge, both because of the nature and complexity of the information and the characteristics of the interlocutors, which may hinder communication or which may require persuasion, advice, inspiration, motivation or influence.

*Communication skills are usually required for the development of their profession by people engaged in activities such as teaching and educational guidance, journalism, health care and care of dependent persons, public-facing work, telephone work, team management, advertising, international relations or business representation and*

#### Levels

- 1 The job incidentally involves the performance of communication activities of a purely informative nature, dedicated to providing or exchanging information.
- 2 The job involves carrying out communication activities, either with people within or outside the organisation.
- 3 The job involves the performance of very difficult communicative activities, either because of their context (e.g. in technical or persuasive discussions or negotiations), the people addressed (children, certain dependants, etc.) or the complexity of the information to be conveyed.

**C.3.2) Emotional capacity.** This factor, in relation to jobs whose performance depends on the response of other people, measures empathy or the ability to perceive and understand their thoughts, feelings and emotional state, and to respond appropriately to these, adapting the way of interacting with those people.

*Professional activities that often require emotional competence include health and psychological care, customer service, education or social work, teaching, human resources or educational counselling.*

#### Levels

- 1 Performing the job occasionally requires perceiving, understanding and responding appropriately to the thoughts, feelings and emotional state of other people.
- 2 Performing the job often requires perceiving, understanding and responding appropriately to other people's thoughts, feelings and emotional state.
- 3 Performing the position requires constantly perceiving, understanding and responding appropriately to other people's thoughts, feelings and emotional state.

**C.3.3) Conflict resolution skills.** Evaluates the requirements of the job in terms of constructive intervention, either orally or in writing, in the resolution of conflicts or situations of tension with people within the organisation itself (superiors, subordinates, colleagues, etc.) and outside it (customers, suppliers, etc.).

*Conflict resolution skills are usually required in professions such as customer service, claims management, debt collection, mediation, conciliation, arbitration, education, social work, team and human resources management.*

### Levels

- 1 The job occasionally requires constructive intervention in resolving conflicts or tense situations with others.
- 2 The workplace often requires constructive intervention in resolving conflicts or tense situations with other people.
- 3 The job constantly requires constructive intervention in the resolution of conflicts or tense situations with other people.

### Attention!

Keep in mind that many jobs with a high presence of women (such as human resources, journalists, telephone operators, telephone operators or receptionists) require social skills on all these levels: the ability to convey information, to perceive other people's responses and respond appropriately, and to resolve conflicts.

## C.4) OTHER FACTORS RELATED TO PROFESSIONAL AND TRAINING CONDITIONS

The use of this factor is optional and exceptional, and must be justified as indicated in paragraph 1 6 of this guide.

### D) WORKING CONDITIONS AND STRICTLY PERFORMANCE-RELATED FACTORS

The levels of the environment sub-factors (D 1 1 and D 1 2) can be found in the table below for the second of these sub-factors.

#### D.1) ENVIRONMENT

Identifies the extent to which environmental working conditions carry risks that can lead to the possibility of workers suffering work-related physical and psychosocial harm.

**D.1.1) Physical conditions.** This includes the elements that generate material risks, whether physical (from vibrations, noise, radiation, temperature, humidity, etc.) or derived from the presence of chemical agents (any chemical compound, in its natural state or produced, used or spilled in a work activity) or biological agents (micro-organisms susceptible to cause any type of infection, allergy or toxicity).

*People working with animals, manufacturing jobs in the primary sector, courier and delivery services, transport, cleaning, agricultural work, residential care, waste collection or in certain industries (such as the chemical, food or pharmaceutical industries) are often exposed to physical conditions involving material hazards.*

**D.1.2) Psychosocial conditions.** Evaluates the existence of psychosocial risks, such as physical or geographical isolation, monotonous or repetitive work, tasks that are derived with a certain



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probability of problems or conflicts, harassment (including sexual or gender-based harassment), stress or anxiety; jobs involving dealings with the public, customers, suppliers, colleagues, etc. Psychosocial risks emerging from new forms of work, such as techno-stress or computer fatigue, are also included.

*Psychosocial risks are often faced by, among others, health care or home care workers, or people working in social work or education, or in the hotel and catering industry.*

For the selection of the levels of the sub-factors *Physical conditions* and *Psychosocial conditions*, the company must carry out an overall evaluation of the physical or psychosocial risks, respectively, that are present in the workplace. Once these risks have been determined, both the probability of their occurrence and their severity in the event of their occurrence are analysed. These circumstances, at their maximum intensity, may be related to hardship. The level resulting from the following table must be selected:

Levels		PROBABILITY		
		UNLIKELY	PROBABLE	VERY LIKELY
SEVERITY	NOT VERY SEVERE	Very low exposure (level 1)	Low exposure (level 2)	Moderate exposure (level 3)
	SERIOUS	Low exposure (level 2)	Moderate exposure (level 3)	High exposure (level 4)
	VERY SERIOUS	Moderate exposure (level 3)	High exposure (level 4)	Very high exposure (level 5)

### Attention!

Note that the working conditions of many female-dominated professions also take place in environments with physical and psychosocial risks. For example, cleaners work with chemicals that are harmful to health, nurses are exposed to contagious diseases, home helpers work in isolation and at risk of sexual harassment or other violence, etc.

## D.2) ORGANISATIONAL CONDITIONS

Identifies the extent to which the organisational conditions of the company have an impact on employees' ability to make use of their rest time and organise their personal, social and family life.

**D.2.1) Timetables, breaks and holidays.** This factor evaluates the need to adapt to irregular or unusual working hours (night work, shift work) as well as the impact on the availability of rest time (working on public holidays or weekends, possibility of establishing holiday periods, availability of working hours, permanent digital connectivity, etc.).

*It can manifest itself in sectors such as cleaning, transport of people and goods, work in production or continuous flow companies, emergency health care, pharmacy, 24-hour hotline, commerce or the hotel and catering industry.*

### Levels

- 1 The job is a part-time position or the organisational or productive needs of the company determine the periods of holiday leave.
- 2 The ordinary working day associated with the position requires it to be performed on weekends or public holidays, without prejudice to the fact that the requirements of level 1 may also apply.
- 3 The working day is performed at night or in rotating shifts, without prejudice to the fact that all or some of the requirements of any of the previous levels may also be met.
- 4 The position requires a certain amount of time availability, without prejudice to the fact that they may also meet all or some of the requirements of any of the previous levels.
- 5 The position requires permanent digital connectivity or continuous availability during working hours, including weekends, public holidays or holiday periods, without prejudice to the fact that some or all of the requirements of any of the previous levels may also apply.

**D.2.2) Journeys and travel.** This factor evaluates the need to go on trips, or travel outside the workplace or between workplaces, as well as the nature and duration of the journey.

*Some professions that require travel are commercial representation, sightseeing, journalism, sports competition, courier services, cleaning or home care.*

### Levels

- 1 The job occasionally requires travel outside the workplace during working hours.
- 2 The job usually requires travel away from the workplace during the working day.
- 3 The ordinary working day takes place in different workplaces, requiring travel between them, or requires travel without an overnight stay, which means a lengthening of the daily working day.
- 4 The position requires up to one trip per month with an overnight stay away from the employee's usual place of residence.
- 5 The position requires more than one trip per month with an overnight stay away from the worker's usual place of residence.

### Attention!

Remember that many jobs traditionally held by women have irregular organisational conditions and the need to travel, such as home help workers who have to move from home to home.

## D.3) OTHER FACTORS RELATED TO WORKING CONDITIONS AND FACTORS STRICTLY RELATED TO PERFORMANCE

The use of this factor is optional and exceptional, and must be justified as indicated in paragraph 1(6) of this guide.

## 2. JOB EVALUATION TOOL

### 2.2 Instructions for use

The tool, which consists of a Microsoft Excel® file into which the data must be entered, has a welcome sheet, called "Home", where the company name and reference date of the evaluation can be indicated. These two fields are optional and do not affect the process. In addition, it has a series of shortcuts to the different sheets of the tool.

The following steps should be followed in order to carry out the evaluation of the company's jobs using this tool:

#### Attention!

The images of the tool shown in this guide are a fictitious example that does not correspond to a real job evaluation. The results that a company may obtain using this tool should not coincide with those shown here, nor should they be considered as a guideline.


#### Step 1. Entering the data for each job

On the sheet "List of Jobs", (*Image 1*) the following fields must be filled in for the tool to work properly:

- Job Title
- Company
- Area: field name modifiable in order to adapt it to the structure of the company.
- Department/Zone: field designation modifiable in order to adapt it to the company structure.
- Work centre: field name that can be modified to adapt it to the structure of the company.



#### Attention!

The field called "Counter", which indicates the number of posts to be evaluated that have been entered in the tool, is predetermined and should not be modified.



Position number	Job Title	Implementing Convention	Area	Department / Area	Work Centre	Person Responsible	Remarks (Optional)
1	Director General		Area 1	Department 1	Office 1		
2	Area Director		Area 2	Department 2	Office 2		
3	Deputy Director		Area 3	Department 3	Office 3		
4	Manager/Manager		Area 4	Department 4	Office 4		
5	Head of zone		Area 5	Department 5	Office 5		
6	Senior Technician		Area 1	Department 1	Office 1		
7	Technician		Area 1	Department 1	Office 1		

Image 1

Click on the icon  to open a pop-up window (Image 2). To close the pop-up window, click on the icon .

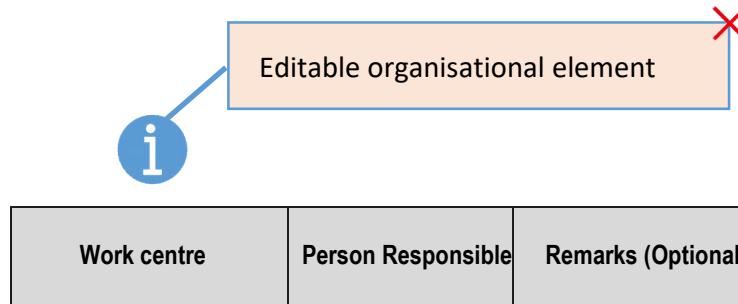


Image 2

Once the data required by the tool have been completed, the job evaluation is carried out. To do this, the job to be evaluated must be selected by clicking on any cell in the corresponding row (Image 3) and then clicking on the "Proceed to evaluation" button at the top of the sheet (Image 4).

Position number	Job Title	Implementing Convention	Area	Department / Area	Workplace
1	Director General		Area 1	Department 1	Office 1
2	Area Director		Area 2	Department 2	Office 2
3	Deputy Director		Area 3	Department 3	Office 3
4	Manager/Manager		Area 4	Department 4	Office 4

Image 3

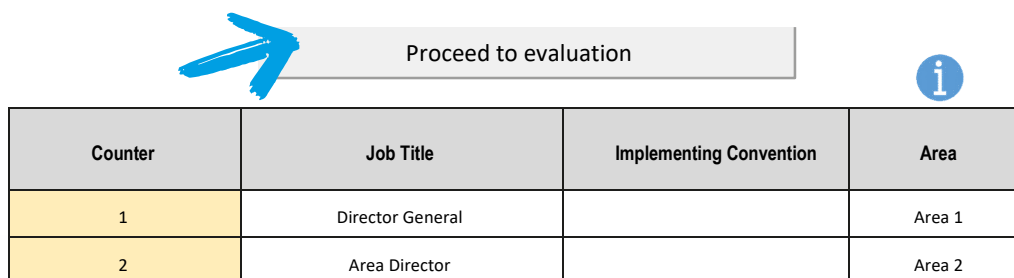


Image 4

Clicking on the button "Proceed to evaluation" will automatically open the so-called "Evaluation sheet".

## Step 2. Proceed to evaluation: "Evaluation sheet"

On the "Evaluation sheet", the corresponding evaluation for each factor or sub-factor has to be assigned for the evaluated job:

## 2. JOB EVALUATION TOOL

### 1 Characterisation of the job:

In the upper part, the job data is automatically generated from the data entered in the "Job Listing" sheet (*Image 5*).

Position number	1
Job Title	Director General
Implementing Convention	
Area	Area 1
Department / Area	Department 1
Workplace	Office 1
Person Responsible	
Remarks (Optional)	

Image 5

### Attention!

This information can be modified in this step, and will be automatically updated when the evaluation is saved.

### 2 Understanding of each factor or sub-factor:

The lower part of the sheet describes the categories, factors and sub-factors to be considered for the job evaluation and their definition (*Image 6*).








FACTORS	Sub-factors	Examples	Definition	Levels								Evaluation	Evaluation	Evaluation	
A.1) POLYVALENCE OR BROAD DEFINITION OF OBLIGATIONS			This factor, which seeks to make visible the totality of tasks attributed to the job, values the versatility and the requirements of it. in terms of the ability to switch between different functions or tasks of a different nature, taking into account both the heterogeneity of these tasks and the frequency at which they are performed. The number of functions attributed to a job, or the heterogeneous nature of these functions, is not related to the location of the job in the organisational chart of the company.	Not relevant.	1	2	3	4	5						5
				0. The use of this factor is not relevant for this job.	1. The job has a number of tasks are framed in a single function.	2. Occasionally attributed to the job are tasks that fall within a different function from the one normally assumed.	3. Often attributed to the job are tasks that fall within a different function from the one normally assumed.	4. The job normally requires the performance of two different functions.	5. The job normally requires the performance of three or more different functions.						
A.2) PHYSICAL EFFORT	A.2.1) Position Continuous standing and forced postures .		Reflects the frequency of continuous postures, such as standing, and uncomfortable or forced postures.	Not relevant.	1	2	3	4	5			Frequency	Intensity		2
				0. The use of this factor is not relevant for this job.	1. Very low level of effort.	2. Low level of effort	3. Moderate level of effort	4. High level of effort	5. Very high level of effort			NORMALLY (more than 30 and up to 60% of the weekly working time)	WEAK		
	(A.2.2: Repetitive movements.		Reflects the frequency of repetitive or continuous movements during the execution of the work.	Not relevant	1	2	3	4	5			Frequency	Intensity		Not relevant
	(A.2.3: Visual effort.		Evaluates the requirements of the workplace in terms of continuous visual strain	Not relevant	1	2	3	4	5			Frequency	Intensity		2
				0. The use of this factor is not relevant for this job	1. Very low level of effort	2. Low level of effort	3. Moderate level of effort	4. High level of effort	5. Very high level of effort			NORMALLY (more than 30 and up to 60% of the weekly working time)	WEAK		

Image 6

It is essential to understand the aspects of the job that each factor or sub-factor measures before carrying out the evaluation. To facilitate the understanding and application of these, the examples given in section 2(1) of this guide have been included. To access these, *click* on the icon in the shape of  (*Image 7*). A pop-up window will appear which is closed by *clicking* on .



FACTORS	Sub-factors	Examples	Definition			
A.1) POLYVALENCE OR BROAD DEFINITION OF OBLIGATIONS			This factor, which seeks to make visible the totality of tasks attributed to the job, values its versatility and requirements in terms of the ability to switch between different functions or tasks of a different nature, taking into account both the heterogeneity of these tasks and the frequency at which they are performed. The number of functions attributed to a job, or the heterogeneous nature of these functions, is not related to the location of the job in the organisational chart of the company	0. The use of this factor is not relevant for this job	1. The job is allocated a number of tasks that fall under a single function	2. Occasionally, tasks are attributed to the job that fall within a different function

A function is a set of homogeneous tasks, i.e. developed for the fulfilment of the same end or purpose. For example, this factor may be relevant in sales staff positions in small shops, where it is common to perform cleaning or restocking functions, in addition to the role of advising and serving customers. Another example could be the home care service, which in addition to looking after the well-being of the person being cared for, also carries out cleaning or small repairs in the home.

Image 7

### Attention!

If a company considers it necessary to use the "other" factor in any of the categories where this is possible, it should define and establish a tiering of the factor as detailed in section 1(6) of this guide.

### 3) Assignment of a rating to each factor or sub-factor:

The assignment of the rating to each of the factors or sub-factors must be made in the last columns of the "Evaluation sheet", in the unshaded cells.

### Attention!

Cells shaded in grey contain formulas and should not be modified.

The objective of this phase is to assign the rating to each factor or sub-factor by choosing the level corresponding to the rating of the factor or sub-factor for that job. The rating cell shows a drop-down list with the levels that can be assigned to the job. The factors or sub-factors are divided into 3, 5 or 7 levels (*Image 8*). If the factor or sub-factor does not occur in the analysed job, the option "not relevant" must be selected in the drop-down list.

Levels							Evaluation	Evaluation	Evaluation
Not relevant	1	2	3	4	5				
0. The use of this factor is not relevant for this job	1. The job is allocated a number of tasks that fall under a single function	2. Occasionally, tasks are attributed to the job that fall within a different function to the one normally assumed	3. Often, tasks are attributed to the job that fall within a different function from the one normally assumed	4. The job normally requires the development of two different functions	5. The job normally requires the development of three or more different functions in the ordinary course of business				Not relevant 1 2 3 4 5
Not relevant	1	2	3	4			Frequency	Intensity	
0. The use of this factor is not relevant for this job	1. Very low level of effort	2. Low level of effort	3. Moderate level of effort	4. High level of effort	5. Very high level of effort		NORMALLY (more than 30 and up to 60% of the weekly working time)	WEAK	2

Image 8

For some of the factors and sub-factors, the choice of level is made on the basis of two criteria which converge in a matrix. In particular, this is the case for the following factors and sub-factors in the category "Nature of functions or tasks":

## 2. JOB EVALUATION TOOL

- Continuous standing and forced postures
- Repetitive movements.
- Visual effort.
- Hearing effort.
- Other types of physical exertion.
- Mental effort
- Emotional effort

This is also the case in the category "Working conditions and factors strictly related to performance" in the sub-factors:

- Physical conditions.
- Psychosocial conditions.

In these factors and sub-factors, the choice of the level requires the evaluation of two variables, frequency and intensity in the first group of factors, and probability and severity in the second group. By choosing both criteria in the drop-down menu, as shown in the picture, the scoring is automatically completed (Image 9).

Frequency	Intensity	
NORMALLY (more than 30 and up to 60% of the weekly working time)	WEAK	2
Not relevant	Intensity	
FROM TIME TO TIME (up to 30%) NORMALLY (over 30 and up to 60) ALWAYS OR ALMOST ALWAYS (over 60)		Not relevant
Not relevant	Not relevant	

Frequency	Intensity	
NORMALLY (more than 30 and up to 60% of the weekly working time)	WEAK	2
Frequency	Not relevant WEAK MODERATE STRONG	
Not relevant	Not relevant	Not relevant

Image 9

Likewise, in these sub-factors there is a help button showing the matrix with the level resulting from the evaluation of the variables analysed (Image 10).

Frequency	Intensity			
NORMALLY (more than 30 and up to 60% of the weekly working time)	Not relevant	2		
Frequency	Intensity			
Not relevant	Not relevant	Not relevant		

		FREQUENCY		
		FROM TIME TO TIME (up to 30% of the working week)	NORMALLY (more than 30 and up to 60% of the weekly working time)	ALWAYS OR ALMOST ALWAYS (up to 60% of the working week)
INTENSITY	Weak	1	2	3
	Moderate	2	3	4
	Strong	3	4	5

Image 10

Once all factors and sub-factors have been evaluated, click on the auto-save button (Image 11)

When you have finished evaluating a job, click on the "Save" button



Image 11

Thus, the job evaluation will be automatically saved and the tool will show the "Job Listing" sheet again. To continue with the evaluation of the next job, repeat the above process.

#### 4. Verification of evaluations:

The sheet "List of evaluated jobs" contains the results of the evaluations carried out. Each line of the table shows the result of the evaluation of the corresponding job (*Image 12*).

Position number	Job Title	Implementing Convention	Area	Department / Area	Workplace	Person Responsible	Remarks (Optional)	A.1) POLYVALENCE OR BROAD DEFINITION OF OBLIGATIONS
1	Director General		Area 1	Department 1	Office 1			5
2	Area Director		Area 2	Department 2	Office 2			5
3	Deputy Director		Area 3	Department 3	Office 3			5

Image 12

#### Attention!

In this sheet it is possible to make modifications to the evaluations. To do so, new evaluations can be selected in the drop-down menus of the corresponding cells, and it is necessary to click on the update table icon afterwards (*Image 13*)



Update Table

Image 13

#### 5. Analysis of the staffing table "Distribution of Jobs" sheet:

This sheet includes a summary table with all the jobs in the company in which the fields "No. of women" and "No. of men" must be filled in for each job (*Image 14*)

Job Title	No. of Women	No. of Men	Categorisation
Director General	2	0	Feminised
Area Director	2	1	Feminised
Deputy Director	0	1	Masculinised
Manager	1	4	Masculinised
Area manager	3	3	Balanced
Senior Technician	7	3	Feminised
Technician	1	2	Masculinised
Supervisor	5	7	Balanced

Image 14

Once this information has been entered for each job, depending on the number of women and men occupying each one, the jobs are categorised as "feminised" (if there are more than 60% female occupants), "masculinised" (if there are more than 60% male occupants) or "balanced" (if neither sex is predominant).

**Attention!**

All shaded columns are formulated and do not need to be modified. Only the fields indicated in the paragraph before the image, those without shading, need to be entered.

## 2.3 Results of the tool

Once the company's jobs have been evaluated, the tool automatically groups jobs of equal value, which enables the purposes and objectives set out in section 1(2) of this guide to be met. In addition, the tool includes some graphs to visualise how it has been used.

Specifically, the results of the tool are as follows:

### "Groupings" sheet

Display of the list of groupings of jobs of equal value resulting from the evaluation:

This sheet contains a list of all the company's positions evaluated with the tool, with the grouping corresponding to the evaluation carried out for each one (*Image 15*).

Groupings	Job + Points
Grouping 10	Director General (788)
Grouping 9	Area Director (764) Human Resources Director (768)
Grouping 8	Sales Manager (747) Assistant Manager (681)
Grouping 7	Doctor (655) Manager (578) Area Manager (569) Supervisor (613) Nurse (640)

*Image 15*

### "Job Map" sheet

Display of the list of groupings of jobs of equal value resulting from the evaluation:

**Attention!**

The generation of the job maps in this sheet requires the version of Excel for Microsoft 365. If another version is used, it will not be possible to display the groupings in this sheet, and the sheet described in the previous section must be used.

This sheet includes tables, automatically generated by *clicking* on "Generate Job Map", which show the result of the evaluation system. Each job is represented, together with the total number of points it has obtained in the evaluation, in the cell corresponding to the grouping

to which the tool assigns it (*Image 16*). A delete button has been added to facilitate the new generation of the maps, by *clicking* on the button "Clear Job Map"

Generate Jobs Map by:

Department/ Area

"Job Map" sheet

Area	Area 1	Area 2	Area 3	Area 4	Area 5	Area 6
<b>Grouping 10</b>	Director General (788)					
<b>Grouping 9</b>		Area Director (764)			Sales Director (747) Human Resources Director (768)	

Image 16

At the bottom of the sheet, different job maps can be generated according to the different organisational classifications defined by the company (area, department or workplace)

The different job maps show each of the evaluated jobs in a visual and orderly manner. The row in which the job is placed determines the corresponding grouping of jobs of equal value resulting from the evaluation, while the column results from the organisational classification established by the company. For the purposes of drawing up the pay register, and the other utilities of the tool indicated in section 1(5) of this guide, jobs that are in the same grouping are understood as jobs of equal value in the company.

### "Graph 1" sheet

Total score of the company's jobs:

This graph shows all jobs sorted according to the total number of points scored for each one (*Image 17*). It also shows whether each job is predominantly occupied by women or men, and whether it is feminised or masculinised, respectively.

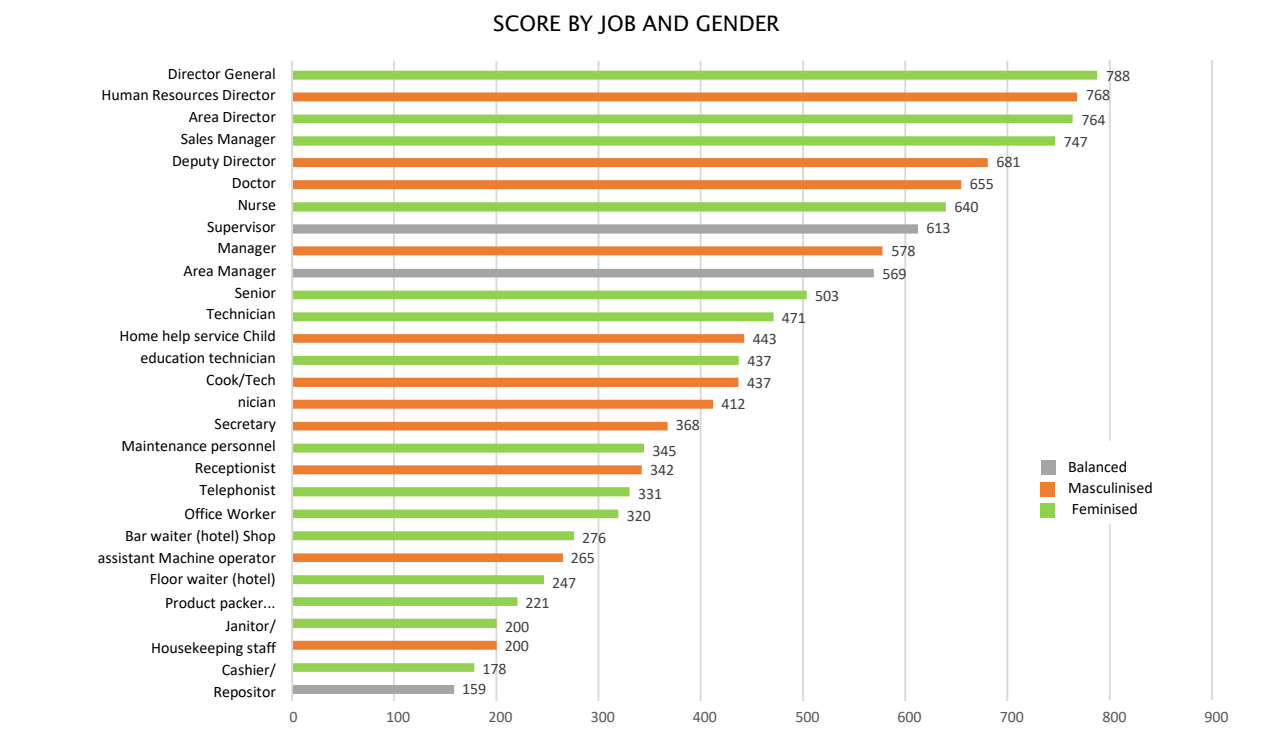


Image 17



## 2. JOB EVALUATION TOOL

### Attention!

If any changes are made to the ratings, click on update graph to have the tool reflect these changes in the graphs

### "Graph 2" sheet

Details of the evaluation of each job:

This graph shows the total points obtained by each job in the evaluation of each factor or sub-factor, and the job shown can be selected by means of a drop-down menu (*Image 18*)

Select here the job that you would like to see

Job:	Director General	100%	Percentage of women in the job	A) NATURE OF FUNCTIONS OR TASKS	B) EDUCATIONAL CONDITIONS	C) PROFESSIONAL AND TRAINING CONDITIONS	D) WORKING CONDITIONS AND FACTORS STRICTLY PERFORMANCE-RELATED	TOTAL
				334	171	185	98	788 Points

### RATING EVALUATION FOR EACH FACTOR

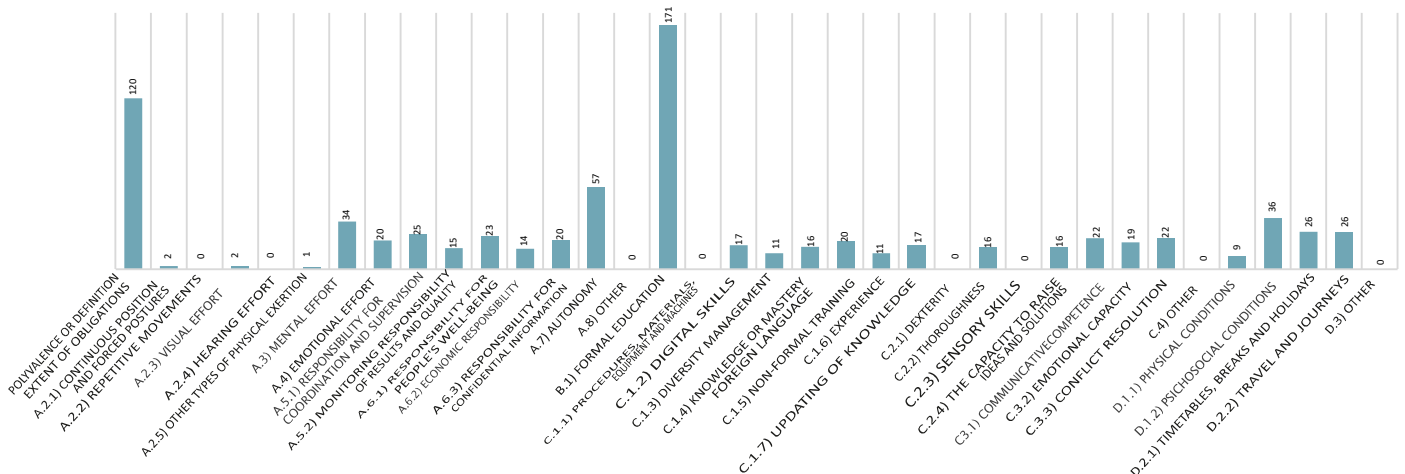


Image 18

### Attention!

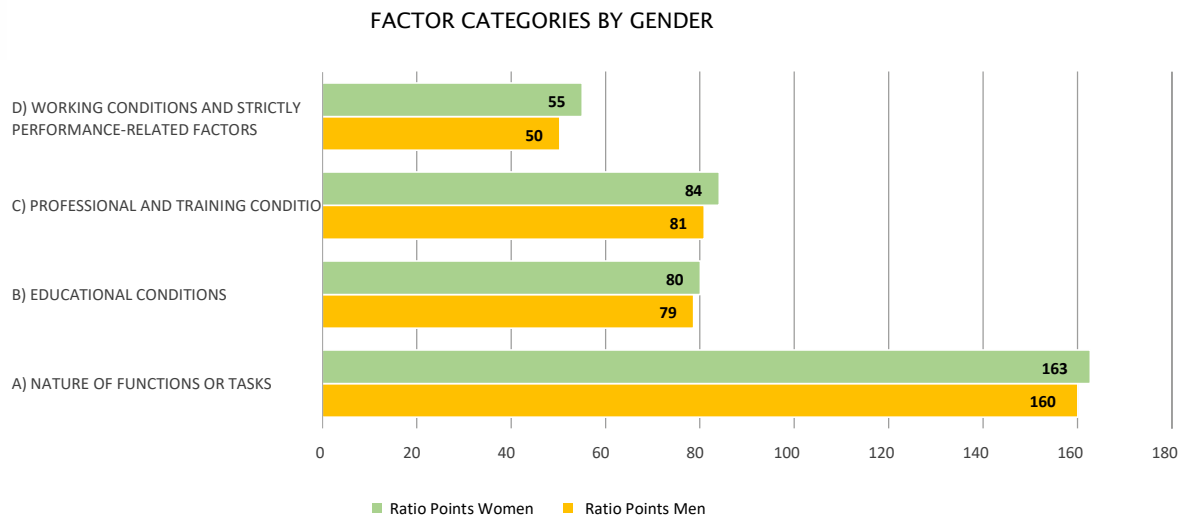
If any changes are made to the ratings, click on update graph to have the tool reflect these changes in the graphs

### "Graph 3" sheet

Analysis of the application by sex of the factors and sub-factors:

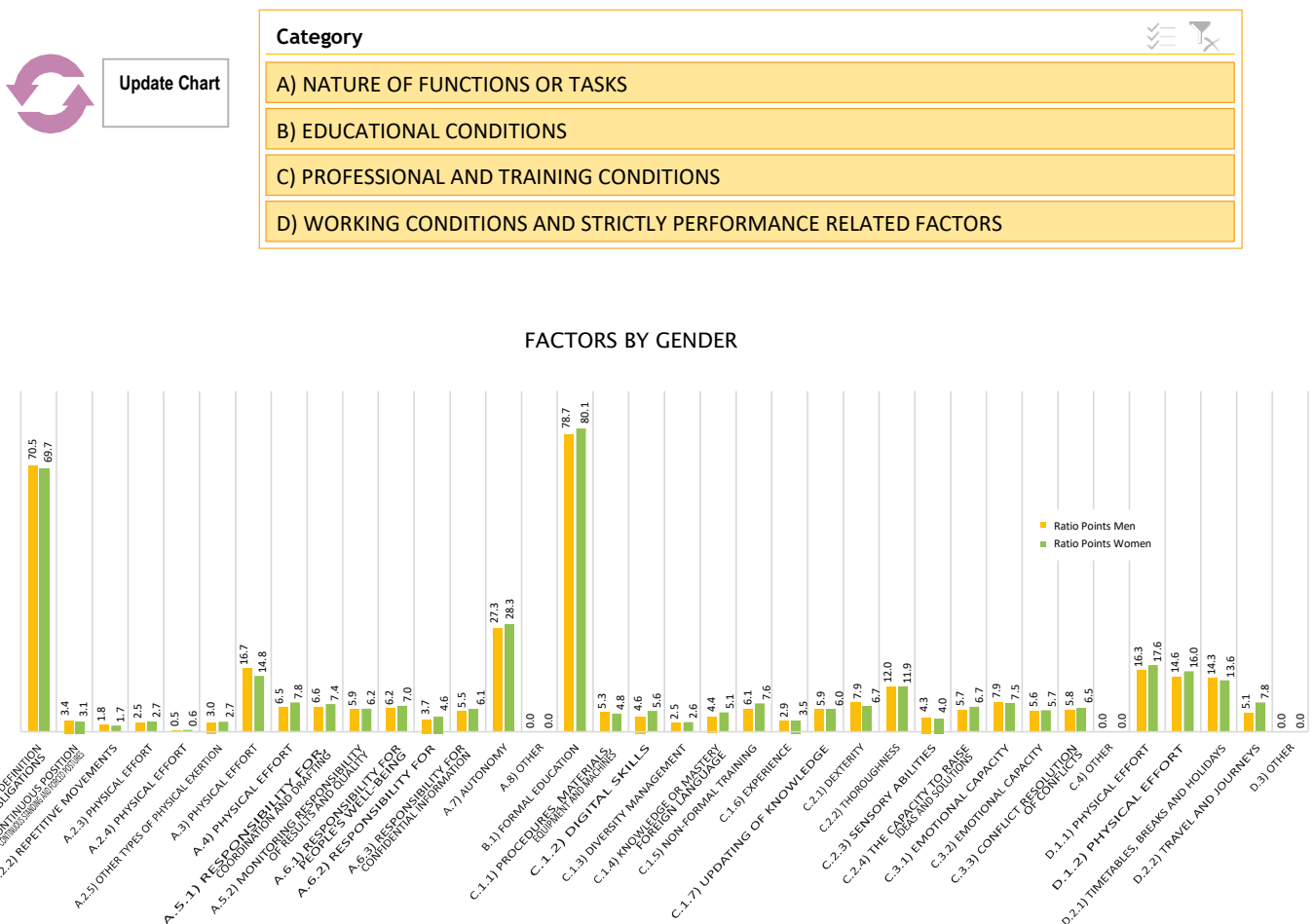
This sheet shows two graphs in which the tool makes it possible to visualise whether the application of the factors and sub-factors may have introduced gender biases in the evaluation. To do so, it calculates whether the evaluation of each of the four categories of factors as a whole, or of each of the factors or sub-factors, is feminised, masculinised or balanced, according to the ratio between the total number of points obtained by women or men in each factor and the total number of women or men in the workforce

First, this calculation is shown for the four factor categories (*Image 19*):



*Image 19*

Secondly, a graph is shown in which the above results can be seen broken down by factor or sub-factor (*Image 20*)



*Image 20*

## 2. JOB EVALUATION TOOL

To filter the results, click on the *category* menu. You can go back by *clicking* on the icon to remove the filters (*Image 21*)

Category
A) NATURE OF FUNCTIONS OR TASKS
B) EDUCATIONAL CONDITIONS
C) PROFESSIONAL AND TRAINING CONDITIONS
D) WORKING CONDITIONS AND STRICTLY PERFORMANCE RELATED FACTORS

Image 21

### Attention!

If any changes are made to the ratings, click on update graph to have the tool reflect these changes in the graphs

### "Graph 4" sheet

Women and men in each grouping of posts of equal value:

This graph shows the number of women and men occupying the jobs comprising each grouping, classifying the grouping as feminised, masculinised or balanced according to the number of occupants of each sex (*Image 22*).

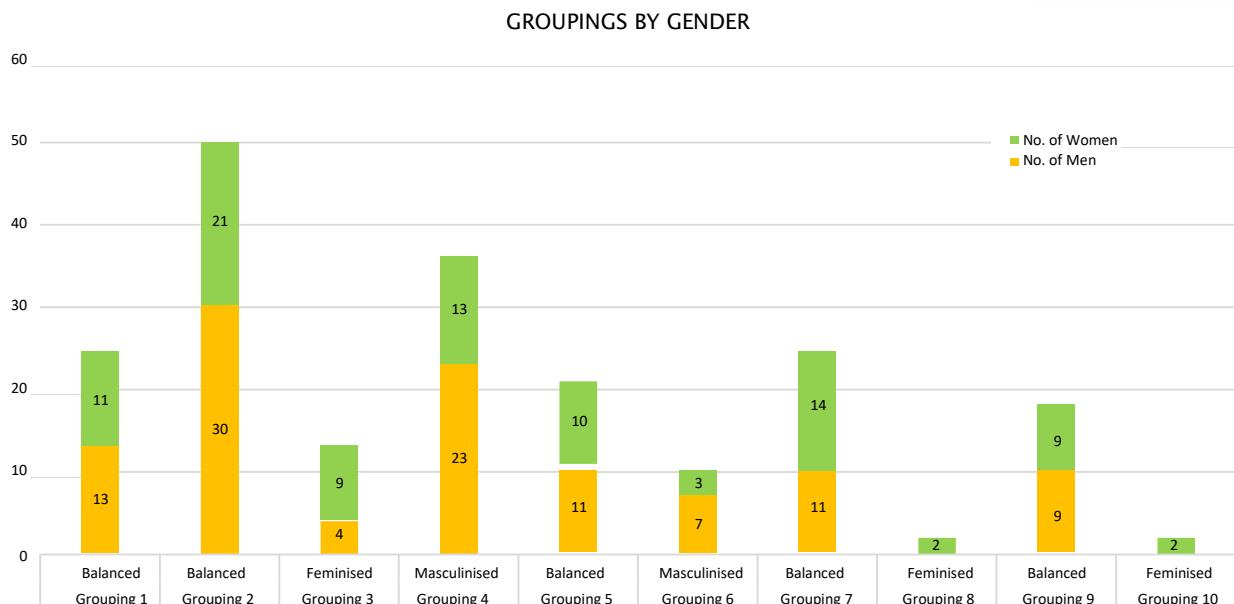


Image 22

### Attention!

If any changes are made to the ratings, click on update graph to have the tool reflect these changes in the graphs

## ANNEX I

## WEIGHTING OF FACTORS

The predetermined assignment of relative weights or weightings to the different factors and sub-factors included in this tool, shown in the table below, has been developed with the purpose of eliminating gender stereotypes and neutralising the traditional undervaluation of qualities that are socially considered feminine.

In order to facilitate the task of the technical roundtable for dialogue, a tiered or block method was used to establish this weighting. First, the percentage value or relative weight of each of the four categories set out in articles 28(1) of the Workers' Statute and 4(2) of Royal Decree 902/2020 was determined. Within each category, groups of homogeneous factors have been configured, which have been given a weight relative to each other. This operation has been repeated for the factors within each group and, where appropriate, for the sub-factors integrated in each factor.

CATEGORY	WEIGHT (%)	GROUP	WEIGHT WITHIN CATEGORY (%)	FACTOR	WEIGHT WITHIN GROUP (%)	SUB-FACTOR	WEIGHT WITHIN FACTOR (%)			
A) NATURE OF FUNCTIONS OR TASKS	40	POLIVALENCE	30	A.1) POLYVALENCE OR BROAD DEFINITION OF OBLIGATIONS						
					TOTAL	100				
		EFFORTS	24	A.2) PHYSICAL EFFORT	30	A.2.1) Continuous standing and forced postures	20			
						A.2.2) Repetitive movements	20			
						A.2.3) Visual effort	20			
						A.2.4) Hearing effort	20			
						A.2.5) Other types of physical exertion	20			
							TOTAL	100		
				A.3) MENTAL EFFORT		35				
				A.4) EMOTIONAL EFFORT		35				
					TOTAL A2+A3+A4	100				



# ANNEX I WEIGHTING OF FACTORS

CATEGORY	WEIGHT (%)	GROUP	WEIGHT WITHIN CATEGORY (%)	FACTOR	WEIGHT WITHIN GROUP (%)	SUB-FACTOR	WEIGHT WITHIN FACTOR (%)
A) NATURE OF FUNCTIONS OR TASKS	40	RESPONSIBILITY AND AUTONOMY	41	A.5) RESPONSIBILITY FOR ORGANISATION, COORDINATION AND SUPERVISION	30	A.5.1) Organisational and coordinating responsibility	50
						A.5.2) Supervisory responsibility for results and quality	50
						TOTAL	
				A.6) FUNCTIONAL RESPONSIBILITIES	35	A.6.1) Responsibility for people's well-being.	40
						A.6.2) Financial liability	25
						A.6.3) Responsibility for confidential information	35
						TOTAL	
				A.7) AUTONOMY	35		100
				TOTAL A5+A6+A7		100	
OTHER		5	A.8) OTHER				
TOTAL A		100					
B) EDUCATIONAL CONDITIONS	20	FORMAL EDUCATION	100	B.1) FORMAL EDUCATION			100
TOTAL B		100	TOTAL			100	
C) PROFESSIONAL AND TRAINING CONDITIONS	25	KNOWLEDGE AND UNDERSTANDING	45	C.1) KNOWLEDGE AND UNDERSTANDING	100	C.1.1) Procedures, materials, equipment and machines	15
						C.1.2) Digital competences	15
						C.1.3) Diversity management	10
						C.1.4) Knowledge or proficiency in a foreign language	17.5
						C.1.5) Non-formal training	17.5
						C.1.6) Experience	10
						C.1.7) Updating knowledge	15
		TOTAL C1		100	TOTAL	100	



CATEGORY	WEIGHT (%)	GROUP	WEIGHT WITHIN CATEGORY (%)	FACTOR	WEIGHT WITHIN GROUP (%)	SUB-FACTOR	WEIGHT WITHIN FACTOR (%)			
C) PROFESSIONAL AND TRAINING CONDITIONS	25	SOCIAL SKILLS AND ABILITIES	50	C.2) SKILLS	50	C.2.1) Dexterity	25			
						C.2.2) Thoroughness	25			
						C.2.3) Sensory skills	25			
						C.2.4) Ability to come up with ideas and solutions	25			
									TOTAL	100
				C.3) SOCIAL SKILLS	50	C.3.1) Communication skills	35			
						C.3.2) Emotional capacity	30			
						C.3.3) Conflict resolution skills	35			
									TOTAL	100
							TOTAL C2+C3	100		
OTHER	5	C.4) OTHER								
		TOTAL C	100							
D) WORKING CONDITIONS AND STRICTLY PERFORMANCE-RELATED FACTORS	15	ENVIRONMENT	60	D.1) ENVIRONMENT		D.1.1) Physical conditions	50			
						D.1.2) Psychosocial conditions	50			
							TOTAL	100		
		ORGANISATIONAL CONDITIONS	35	D.2) ORGANISATIONAL CONDITIONS		D.2.1) Timetables, breaks and holidays	50			
						D.2.2) Journeys and travel	50			
							TOTAL	100		
		OTHER	5	D.3) OTHER						
				TOTAL D	100					
TOTAL A+B+C+D	100									





## SUSTAINABLE DEVELOPMENT GOALS

This job evaluation tool is aligned with the Sustainable Development Goals (SDGs) established by the United Nations in its 2030 Agenda, which aims to achieve true sustainable development worldwide and combat climate change, inequality and poverty. Specifically, it contributes to the achievement of goals 5 Gender Equality and 8 Decent Work and Economic Growth. This user guide is co-financed by the European Social Fund under the Operational Programme for Social Inclusion and the Social Economy (POISES) 2014 - 2020

