**EU-WIDE GUIDELINES ON GENDER-NEUTRAL
JOB EVALUATION AND CLASSIFICATION**
Step-by-step toolkit

Cover image generated by Adobe Firefly.

A note for users

This toolkit is the update of the previously existing EU-wide guidelines on gender-neutral job evaluation and classification systems (¹). The toolkit was prepared by the European Institute for Gender Equality (EIGE) in cooperation with the European Commission, in the context of Article 4 of Directive (EU) 2023/970 to strengthen the application of the principle of equal pay for equal work or work of equal value between men and women through pay transparency and enforcement mechanisms, or the Pay Transparency Directive. It aims to support the practical implementation of the principle of equal pay for equal work or work of equal value between women and men through gender-neutral job evaluation and classification systems.

This toolkit is a voluntary and practical resource that provides guidance, recommendations and examples. Using the toolkit can support your efforts to comply with the Pay Transparency Directive and Article 157 of the Treaty on the Functioning of the European Union. However, the use of the toolkit alone does not certify or guarantee compliance, as that depends on the context and accuracy of the application of methods presented in this toolkit. The guidance, tools, templates and examples included here are illustrative and are intended to support an understanding of the principle of equal pay for equal work or work of equal value between women and men. They do not intend to replace or override existing tools, regulations, collective agreements or other systems in place that already support organisations and social partners with the implementation of the principle of equal pay for equal work or work of equal value between women and men.

Please note that the toolkit is not a legal act, nor is it legally binding on any organisation, and it does not constitute an interpretation of EU or national law. When referring to existing EU legislation, the toolkit does not provide legal advice on its interpretation or implementation. Its content is without prejudice to national legislation, to the interpretation of the Court of Justice of the European Union and the General Court or to guidance provided by the European Commission.

Organisations are encouraged to consult their national authorities, social partners and equality bodies for information on their country's applicable legal and institutional frameworks.

(¹) For more information, see European Commission (2013).

Contents

1. Who is this toolkit for?

This practical toolkit, prepared by the European Institute for Gender Equality (EIGE) in cooperation with the European Commission, aims to help organisations across the EU implement a gender-neutral job evaluation and classification. There is no single, prescribed way to assess work of equal value in the workplace. However, gender-neutral job evaluation and classification is one of the most effective tools for reviewing and evaluating pay systems, identifying gender biases and ensuring compliance with the principle of equal pay for equal work or work of equal value between women and men within an organisation.

This toolkit is intended for **all employers**, including:

- private entities, such as for-profit and non-profit organisations across all sectors;
- public institutions, including publicly owned or publicly funded bodies at the national, regional or local level.

Because organisations vary in size, sector and resources, this toolkit offers flexible guidance that can be adapted to each context. It supports a wide range of organisations, from large ones (standard approach) to small and medium-sized organisations and micro-organisations (simplified approaches), with adjustments tailored to their specific needs and capacities.

The toolkit can be used by organisations that are new to job evaluation and classification processes and by those organisations seeking to refine their existing systems.

While the toolkit is primarily designed for employers, it is also a valuable resource for:

- **workers' representatives and trade unions**, to support their engagement in fair and transparent job evaluation processes and to review job classifications and pay structures within collective agreements;
- **workers** who want to better understand the process and take part in discussions on gender-neutral job evaluation and compliance with the equal pay principle in their workplace;
- **employer organisations**, to help their members to develop and apply gender-neutral job evaluation and classification systems, facilitate sector-wide coherence and promote consistent approaches to compliance with the principle of equal pay;
- **policymakers**, especially those working on gender equality and employment at the EU or national level, who can use the toolkit to support the implementation of Directive (EU) 2023/970 to strengthen the application of the principle of equal pay for equal work or work of equal value between men and women through pay transparency and enforcement mechanisms, the Pay Transparency Directive;
- **equality bodies**, which must be consulted by EU Member States to ensure the availability of analytical tools and methodologies for assessing and comparing the value of work (Article 28 and Article 4(2) of the Pay Transparency Directive);
- **practitioners, gender equality experts and civil-society organisations** advocating equal pay for the same work or work of equal value between women and men in addition to pay transparency and gender-neutral job evaluation and classification systems.

1.1. Outline of the toolkit

This toolkit is a practical resource to help organisations carry out a gender-neutral job evaluation and classification. It also provides guidance for trade unions and workers. It begins with essential background information. This is followed by 10 practical tools, each with step-by-step guidance to support users throughout the process.

The toolkit is organised as follows.

Sections 1–3 provide a foundational understanding of the gender-neutral job evaluation and classification, outlining its benefits, how it contributes to achieving equal pay between women and men, and the legal and policy framework that underpins it. Section 1.2 provides detailed guidance on how to use the toolkit in a way that best suits your organisation.

Section 4 walks you through the job evaluation and classification process, which is organised into three key stages: preparation, implementation, and monitoring and follow-up. Before you start your gender-neutral job evaluation, this section also includes guidance to help you understand gender bias in the process. Table 1 provides a full list of the tools included.

Table 1. List of tools in this toolkit

Tools	Target users
Tool 0. Getting ready: understanding and preventing gender bias	All users
Preparing for a gender-neutral job evaluation and classification	
Tool 1. Getting started with your gender-neutral job evaluation and classification	All employers
Tool 2. Gathering job information	All employers
Conducting a gender-neutral job evaluation and classification	
Tool 3. Conducting a simple job evaluation and classification (for micro-organisations)	Micro-organisations
Tool 4. Conducting a job evaluation and classification in small and medium-sized organisations	Small and medium-sized organisations
Tool 5. Conducting a standard job evaluation and classification	Employers of all sizes
Using the results of the gender-neutral job evaluation and classification and follow-up actions	
Tool 6. Adjusting job titles and descriptions	All employers
Tool 7. Tracking progress and planning follow-up actions	All employers
Advocating for gender-neutral job evaluation and classification systems	
Tool 8. Negotiating aid for trade unions	Trade unions
Tool 9. Approaching the equal pay conversation with your employer	Workers
Supporting materials	
Factor and subfactor plan	All users
Case studies	All users
Templates	All employers
Key terms explained	All users

Tool 8 and Tool 9 are designed specifically for trade unions and workers. Tool 8 helps trade unions to engage in fair and transparent job evaluation and classification processes and to support their members in developing and applying these. Tool 9 helps workers to engage in discussions about equal pay and gender-neutral job evaluation and classification.

Section 5 provides you with supporting practical materials. These include the factor and subfactor plan, a structured, gender-neutral framework that defines and breaks down the key job evaluation criteria (skills, responsibility, effort and working conditions) used to consistently and fairly evaluate and compare jobs.

The toolkit also includes three case studies that illustrate how gender-neutral job evaluation and classification can be implemented in practice. You will also find a set of templates to support the use of the tools and a glossary of key terms. Lastly, the toolkit comes with three Excel worksheets, each of which accompanies a selected approach to job evaluation and classification. The templates (in editable format) and the Excel worksheets are available for download on the web version of the toolkit on EIGE's Gender Mainstreaming Platform.

1.2. Choosing your pathway through the toolkit: which approach to gender-neutral job evaluation and classification is right for you?

Establishing a gender-neutral job evaluation and classification system involves organising your workforce in a structured way, based on the value of the jobs in your organisation (2).

There are different types of job evaluation and classification systems. **This toolkit provides three pathways** to ensure that every organisation can implement job evaluations free from gender bias.

Which pathway is most suitable for you will depend on the size and characteristics of your organisation.

Pathway 1: simplified approach for micro-organisations

This pathway is designed to guide very small organisations (with fewer than 10 workers) through a simple job evaluation and classification process. It can be summarised as follows.

- **This pathway is best for micro-organisations** in which formal job structures may not yet exist.
- **Method.** It is a simple but structured approach using the graduated factor comparison method.
- **Who's involved?** Typically, the owner/manager will do this. If possible, the involvement of a second person is recommended.
- **Your toolkit journey.** You will use Tool 3 for the job evaluation. Your full path will be Tool 0 → Tool 3.
- **Case study.** You can read about the experience of a fictitious company implementing the micro-organisation approach in Tool 3.

---

(2) Subsequent updates may be needed in the event of changes to the types of jobs within the organisation.

Pathway 2: simplified approach for small and medium-sized organisations – 'pair comparison'

This pathway is designed to support small (10–49 workers) and medium-sized (50–250 workers) organisations in conducting a gender-neutral job evaluation and classification. It can be summarised as follows.

- **This pathway is best for small organisations** and **medium-sized organisations with fewer, more similar jobs** and limited human resources (HR) capacity.
- **Method.** It is a streamlined process using the 'pair comparisons' approach to rank jobs on the basis of their overall demands.
- **Who's involved?** One or two individuals will be enough, such as the owner/manager and a worker with a good overview of all of the jobs in the organisation.
- **Your toolkit journey.** You will use Tool 4 for the job evaluation. Your full path will be Tool 0 → Tool 1 → Tool 2 → Tool 4 → Tool 6 → Tool 7. Some advice in Tools 1 and 2 may not be fully relevant to your context. Check out the adaptations for small organisations in those tools for more tailored guidance.
- **Case study.** You can learn more by reading about how a fictitious organisation implemented this simplified approach in Section 5.2.1.

Tip: even if you are a smaller organisation, consider whether the standard pathway might be feasible with a phased implementation. If you anticipate that your organisation will expand, choosing the more robust standard approach (pathway 3) now will save you from having to restructure later.

Pathway 3: standard approach

This pathway is intended for any employer, but particularly medium-sized (50+ workers) and large organisations (250+ workers) with diverse job roles and structured HR processes. It can be summarised as follows.

- **This pathway is best for medium and large organisations with diverse jobs** and structured HR processes.
- **Method.** It is a comprehensive, analytical point–factor job evaluation. This method provides the most robust protection against gender bias.
- **Who's involved?** A job evaluation committee (typically consisting of two to five members, depending on the number of jobs in the organisation) that should represent different departments, levels and union representatives if applicable.
- **Your toolkit journey.** You will use Tool 5 for the job evaluation. Your full path will be Tool 0 → Tool 1 → Tool 2 → Tool 5 → Tool 6 → Tool 7.
- **Case study.** You can learn more by reading about how a fictitious organisation implemented the standard approach in Section 5.2.2.

1.3. Guiding you through the toolkit

Once you have chosen the pathway that best suits your organisation, begin by reading the step-by-step guidance in the tools. Look at the section above and 'your toolkit journey' for the relevant approach to know where to start.

Make sure to read the factor and subfactor plan – the detailed plan of what to look at when evaluating jobs – and download the accompanying Excel worksheet for your pathway. You will need to fill in the different tabs of the Excel worksheet when instructed to at various points along the pathway.

Throughout the toolkit, you will also find coloured boxes containing practical insights and important information.

Tailored guidance for small organisations (10–49 workers). These boxes provide modified steps tailored to the needs and capacities of small organisations.

How to act. These boxes provide employers and other users with concrete recommendations on the steps or measures needed to implement a gender-neutral job evaluation and classification.

Mistakes to avoid. These boxes present common pitfalls and challenges that may arise during a job evaluation and classification.

Learn more about. These boxes explain technical terms, legal documents and policy concepts in plain language.

Examples (real or fictitious). These boxes include examples from materials available at the national level, in addition to existing guidelines and toolkits, and fictitious scenarios, to help you understand key steps and decisions throughout the process.

At the beginning of each section, you will find a visual progress indicator showing where you are in the process.

Throughout the toolkit, you will find hyperlinked text. Follow these links to navigate to other parts of the toolkit. For example, you can go back to the outline of the toolkit and find definitions of the main concepts in Key terms explained.

2. What is a gender-neutral job evaluation and classification system?

A gender-neutral job evaluation is a systematic process for determining the relative value of jobs, based on objective criteria (also called 'factors') such as **skills**, **responsibility**, **effort** and **working conditions**, rather than assessing the person doing the job (ILO, 2013). By focusing on the requirements of the job instead of individual characteristics, it provides a transparent and consistent basis for comparing jobs within an organisation without discrimination based on sex. The outcome of this process is a **job classification system** that groups jobs of equal value into the same pay grade.

Learn more about key job evaluation factors	
Skills	**Responsibility**
These are the knowledge, abilities and attitudes required to carry out a job, gained through theoretical learning, practical training, work experience, professional employment, self-study or a combination of these. Skills include: • cognitive skills (e.g. problem-solving, learning ability); • psychomotor skills (e.g. manual or technical skills); • behavioural skills (e.g. knowing how to act in different situations); • soft skills (e.g. communication, empathy, teamwork).	This includes both formal and actual responsibility, including knowing of the task to be performed and executing or being physically involved in an activity.
Effort	**Working conditions**
Effort includes the typical physical, mental and emotional demands that a job places on a standard worker to carry out assigned tasks.	These encompass all aspects of the task, people, tools, work process and environment that impact the worker, either positively or negatively. They include: • physical, psychological and social discomfort; • risks of injury or illness from the tasks or the environment; • the duration and frequency of exposure; • the worker's ability to influence or mitigate the above aspects.

While job evaluations were originally developed to align pay structures with market rates and organisational needs, they have evolved into a key tool for promoting equal pay and ensuring pay transparency (Jefferson et al., 2015; Wagner, 2022). However, many job evaluation systems still reflect gender-biased assumptions that undervalue job demands typically associated with work mostly done by women. For example, skills and responsibilities such as emotional support, interpersonal skills and multitasking are often perceived as less valuable than attributes more commonly associated with work dominated by men, such as physical strength or technical expertise (Pardon et al., 2010). In addition, some job requirements and demands may be invisible if they are perceived as personal characteristics of the job holder, based on gender biases and assumptions (e.g. regarding care work or communication skills).

A gender-neutral approach to job evaluation corrects these structural imbalances by systematically assessing jobs according to the same criteria and ensuring that often-overlooked demands associated with women-dominated work are valued appropriately. This directly addresses historical gender biases and the undervaluation of women-dominated jobs, contributing to the achievement of fair and equal pay for equal work or work of equal value between women and men in organisations.

Learn more about the principle of equal pay for work of equal value

At the international level, the **principle of equal remuneration for work of equal value** was first recognised in the preamble to the Constitution of the International Labour Organization (ILO) in 1919 and later reinforced in 1951 through the ILO Equal Remuneration Convention.

In the EU, the principle of equal pay for equal work or work of equal value between women and men is firmly established under **Article 157 of the Treaty on the Functioning of the European Union (TFEU)** and is further implemented by **Article 4 of Directive 2006/54/EC** on the implementation of the principle of equal opportunities and equal treatment of men and women in matters of employment and occupation, or the Equal Treatment Directive. This requires the removal of sex-based pay discrimination with respect to the same job or work of the same value. In 2013, the **European Commission published EU guidelines** that identified key job evaluation factors (based on the case-law of the Court of Justice) and recommended the use of gender-neutral criteria (European Commission, 2013). Since then, several Member States have developed their own job evaluation and classification tools following this approach.

The **Pay Transparency Directive** strengthens this principle by introducing pay transparency and reinforced rules for enforcement. It promotes the use of clear and structured approaches to support compliance with the principle of equal pay – in particular, through gender-neutral job evaluation and classification systems. Employers can still pay workers who perform the same work or work of equal value differently, on the basis of their performance and competency, but the processes used to determine such pay must also follow criteria that are gender-neutral and free of gender bias (recital 17).

A gender-neutral job evaluation and classification process involves more than simply using a specific scoring system or set of criteria. It requires that attention be paid to the entire process, from how jobs are described to how decisions are made. Gender bias can creep into the process at any point, from the way information is gathered, interpreted or applied. For example, job evaluators may unintentionally rely on common gender stereotypes or their own personal ideas of what seems 'fair'.

This toolkit will guide you through ensuring that every step of the process is free from gender biases, from preparing and conducting your gender-neutral job evaluation and classification to following up on its results.

2.1. What different types of job evaluation and classification systems are there?

Job evaluation and classification can be approached in various ways. Broadly speaking, approaches are either analytical or non-analytical. As seen in the 'Learn more about job evaluation methods' box, non-analytical methods rely mainly on the judgement of the job evaluators, while analytical methods apply consistent criteria to support fairer comparisons (OECD, 2021). However, if not carefully managed, both approaches risk attaching greater value to jobs that are typically held by men and undervaluing jobs commonly done by women.

Learn more about job evaluation methods	
Non-analytical methods	**Analytical methods**
Jobs are evaluated on the basis of overall judgement, often by comparing them with existing jobs or ranking them according to their perceived importance.	The value of jobs is determined by assigning points for predefined factors (typically skills, responsibility, effort and working conditions). Such methods aim for a more objective and transparent approach to grading pay.
Ranking method: listing jobs from highest to lowest value. **Classification method:** sorting jobs into predefined classes or bands on the basis of an overall similarity in duties. **Benchmarking method:** comparing new jobs with existing 'benchmark' jobs. The method proposed in this toolkit for small and medium-sized organisations, known as 'pair comparison' (see Tool 4), offers an other approach to ranking jobs.	**Point–factor method** • Jobs are systematically evaluated in terms of factors and subfactors. • Each factor is then further divided into different levels (degrees of complexity). For example, for the 'computer skills' subfactor, level 1 would be 'using basic functions such as email, data entry or word processing', and level 3 would be 'developing or managing digital systems, tools or IT solutions for the organisation'. • The various factors are weighted according to their importance to the organisation. For example, if technical skills are considered more important than physical effort, the score for the 'technical skills' subfactor is given more weight, thereby counting for more in the total job value. The point–factor method is used in the standard approach provided in this toolkit (see Tool 5). The method used in Tool 3 for micro-organisations (graduated factor comparison) to a large extent follows this approach, but using fewer factors and without the weighting of factors and levels.
Challenges	
These methods rely on the subjective judgements of job evaluators, which can unintentionally favour jobs dominated by men and overlook tasks typical in jobs traditionally held by women.	Gender bias can still enter the process depending on how factors and subfactors are defined, how points are assigned and how weights are applied. This can result in the overvaluing of skills more often found in jobs typically held by men, while undervaluing those common in jobs done mostly by women.

Depending on the organisation's size, it may not always be practical to use a fully analytical method, particularly for micro-organisations and small organisations. This toolkit offers tailored alternatives and simplified tools for both micro-organisations (Tool 3) and small and medium-sized organisations (Tool 4). The standard approach (Tool 5) is suitable for any organisation with more than 250 workers and for medium-sized organisations with diverse job roles and structured HR processes.

Regardless of the method chosen, this toolkit provides step-by-step guidance to help you avoid gender bias and discrimination throughout the whole job evaluation and classification process, from preparation to implementation and follow-up.

3. Why are gender-neutral job evaluation and classification systems important?

Alongside other equal pay measures, gender-neutral job evaluation and classification systems help in closing gender pay gaps, benefiting both employers and workers. They also help social partners to advocate and contribute to the advancement of gender equality at work (see Figure 1).

Figure 1. What can gender-neutral job evaluation and classification systems achieve in practice?

They support employers in complying with equal pay requirements and creating a fair work environment.	**They put the principle of equal pay for equal work or work of equal value into practice for workers.**	**They strengthen the role of social partners in driving gender equality in the labour market.**
• These systems improve understanding of jobs and their contributions to the organisation and help employers with attracting and retaining the best talent.	• Workers benefit from equal pay for equal work and work of equal value, and from having their jobs classified using a transparent and gender-neutral approach.	• Social partners can contribute to narrowing the gender pay gap through advocating in social dialogue for gender-neutral job evaluation and classification.
• They reduce legal risks and ensure compliance with equal pay standards.	• These approaches lower the risk of workers experiencing direct and/or indirect gender discrimination at work.	• These approaches help to balance the uneven concentrations of women and men in different sectors.
• They promote a culture of fairness and gender equality in the organisation.		• They also address the undervaluation in collective bargaining of work predominantly done by women.

Source: EIGE.

Ensuring that jobs are evaluated and classified on the basis of objective and gender-neutral criteria can help **employers** to build inclusive workplaces in which **workers** feel respected and fairly compensated. This is key for practical, legal and fairness reasons, as shown below.

Gender-neutral job evaluation and classification systems bring organisational benefits

The regular use of gender-neutral job evaluation and classification processes helps organisations to define job roles more clearly, improve hiring and promotion processes and identify emerging skills needs, including training and upskilling. Ultimately, gender-neutral job evaluation and classification systems support strategic workforce planning.

Workers who believe that their pay is fair are less likely to leave and are more committed to their work (Chordiya et al., 2023). For employers, this means reduced employee turnover and lower recruitment and onboarding costs. In the long run, it also helps to retain valuable institutional knowledge (ILO, 2008; Alidrisi, 2021), which, along with better-motivated teams, is vital to sustaining innovation, performance and long-term growth.

A visible commitment to equal pay between women and men also strengthens trust and engagement. Organisations that base pay decisions on transparent, gender-neutral criteria are seen as fair and trustworthy employers, attracting a broader range of talent and fostering a culture of respect and collaboration (Workplace Gender Equality Agency, 2012; Chordiya et al., 2023).

Equal pay between women and men is especially important in sectors that face skills shortages, such as healthcare and technology, and those undergoing the digital and green transitions. This is because equal pay supports diversity, innovation and sustainable growth (De Luca, 2023; Kustova et al., 2024; Amand-Eeckhout, 2025).

Gender-neutral job evaluation and classification systems support compliance and reduce legal risks and associated costs

Ensuring that job evaluation criteria (skills, responsibility, effort and working conditions) are applied in an objective and gender-neutral way supports organisations in complying with the provisions of the Pay Transparency Directive. It helps them to ensure sure that their pay systems do not reinforce direct and/or indirect discrimination on the grounds of sex in relation to pay.

Having gender-neutral job evaluation and classification systems in place reduces the risk of equal pay discrimination claims and thereby minimises legal and reputational risks, including costly regulatory fines. This is because such systems enable organisations to demonstrate transparently to workers, trade unions and authorities that pay decisions are fair, based on objective criteria and free from outdated assumptions or gender bias (Acas, 2014).

Gender-neutral job evaluation and classification systems uphold the advancement of gender equality in the workplace

Gender pay gaps in organisations are not limited to women and men being paid differently for the same job. They also include complex and often less visible disparities between jobs of equal value and across organisational levels. These disparities can take the form of like-for-like gaps, by-level gender pay gaps or broader inequalities across the entire organisation or department.

When job evaluation and classification frameworks fail to capture the complexity and value of women-dominated jobs, they perpetuate the perception that certain types of work are less skilled or significant. This undervaluation affects not only pay but also access to promotion and training, creating a cycle in which women remain concentrated in lower-paid roles and sectors.

Without a genuinely gender-neutral approach, job evaluation and classification systems can inadvertently conceal indirect discrimination and reinforce the structural barriers that sustain gender segregation and gender pay gaps at work (ILO, 2008). In contrast, implementing a gender-neutral job evaluation and classification system enables organisations to promote equal pay between women and men transparently and measurably, advancing the broader goal of gender equality within the workplace.

3. Why are gender-neutral job evaluation and classification systems important?

Gender-neutral job evaluation and classification systems strengthen the capacity of social partners to ensure fair and transparent pay

In collective bargaining, the use of gender-neutral job evaluation and classification systems provides a solid basis for negotiations. These systems help to ensure that employers define job requirements and demands clearly and according to objective criteria, free from gender bias. The active involvement of trade unions in designing and monitoring such systems promotes trust and reduces disputes. It also supports employer organisations in achieving sector-wide consistency. Moreover, gender-neutral job evaluation improves the accuracy of job descriptions, fostering fairer recruitment and pay decisions within sectors (ILO, 2013).

To learn more about the benefits of gender-neutral job evaluation and classification for different stakeholders, check out EIGE's and Eurofound's policy brief 'Building successful and inclusive organisations: why gender-neutral job evaluation and classification pays off'.

4. How to conduct a gender-neutral job evaluation and classification

Tool 0. Getting ready: understanding and preventing gender bias

Before your organisation begins its gender-neutral job evaluation and classification process, it is important to understand how gender bias and indirect discrimination can appear, even in systems that are designed to be fair and gender-neutral. Even the most well-intentioned job evaluators can carry gender-based assumptions about work and job roles that are shaped by social norms and past experiences.

This tool will help you to:

• recognise how gender bias and indirect discrimination can influence job evaluation and pay structures;
• reflect on your own assumptions about work and its value;
• get ready to identify and prevent gender bias throughout the process.

Step 1. Understand how gender bias can affect job evaluation and classification

Gender biases are prejudiced actions or thoughts based on the perception that women are not equal to men in rights and dignity (EIGE, n.d.-a). In a job evaluation, gender bias encompasses the attitudes, assumptions or stereotypes that influence how we perceive work that is typically performed by women or by men.

Gender bias operates on the individual level and on the cultural level – for example, assuming that men are more suited to technical work or that women are naturally better at care or communication. Personal gender bias comes from one's own experiences and beliefs. Structural gender bias exists within systems and cultures. These gender biases are often unconscious; however, they shape decisions about what kinds of work are perceived as more valuable. For example, 'soft skills' such as empathy, organisation or communication, often required in women-dominated jobs, are still sometimes treated as less valuable than 'hard' technical skills.

When gender bias comes into play:

• job characteristics may be **omitted** or **compressed** into a single description, reducing their value in the job evaluation;
• certain skills may be treated as personal traits instead of professional abilities;
• in some cases, other characteristics may be **double counted** in ways that favour jobs dominated by men (Armstrong et al., 2003).

The box 'Learn more about job characteristics that are frequently undervalued or overlooked in the evaluation of jobs predominantly performed by women' gives examples of how gender bias can result in certain job characteristics being undervalued or overlooked across the four key job evaluation factors.

	Learn more about job characteristics that are frequently undervalued or overlooked in the evaluation of jobs predominantly performed by women	
Factor	**Examples**	**Why they are often undervalued**
Skills	• Active listening and conflict mediation in client-facing or caregiving jobs • Cultural awareness and relational skills with service users • Coordinating schedules, appointments and logistics for teams or clients • Non-verbal communication • Manual dexterity in giving injections, typing or graphic arts	These skills are frequently seen as **personal traits** rather than learned, professional abilities. Because they are common in care, customer-facing and administrative roles, they are assumed to be 'natural' for women rather than being valuable expertise that requires training.
Responsibility	• Being responsible for the health, safety and emotional well-being of others (e.g. in childcare, healthcare, care for older adults) • Acting as the organisation's first point of contact with the public or clients • Training and orienting new staff • Preventing possible damage to equipment	Responsibility is often defined narrowly as supervising staff or managing budgets. A narrow understanding of responsibility can overlook the constant personal and ethical responsibility found in care and service work, in which errors can directly affect people's lives, well-being or safety or service quality.
Effort	• Emotional effort to de-escalate tense situations with upset clients or individuals in crisis • Frequent lifting, including of adults or children (e.g. in caregiving jobs) • Working simultaneously for several people or departments with different deadlines • Monotonous or detail-oriented tasks, such as those in data recording	Traditional evaluation systems focus on visible, physical effort. Emotional and mental effort are more difficult to measure and, as with skills, they can be seen as 'natural' or less demanding.
Working conditions	• Exposure to corrosive substances or materials (e.g. during cleaning) • Restricted movement, awkward positions • Working in isolation • Irregular or unpredictable work hours	Job evaluations tend to focus on visible physical hazards (e.g. machinery, outdoor work, temperature). They may overlook psychosocial risks and discomforts in jobs performed indoors or in service environments involving public contact, which are often perceived as ordinary or low risk.

Source: Adapted from ILO (2013) and the list compiled by New Zealand's Department of Labour (2008) in *Gender Bias in Job Evaluation: A resource collection*. This list is illustrative and not exhaustive.

When these characteristics are ignored or minimised, women-dominated jobs can appear less demanding or less skilled than they genuinely are. Gender bias influences **what gets counted** and **what is left out** when evaluating jobs.

Step 2. Understand indirect discrimination in job evaluation, job classification and pay structures

Another key concept to understand when conducting a gender-neutral job evaluation is indirect discrimination.

Indirect discrimination occurs when a provision or practice appears neutral but ultimately disadvantages one sex compared with the other, without a legitimate reason (EIGE, n.d.-b).

You can read more about direct and indirect discrimination and find examples in the box below.

Learn more about direct and indirect discrimination in job evaluation and classification	
• The Pay Transparency Directive defines direct discrimination and indirect discrimination in Article 3 as follows.	

Definition	Example
Direct discrimination. One person is treated less favourably than another person is, has been or would be treated in a similar situation, on the grounds of sex.	A woman working as a financial analyst receives the same basic salary as a colleague, a man in the same job role, with comparable qualifications and responsibilities. However, she discovers that he gets a significantly higher monthly bonus. When she raises the issue, her employer cannot justify the difference on the basis of objective, gender-neutral criteria when considering their job content, performance or experience.
Indirect discrimination. An apparently neutral provision, criterion or practice still puts persons of one sex at a particular disadvantage compared with persons of the other sex, unless that provision, criterion or practice is objectively justified on the basis of a legitimate aim, and the means used to achieve that aim are appropriate and necessary.	In a utilities company, technical support jobs (held mainly by men) are evaluated with an emphasis on physical work, the use of tools and equipment handling. Customer service jobs (held mainly by women), which involve high levels of emotional effort, multitasking and conflict resolution, are scored lower because the existing evaluation system does not take into account the demands and skills of customer service jobs, nor does it offer justified, necessary and proportionate reasons for their undervaluation.

Source: Definitions are based on the Pay Transparency Directive; the example of direct discrimination is based on the Court of Justice of the European Union judgment of 26 June 2001, *Susanna Brunnhofer* v *Bank der österreichischen Postsparkasse AG*, C-381/99, ECLI:EU:C:2001:358; and the example of indirect discrimination is fictitious, developed by the authors.

Indirect discrimination is often unintentional, but it can have long-term effects, such as the reduced visibility of the work that women typically perform. Over time, these hidden patterns contribute to the gender pay gap and to persistent forms of segregation in the labour market.

Indirect discrimination is not always visible in job descriptions or pay structures. It occurs when gender-biased assumptions become built into the rules, systems or practices used to determine the value of job roles and pay. These may appear neutral but, in practice, disadvantage one sex. This can happen during the job evaluation, job classification or when establishing a pay structure.

Even when a job evaluation and classification system is formally gender-neutral, gender bias can enter through the way that job evaluation criteria are defined, applied, weighted or interpreted within an organisation. If these gender biases go unnoticed, the resulting job classification and pay structure may unintentionally reinforce existing gender inequalities. This can lead to indirect discrimination, whereby jobs typically held by women are systematically undervalued and placed in lower pay grades even when they require skills, responsibility, effort and working conditions comparable to those in jobs dominated by men.

Gender bias in job evaluation affects basic pay when undervalued jobs are assigned to lower pay grades, despite requiring similar levels of complexity, responsibility or effort to higher-graded jobs that are dominated by men. The consequence of this is that workers in women-dominated roles are systematically paid less within the organisation, resulting in indirect discrimination in pay on the basis of sex.

This impact also extends to discretionary **complementary and variable pay elements** within organisations, such as bonuses, performance-related pay, commissions or allowances (e.g. a company car). These systems can disadvantage women when the ways in which they are designed or awarded reflect gender biases. For example, in the same workplace, bonus schemes that reward long or irregular working hours or individual competition may disadvantage workers in roles where performance depends on teamwork, service quality or emotional effort (ILO, 2008; Arabadjieva et al., 2022). When such systems overlook the value of less visible or relational work, they reinforce structural gender inequalities and contribute to indirect discrimination in overall pay. In other cases, eligibility criteria can disadvantage those who take childcare-related leave. For instance, workers returning from such leave may lose access to bonuses or supplementary payments granted to colleagues who have not been absent. Since childcare-related leave is taken mostly by women, criteria that exclude these workers from bonuses such as a '13th-month' payment [3] can amount to indirect discrimination (European network of legal experts in gender equality and non-discrimination, 2018; Németh et al., 2024).

In summary, indirect discrimination causes much of the work done by women to be undervalued, while labour market segregation keeps women concentrated in undervalued jobs or sectors. Gender-neutral job evaluation and classification systems can contribute to breaking this cycle by fairly recognising all work, regardless of who performs it.

Step 3. Reflect on your own gender biases

Now that you have learned some key concepts, take a step back and reflect on your own gender biases.

Before beginning your organisation's job evaluation, take a few minutes to reflect individually or as a team on possible gender biases. You can use the following exercises.

Exercise 1. Self-check

- When I think of 'demanding work', what comes to mind? Is it physical effort, long hours, or emotional and mental load?
- Which jobs in my organisation do I naturally see as 'high value' or 'low value'? Why?
- Are leadership roles associated in my mind with certain traits, such as being assertive or competitive? Do I also value collaboration or care work?
- What kinds of work do I consider 'skilled'? Have I included soft skills such as communication, coordination or emotional effort?
- How do I describe jobs when I talk about them? Do I use gendered or value-loaded terms such as 'cleaning lady' or 'handyman'?

There are no right or wrong answers. The goal is to notice patterns in your own thinking before you start evaluating jobs. This awareness helps to reduce gender biases and supports fairer decisions later in the process.

Exercise 2. The 'what comes to mind?' test

Think of the following job titles and note the first image or description that comes to mind. Then, reflect on your reactions using the questions below.

---

[3] A 13th-month payment is an additional payment, often equal to one month's salary, that an employee receives on top of their regular annual wages, typically at the end of the year.

Job title	First image that comes to mind	Questions to ask yourself for each job
Engineer		• Is the person you imagined a woman or a man? Why?
Nurse		• What made you picture that person's gender, age or background?
Cleaner		• Do you view this work as skilled or unskilled? Why?
Manager		• Which leadership traits did you imagine (e.g. assertive, caring, decisive, collaborative)?
Receptionist		• Do you associate this role with personality or technical ability?

Reflection

This exercise shows how quickly stereotypes about gender, skills and job value can appear, even before the evaluation starts.

Ask yourself how these automatic associations might influence how you describe or score different jobs.

Exercise 3. The 'language check'

Read the examples of job description phrases below and think about what kind of image they create.

Ask yourself: 'who do I picture when I read this, and what qualities are being valued?' Then, consider how the same idea could be expressed in more inclusive and balanced terms (you will learn more about how to do this later in the toolkit).

Common phrase	What it implies	How to make it more gender-neutral or balanced
'Strong leadership'	Suggests authority, dominance and control – traits often linked to men and a top-down management style.	Use 'inclusive leadership' or 'ability to guide and motivate a team collaboratively'.
'Kind and friendly'	Frames emotional and relational work as personality traits rather than professional skills, often used in women-dominated roles.	Use 'ability to communicate with empathy and professionalism' or 'skilled in managing client or team relationships'.
'Natural multitasker'	Presents coordination and organisation as innate qualities typically associated with women, rather than learned competencies.	Use 'able to prioritise and coordinate multiple tasks effectively'.

Reflection

Language shapes how we think about and value work. Phrases that in principle sound neutral can reinforce gender stereotypes about who is suited to certain jobs or which skills matter most. Try to think about and describe what the job requires, rather than who might typically perform it. Recognising gender biases early helps to prevent them from turning into indirect discrimination later.

Now that you understand the key concepts and you are aware of how gender bias can enter a job evaluation process – even one that is designed to be gender-neutral – this toolkit will help you to recognise and address those critical moments at which gender bias can creep in, from gathering job information to selecting subfactors and interpreting the results. It will also guide you in using the outcomes of your evaluation to build a pay structure within your organisation that is transparent, objective and free from indirect pay discrimination on the grounds of sex.

4.1. Preparing for a gender-neutral job evaluation and classification
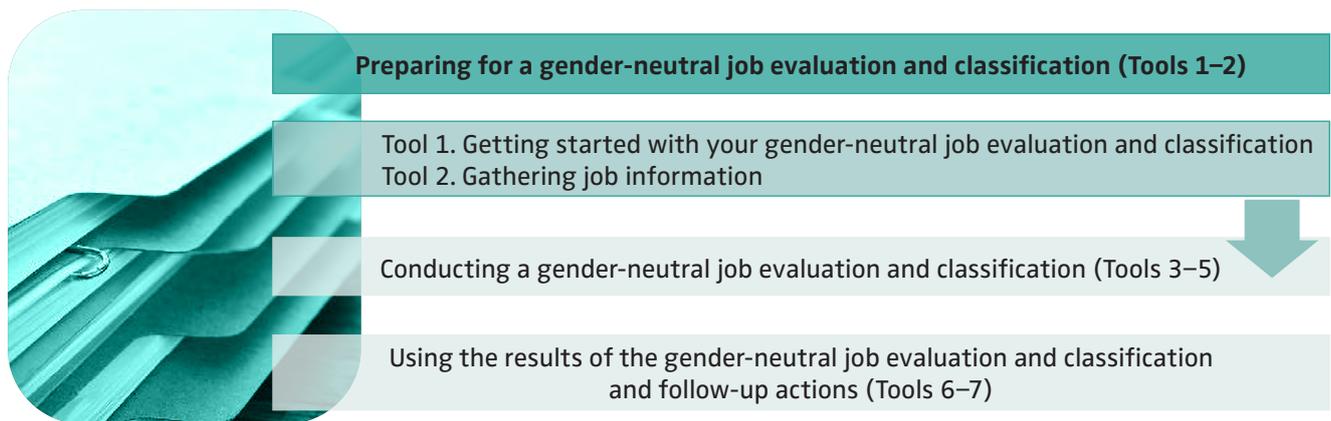
Preparing for a gender-neutral job evaluation and classification (Tools 1–2)
Tool 1. Getting started with your gender-neutral job evaluation and classification
Tool 2. Gathering job information
Conducting a gender-neutral job evaluation and classification (Tools 3–5)
Using the results of the gender-neutral job evaluation and classification and follow-up actions (Tools 6–7)

Tool 1. Getting started with your gender-neutral job evaluation and classification

This tool guides you through the first steps in preparing for a job evaluation and classification in your organisation. It will help you to:

- assemble a committee responsible for carrying out the job evaluation and classification (Step 1);
- create a simple project outline using the template provided (Step 2);
- explain the process within your organisation (Step 3);
- build a shared understanding of gender-neutral job evaluation and classification among your organisation's workers (Step 4).

If you are a small organisation (10–49 workers), see the 'Tailored guidance for small organisations' box for suggestions on how to get started with minimal resources. If needed, keep these adaptations in mind when reading through Tool 1.

Tailored guidance for small organisations (10–49 workers)

Small organisations do not need a committee or complex set-up to get started with a gender-neutral job evaluation and classification process. Use the following tips to guide your first steps.

Keep it simple and representative
- For small organisations (10–49 workers), a team of two people is enough (e.g. the owner/manager and another worker).
- If setting up a committee is challenging, focus on ensuring representation across job roles rather than departments. This enables an exchange of views without overburdening your resources.

Be time-efficient
- Schedule short, focused meetings (30–45 minutes) to minimise disruptions to day-to-day operations.
- Add planning and job evaluation steps into existing routines (e.g. weekly team catch-ups or planning sessions).

Use the templates flexibly
- The 'Project outline template' can be kept simple: list which jobs will be evaluated, who is responsible and the approximate timing. There is no need for lengthy documentation.

Build trust early
- Even in small teams, communicate clearly that the job evaluation and classification will focus on job roles, not individual performance.
- Reassure workers that the process will not reduce anyone's pay but will instead help to ensure fair, transparent pay going forward.

Step 1. Set up a job evaluation committee

Start by assembling the team responsible for conducting the job evaluation and classification. Your goal is to incorporate diverse points of view, not to create a large administrative body. Even with many departments and diverse jobs, you can achieve good representation with a focused team of two to five members who understand different areas of your organisation.

By bringing together diverse perspectives, you will challenge gender biases more effectively. This collaborative approach helps to ensure fair assessments and builds acceptance of the results across your organisation. For some practical tips on how to compose the job evaluation committee, see the 'How to act' box below.

> **How to act: composing your job evaluation committee**
>
> - Aim for a committee that is gender-balanced and reflects your workforce.
> - Include representatives from different key departments or job functions.
> - Try to include members who have knowledge of HR and gender equality principles.
> - Where possible, include workers from various levels of the organisation, workers with the analytical skills to support the job evaluation and classification, and a representative from a relevant trade union or works council.

Step 2. Involve worker representatives or trade unions, if a collective agreement applies

If your organisation is covered by a collective agreement that addresses the setting of pay as well as job evaluation and classification, you will need to involve the relevant worker representatives or trade unions before you start your gender-neutral job evaluation. Collective agreements often define how pay, grading or job classifications are negotiated, and may include requirements for consultation or joint committees. However, be aware that collective agreements may not necessarily be free of gender bias or in full compliance with the principle of equal pay for equal work or work of equal value between women and men. Collective agreements may also need to be revised, or your organisation may need to go beyond the minimum standards set down in the collective agreement(s) in order to ensure that there is equal pay for equal work or work of equal value between women and men.

Check the 'How to act' box below for guidance.

> **How to act: when collective agreements cover pay setting and
> job evaluation and classification**
>
> - **Check the collective agreement.** Review your collective agreement to see what provisions relate to job evaluation and classification, consultation or joint committees.
> - **Inform early.** Notify the recognised workers' or trade union representative(s) about your plan to conduct a gender-neutral job evaluation and classification, and explain its purpose. Ensure that you review the relative value of jobs in your organisation, even if several collective agreements apply to different jobs.
> - **Agree on collaboration.** If the agreement provides for a joint committee, this could also act as the job evaluation committee or could appoint a small subgroup to oversee the process and ensure that the provisions of the collective agreement are also checked for gender biases.
> - **Clarify the scope.** Confirm which parts of the process you can complete internally (e.g. information gathering) and which steps require joint discussion or formal approval. Ensure that you review the relative value of jobs in your organisation together, even if several collective agreements apply to different jobs.
> - **Ensure legal compliance.** Remember that compliance with the principle of equal pay for equal work or work of equal value between women and men is a requirement set out in EU law, including by the Pay Transparency Directive. To ensure compliance, the value of work must be assessed on the basis of objective and gender-neutral criteria (including skills, responsibilities, efforts and working conditions). If, according to this assessment, the applicable collective agreements are found to lay down discriminatory practices (e.g. in the selection or definition of job evaluation criteria), they may need to be reviewed. Meanwhile, your organisation can establish a job classification system that goes beyond the requirements of the collective agreement to ensure compliance with the principle of equal pay for equal work or work of equal value between women and men.
> - **Keep a record.** Note the dates of notifications, meeting minutes and any decisions. This documentation may be required later when integrating the results into the revised collective agreement framework.

Step 3. Establish an outline for the job evaluation and classification project

Create a simple outline of the next steps to ensure your gender-neutral job evaluation and classification process stays on track.

A simple project outline template is provided to help you develop your plan, regardless of the scope of your job evaluation and classification. **Download this and fill it in, following the guidance in the 'How to act' box below.**

How to act: establishing a project outline
• When establishing goals, reflect on what you want to achieve, considering both immediate compliance needs and long-term objectives. For example, you could be aiming to implement a gender-neutral job evaluation and classification system and ensure equal pay between women and men for work of equal value; to close the gender pay gap in the organisation by addressing the undervaluation of women-dominated jobs; to ensure the transparency of job evaluation and classification and increase worker trust; and/or to comply with equal pay and pay transparency legislation.
• Your scope should specify the coverage of the process (e.g. the whole organisation or specific departments or jobs) and provide an explanation of why (this is important to keep track of your actions over time). These decisions depend on your reasons for conducting the job evaluation and classification. For example, you may wish to analyse a particular job (e.g. following a complaint of discrimination or after a change in the job's demands), or to cover all jobs within the organisation (e.g. to update/revise pay grades, or if a job evaluation and classification has never been conducted before).
• Estimate and adjust the time frame to the context of your organisation. Each stage could take more or less time, depending on the complexity and the number of jobs to be analysed.
• Plan the allocation of resources, covering three key areas: financial resources (e.g. staffing costs, communication materials); HR (e.g. internal time allocation); and technical resources (e.g. IT and documentation platforms, secure communication channels).

Step 4. Communicate about the job evaluation and classification

The next step is to **ensure regular communication about the process** within your organisation. This is crucial to building trust and reducing common fears among workers.

Your goal is to make sure everyone understands what will happen, when and why. **The 'How to act' box below presents tips on how to manage your communications throughout the process.**

How to act: ensuring open and ongoing communication about the job evaluation and classification
• Begin with a clear launch that explains the purpose and approach. Provide updates throughout.
• Identify which communication platforms and formats will best reach different target groups, such as workers or trade union representatives. Plan for a mix of written, visual and face-to-face communications.
• Ensure all communications are accessible to all workers, regardless of their location or job role.
• Establish feedback mechanisms to capture and address concerns promptly.
• Remain vigilant about addressing misconceptions and providing additional information, adapting in accordance with responses from workers.
• Be mindful of the importance of using gender-inclusive language across all of your communications. For more detailed guidance, check out EIGE's toolkit *Words Matter: Supporting gender equality through language and communication* (EIGE, 2024).

Mistakes to avoid ✖

- If you announce the job evaluation and classification without explanation, workers may resist. Before you start, take the time to explain why you are doing the job evaluation and classification and how it benefits everyone.
- It is recommended that you involve workers in order to ensure proper buy-in and avoid pushback or criticism.
- Unless you explicitly explain otherwise, most workers will think you are evaluating their **personal performance**. Always emphasise that you are **evaluating the job itself, not the person doing it**.
- Be clear from day one that no one's pay will be reduced, and explain how the process protects them.

Step 5. Build your team's understanding

This step will guide you in promoting a shared understanding of the goals and methods of gender-neutral job evaluation and classification within your organisation. This toolkit provides the knowledge, step-by-step guidance and templates you need to conduct the job evaluation and classification internally. Do not assume any prior knowledge: even HR or more experienced staff may need time to learn about gender-neutral job evaluation and classification processes.

Consider two different levels of knowledge requirements.

- **The job evaluation committee.** This group needs a good understanding of the principles and methods outlined here. They should dedicate some time to reading this toolkit, particularly the factor and subfactor plan and the job evaluation method chosen.
- **Broader staff.** A brief presentation or summary document based on the information in this toolkit can be used to raise awareness among workers. This helps to build a common understanding of why the process is important to achieving equal pay.

How to act: promoting a shared understanding ✔

- Allocate time for the job evaluation committee to get familiar with the toolkit before implementation. Schedule a dedicated internal meeting to review and discuss the toolkit together.
- Integrate an awareness-raising session for broader staff into previously existing training (e.g. related to equality in the workplace) or initiatives (e.g. an annual company strategy event).
- Keep sessions interactive with discussion and practice exercises. Use real-life case studies and examples (see the case studies provided) to illustrate concepts and ensure interactive sessions are interactive.

Examples of job evaluation and classification guidelines that emphasise training for members of the evaluation committee

- The *Guide for the Assessment of Jobs*, developed by the Commission for Equality in Labor and Employment in Portugal, is based on objective criteria common to women and men and provides guidance on training for members of the job evaluation committee on topics such as gender stereotypes, pay discrimination, how to carry out job evaluations without gender bias, how to collect and analyse data, and how pay systems work (CITE, 2018).
- The resource *Negotiating Job Evaluation Schemes*, developed by Unison Bargaining Support Group in the United Kingdom, also sets out training for the job evaluation team, including management and trade union representatives (Unison Bargaining Support Group, 2023).

Before you start, make sure your team is familiar with what gender biases are, and work through the guidance and exercises in Tool 0. An understanding of gender biases and the various ways they can appear in workplace policies and practices is crucial for members of committees conducting gender-neutral job evaluations and classifications. Gender biases can impact all stages of job evaluation and classification processes and can ultimately contribute to persistent gaps in pay between women and men.

Case studies. Take a look at how two fictitious organisations applied the steps from this tool in different settings:
- an example of a small company is provided in Section 5.2.1.1;
- an example of a large company is provided in Section 5.2.2.1.

Tool 2. Gathering job information

This tool will help you to collect information about the jobs in your organisation and to create job profiles for your evaluation.

You will gather this information through three key steps:

- compiling existing documentation about jobs (Step 1);
- collecting new insights through worker questionnaires and interviews (Step 2);
- combining all information into concise job profiles that capture the essential requirements of each job (i.e. the skills, effort, responsibilities and working conditions that are necessary to perform that job) (Step 3).

Remember: if you are conducting a full-scale gender-neutral job evaluation and classification, you must gather information about all of the jobs in your organisation. However, if your job evaluation is motivated by the creation of a new job role or a claim, you can choose to focus on a select number of jobs. Keep in mind the scope established for the job evaluation and classification in your project outline (see Tool 1).

Small organisations can find simplified guidance on how to gather job information efficiently in the 'Tailored guidance for small organisations' box below. If needed, keep these adaptations in mind as you read through the tool.

Tailored guidance for small organisations (10–49 workers)

Make the most out of what is already available.
- Check existing documents first, such as job advertisements or contracts and notes from past appraisals or onboarding. Do not worry if these are incomplete at this stage. The goal is to capture what each job actually involves, not to produce perfect paperwork.

Focus on the tasks and contributions of each job, not on job titles.
- Ask workers to describe their typical tasks, challenges and responsibilities, especially those that may be routine, invisible or taken for granted.
- This helps to ensure your job evaluation and classification accounts for the full range of skills, responsibility, effort and working conditions involved in the job.

Keep it safe and respectful.
- Always explain that the purpose is to evaluate jobs, not people.
- If you write anything down, keep it anonymous where possible, and let workers know how the information will be used.

Mistakes to avoid ☒

- **Remember that a job evaluation and classification should focus on the role itself, not the performance of the person occupying it.** When talking to workers about the jobs in your organisation, it is important to be clear about the difference between these two things.
  — **Job evaluation** looks at the job itself: what the job role involves, the skills and qualifications it requires, the effort it takes and the conditions under which it is done. It focuses on the job, not the person doing it.
  — **Performance evaluation**, on the other hand, is about how well someone is doing their job.
- Ensure workers understand that the job evaluation and classification is about the requirements and demands of the job role, while a performance evaluation is about an individual's work in that job. Making this distinction clear will help to avoid confusion when gathering information.

Step 1. Gather existing information

Your first step will be to **pull together all the information about jobs already available** in your organisation. In the previous steps of this toolkit, you have already selected the pathway you will follow (i.e. pathway 1, the simplified approach for micro-organisations; pathway 2, the simplified approach for small and medium-sized organisations; or pathway 3, the standard approach for medium-sized and large organisations). Each approach has an accompanying **Excel worksheet** that you can download with this toolkit.

Download the Excel worksheet that applies to your organisation, read the **Welcome** tab and enter the information requested in tabs **1. Employer information**, **2. Job roles information** and **3. Gender representation**.

The 'How to act' box below will guide you through the actions required to gather existing information.

How to act: gathering existing information ✓

To fill in the **2. Job roles information** tab in the Excel worksheet (in all approaches), you will need to gather information about existing job roles in your organisation. For each role, you'll need to identify:
- job descriptions or job advertisements, including existing information on the skills, responsibility, effort and working conditions associated with each job;
- employment type (full-time, part-time, contract), department, place of work and the organisational chart to define reporting lines;
- pay data, including basic pay and complementary and variable pay components, such as bonuses and allowances (including which ones are available, what criteria are used to allocate them and to which roles) and any historical information about pay (e.g. when it was last increased and by how much).

In addition, you will need to gather the following.
- The gender of the current holder of each job, to fill in the **3. Gender Representation** tab (in all approaches). This will help you to determine if a job is women-dominated or men-dominated. If only one or very few people hold a particular job, look at broader patterns in your organisation or sector – for example, whether similar roles are typically held by women or men. The goal is to help you spot potential gender imbalances, not to label individual jobs.

To find this information, take a broad look across various internal sources such as workers' files, contracts, payroll records, job advertisements, manager notes, collective agreements and organisational charts. It is important to consider formal documents and informal records, such as meeting notes and worker feedback.

Learn more about the components of pay to consider

This toolkit supports using the results of the job evaluation and classification to establish a fair and gender-equal structure for **basic pay** and to ensure other **variable pay components** are also allocated using gender-neutral criteria. According to the Pay Transparency Directive, promoting equal pay requires consideration to be given to all of the various components of remuneration established under the law, collective agreements and/or practice in the Member State and received by workers directly or indirectly, whether in cash or in kind.

While reviewing and inputting information into the tables in the Excel worksheet, you may notice previously undocumented responsibilities for certain jobs, differences in document formats or differences in the level of detail included between departments or jobs. You may also begin to see some potential gender biases at this point, such as historical pay patterns or discrepancies between formal job descriptions and actual responsibilities. **You do not need to fix these issues or update the job descriptions at this point.** However, it is good practice to keep a record of your observations.

At this stage, you may also have some concerns about **data protection**. As an employer, you have access to the information needed for the job evaluation and classification. However, because this includes sensitive data, it is important to handle it carefully and to follow data protection rules. Make sure the team also understands how the information will be used and stored, and address any concerns they may have. **See the 'How to act' box below for practical advice on managing data securely.**

How to act: following data protection standards

Organisations must comply with the General Data Protection Regulation (GDPR) when handling sensitive information such as workers' gender and salary data. This means abiding by the following points.
- Collect only what information is necessary for the job evaluation and classification. Avoid unnecessary or excessive personal data.
- Obtain informed consent from workers when you invite them to complete questionnaires or interviews, and explain clearly how their data will be used.
- Anonymise or aggregate data to protect individual privacy, removing names or identifying details from documents shared within the job evaluation and classification process.
- Store information securely and limit access to authorised people only, typically the HR department or the job evaluation committee.
- Set clear confidentiality rules so that sensitive data is never disclosed or discussed outside the job evaluation and classification process.

If your organisation is covered by collective agreements that address pay setting and job evaluation and classification, some information about jobs, pay components or working conditions may already be recorded or defined through joint procedures. In such cases, you need to consider coordinating your information-gathering activities with representatives of workers or trade unions. Doing so will avoid duplication, ensure transparency and help to build shared confidence in the evidence that will later inform the job evaluation and classification.

Keep in mind that collective agreements may also need to be revised or that, in order to ensure equal pay for equal work or work of equal value between women and men, your organisation may need to go beyond the minimum standards provided in the relevant collective agreements.

Consult the 'How to act' box below for guidance.

How to act: when collective agreements cover pay setting in addition to job evaluation and classification

- **Review the collective agreement(s)** for provisions on how job data or pay information must be shared and which bodies or representatives should be informed.
- Before launching questionnaires or interviews, **explain your approach to representatives of the workers, trade unions or works council** and agree on practical arrangements (e.g. communication channels, deadlines and who will distribute materials).
- **Circulate surveys and invitations** through the contact methods already agreed upon in the collective agreements. This strengthens credibility and ensures you meet consultation obligations.
- Once draft job profiles have been prepared, **invite representatives to review a small sample** to check that they reflect the real content and conditions of the work.
- Importantly, remember that **collective agreements may not necessarily be free from gender bias**es or in full compliance with the principle of equal pay for equal work or work of equal value between women and men. Keep in mind that the results of your gender-neutral job evaluation could indicate that in some areas you may need to go beyond the requirements of the collective agreements to ensure your job classification is free from gender biases.

Step 2. Generate new insights

The information you gathered in Step 1 is not always enough to carry out a job evaluation and classification. Existing information may be outdated, incomplete or gender-biased. It may also be important to collect information from the workers themselves about their jobs.

Workers are best positioned to provide real-life insights and examples of the current requirements and demands of the work they do. Besides, unless you hear from those who actually do the work, gender biases could carry on throughout the entire job evaluation and classification process (Workplace Gender Equality Agency, 2012; Equality and Human Rights Commission, 2014).

A **structured questionnaire** is a useful tool to gather clear, measurable information from workers about their jobs, including the skills they use, their responsibilities, the effort involved and their working conditions.

Interviews can help you collect richer insights and first-hand accounts of jobs. These conversations can help you to better understand the answers from the questionnaire and to explore the more detailed or complex parts of each job that might not appear in written responses.

This toolkit comes with a sample worker questionnaire and a sample interview guide. These templates have been designed to capture the information you need to be able to conduct a gender-neutral job evaluation and classification. These methods complement each other and should ideally be used together. This step may require some adaptation if you are conducting a job evaluation and classification in a small or medium-sized organisation. For more guidance on this, see the 'Tailored guidance for small organisations' box below.

For guidance on distributing the questionnaire and conducting interviews, consult the 'How to act' box below.

How to act: distributing the questionnaire and conducting interviews ✓

Preparing and distributing the questionnaire
- The larger the number of responses you get to your questionnaire, the better you will be able to understand each job's requirements (the skills, effort, responsibilities and working conditions that are necessary to perform a job). You should aim to gather information about all of the jobs in your organisation.
- If fewer people than expected complete your questionnaire, take action: send friendly reminders, offer small incentives (e.g. an extra break, extended lunch or leaving 30 minutes early) or give people more time to respond.
- If needed, translate the questions into your organisation's working language(s), maintaining the core content that explores the specific skills, responsibility, effort and working conditions in your organisation's jobs. Be aware that some languages are more gendered than others and that the need to revise the job vocabulary may therefore vary. See Tool 6 for more detailed guidance on how to ensure you are using gender-neutral language.

Conducting interviews
- Your goal is not to interview all of the workers in your organisation. Instead, focus on speaking with workers who offer different and valuable perspectives. For example, it is helpful to include people from various departments or locations, those who have been in a job for a long time and others who are new to the job. Think about the different viewpoints that could help you to better understand each job. You will probably only need a few targeted interviews (depending on how many different jobs there are) to add more detail to the information you already have. These interviews can help to fill any gaps, especially if something important was missed or unclear in the replies to the questionnaires.
- Invite workers to participate voluntarily. When conducting interviews, it is important to explain to workers that their answers will remain confidential and that the focus is on understanding the job, not evaluating the person doing the job.
- Use open-ended questions that encourage thoughtful responses, and listen actively. Aim to create a comfortable and respectful atmosphere in which workers feel at ease sharing their views and experiences. If needed, adjust your tone, language or style to ensure your questions are easy to understand and appropriate for each person you speak with. This will help to ensure each interview is transparent, inclusive and helpful.

Practical tips
- Use the sample invitation to complete job evaluation questionnaire and the sample interview invitation for job evaluation process as starting points for developing your invitation emails/letters. Translate and adapt them as necessary.
- Create one central place for all your information (questionnaire responses), whether that is a digital folder or a physical file. When everything is in one spot, you will find it much easier to analyse the data and spot patterns across different jobs.
- Before you conduct interviews, re-emphasise that confidentiality will be ensured. Collect only the information that is necessary, to avoid gathering irrelevant personal information; obtain explicit consent from workers when inviting them to complete questionnaires or interviews; and explain clearly how the data they provide will be used. Where possible, data should be anonymised or aggregated.

Mistakes to avoid ✗

- **Do not exhaust workers.** Keep questionnaires and interviews short and focused. If you ask too many questions, people become tired, stop paying attention and may not complete them.
- **Do not compromise confidentiality.** If workers think their responses are not confidential, they will not tell you the truth about their jobs. Make it clear how you will protect their confidentiality.

Tailored guidance for small organisations (10–49 workers)

If you are a small organisation, you may not need to carry out lengthy surveys or formal interviews. You can collect job information in simpler, more conversational ways.
- **Simple and flexible data collection.** If you know your team well, you can skip the formal questionnaire. Instead, you can:
  — **fill it in together**, using brief, less formal conversations or short team meetings to ask about skills, responsibilities, efforts and working conditions;
  — **take notes** or summarise each job in a few bullet points.
- You can **combine the information-gathering exercise with other meetings** or check-ins (e.g. weekly team briefings).

Examples of questionnaires used for job evaluation

Gender-neutral job evaluation and classification tools typically provide pre-designed questionnaires or templates to support consistent and structured data collection about jobs.
- Glasgow City Council (United Kingdom) has a publicly accessible questionnaire tool, made available to all workers. It comes in three tailored versions: a full version (for technical or specialist jobs), a reduced version (for clerical, administrative or manual jobs) and a 'no questions' version (for professional or managerial jobs for which pre-existing documentation may be enough) (Glasgow City Council, n.d.).
- The Te Orowaru toolkit (New Zealand) provides a few downloadable templates, including a complete interview guide (questionnaire) for data collection about jobs (focusing primarily on gathering information about factors and subfactors) (New Zealand Government, 2021a).

These examples can serve as inspiration for your own questionnaires, but please note that they do not necessarily align with the EU's legislative framework or terminology.

Step 3. Create job profiles

After you have collected information about the jobs in your organisation, you can begin to **create a job profile for each job** to be evaluated. Use the job profile template to help you.

A job profile is a summary document that combines all the relevant information about a job from both source documents and worker feedback.

A job profile must include the following information:

- the **job title** and department;
- the **main purpose of the job** (a brief one- or two-sentence summary);
- a summary of the **requirements and demands** of the job in terms of skills, responsibilities, efforts and working conditions.

Once a draft job profile is ready, it is advisable to share the draft with the worker or a worker representative for validation.

Developing job profiles will allow you to combine information from documentation, interviews and questionnaires by identifying the main themes and shared expectations about each job. These themes and expectations from both existing information and the new insights gathered are placed into a single document, the job profile template, used during the job evaluation. See Figure 2 for a visual example of how different inputs contribute to developing a job profile.

More detailed guidance on how to build job profiles from the data gathered can be found in the 'How to act: building each job profile from the information gathered' box.

Figure 2. Visual representation of incorporating different inputs into a single job profile

Interviewee 3:

'The people who I see on a daily basis are so diverse. Sometimes, they are confused, scared or upset. I constantly have to think about how to reach them.'

Interviewee 2:

'There are so many parts of each day that require me to communicate with people, and the communication can be tense. I need to use every skill I can think of to communicate clearly and calmly.'

Survey results

95 % of respondents doing the job selected 'Advanced skills to manage complex interactions, mediate conflicts'.

Interviewee 1:

'I need to communicate with multiple clients on a daily basis. Often, I have to get critical medical information across to people in real distress who struggle to hear me.'

The job requires advanced communication skills across diverse audiences on a daily basis with the ability to communicate sensitive and complex information.

Job description

The existing job description states that strong communication skills are required.

Source: EIGE.

How to act: building each job profile from the information gathered

- **Focus on one job at a time.** Gather together all the notes, questionnaires and existing documents for a single job role.
- **Read and highlight the key requirements and demands.** Go through all of the information for that job. What are the most important things the job requires in terms of the following?
  — Skills: what abilities and knowledge are truly needed? Identify the essential skills needed to perform the job competently.
  — Responsibility: for what is the job accountable (people, money, equipment, information)? Look at information regarding accountability for people (supervision, guidance, care); goods; information (confidentiality, accuracy); and financial resources.
  — Effort: what are the main mental, emotional or physical demands involved? Note the intensity, duration and frequency of these efforts.
  — Working conditions: what is the work environment like (e.g. setting, such as office or factory; noise level; whether employees work in one setting or travel between different settings)?
- **Check and resolve any contradictions.** If different sources (e.g. worker questionnaires, previously existing paperwork) provide matching information, you are ready to move to the next step. However, if you identify contradictory pieces of information (e.g. a different description of the responsibilities involved in a certain job), consider conducting a few additional interviews with the workers who are doing that job, for clarification.

How to act: building each job profile from the information gathered

- **Summarise each aspect.** Once contradictions are resolved and a final description is reached, write down a few simple bullet points or sentences that summarise and capture the key requirements and demands of the job, using the job profile template.
  — Example for skills: 'Essential skills include active listening, conflict resolution and detailed record-keeping. Needs basic computer skills (Microsoft Office software).'
  — Example for responsibility: 'Supervises a small team of two people. Handles confidential client files.'
  — Example for effort: 'Requires sustained mental concentration for data analysis tasks (approximately four hours daily). Frequently deals with distressed clients, requiring high emotional regulation. Involves occasional light lifting.'
  — Example for working conditions: 'Primarily office-based in an open-plan setting with frequent interruptions. Standard working hours, with occasional evening work required during peak periods (approximately two to three times per quarter).'
- **Add a one-sentence 'job purpose'.** In simple terms, why does this job exist in your organisation?
- **Team check.** A validation process is an opportunity to identify any gaps in the profile or anything that has made its way through and is not supported by any evidence. Share the job profile with the relevant worker or workers' representatives. If you are working alone, you can share it with the rest of the job evaluation committee, the HR team and managers and ask the following questions.
  — Does the job profile make sense?
  — Does it seem fair and accurate for the job?
  — Is there anything really important about the job that is missing?
  — Is there anything that seems out of place or sticks out to you as inaccurate?
  — Does it describe the job, not just the person who is currently doing it?

Finalise the profile by integrating any additional feedback received during the validation exercise and move to the next job profile.

Mistakes to avoid

- The job profile should describe the requirements of the job itself, not the qualifications, personality traits or performance of the person currently doing the job.
- Avoid basing your evaluations only on job titles or old descriptions. Always cross-check with the actual work done.
- Do not exclude 'invisible' work (e.g. coordination, emotional effort, caregiving tasks).
- Make sure that everything included in the job profile is based on real evidence, such as job descriptions, responses from the questionnaire and notes from interviews. This helps to ensure the profile is accurate, objective and consistent with the information gathered.

Case studies. Take a look at how two fictitious organisations applied the steps from this tool in different settings:
- an example of a small company is provided in Section 5.2.1.1;
- an example of a large company is provided in Section 5.2.2.1.

4.2. Conducting a gender-neutral job evaluation and classification

Based on the pathway you selected in the 'Choosing your pathway' section (Section 1.2), go to the tool you will use to carry out the gender-neutral job evaluation and classification.
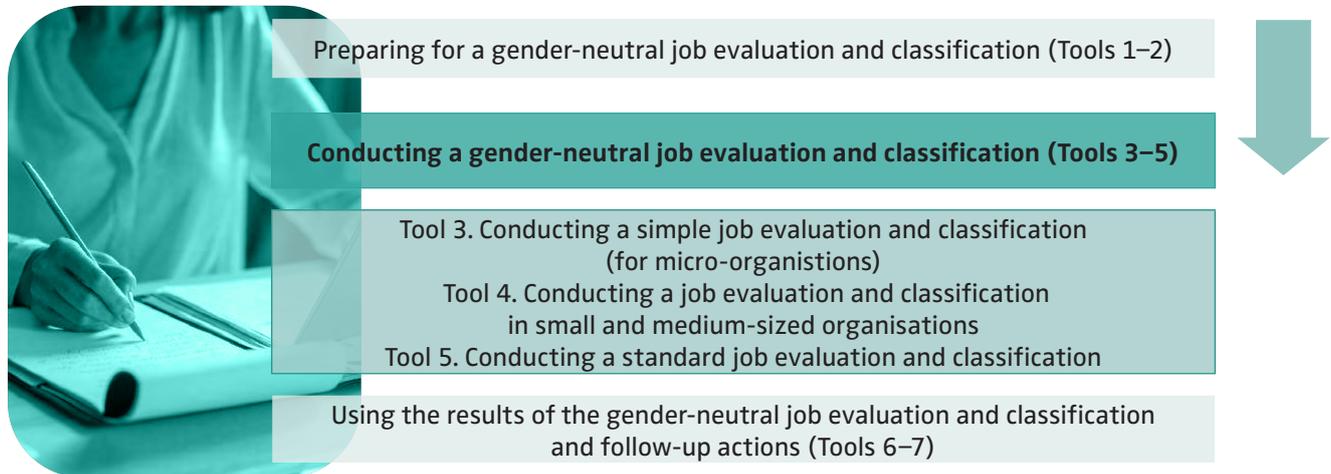
Preparing for a gender-neutral job evaluation and classification (Tools 1–2)

Conducting a gender-neutral job evaluation and classification (Tools 3–5)

Tool 3. Conducting a simple job evaluation and classification
(for micro-organistions)
Tool 4. Conducting a job evaluation and classification
in small and medium-sized organisations
Tool 5. Conducting a standard job evaluation and classification

Using the results of the gender-neutral job evaluation and classification
and follow-up actions (Tools 6–7)

Tool 3. Conducting a simple job evaluation and classification (for micro-organisations)

This tool is tailored to the needs of micro-organisations. It offers a simple yet structured approach to job evaluation, known as the 'graduated factor comparison' method, which is suitable for micro-organisations (those with fewer than 10 workers).

This tool will guide you in:

- understanding the graduated factor comparison method and how to use the factor and subfactor plan as your guide (Step 1);
- adding additional subfactors, if needed (Step 2);
- preparing the information you need for the job evaluation (Step 3);
- evaluating jobs by comparing them against defined subfactor levels (Step 4);
- using the job evaluation to classify jobs and create a fair pay structure (Step 5);
- checking complementary and variable pay components (Step 6);
- taking follow-up actions after you have conducted the job evaluation (Step 7).

The tool is designed to be very easy to use, ensuring you can achieve a fair and gender-neutral job evaluation and classification with minimal resources.

The tool comes with an accompanying Excel worksheet, 'Tool 3 Supporting Excel (micro-organisations)', for recording and reviewing the results of your job evaluation and classification. You may already have started to input information into this worksheet using Tool 2.

Learn more about what a pay structure is	

A **pay structure** is the framework an employer uses to determine and organise levels of pay across different jobs within an organisation. It defines how much is paid for each job, how jobs are grouped or ranked and how workers' pay progresses over time.

To comply with EU law, including the Pay Transparency Directive, pay structures must be based on objective, gender-neutral criteria including skills, effort, responsibility and working conditions.

A transparent and gender-neutral pay structure ensures that women and men receive equal pay for equal work and for work of equal value, and that all workers understand the basis for their pay and pay progression.

Pay structures can take different forms (with varying numbers of pay grades, each of which may be equivalent to a fixed amount or structured around pay ranges), depending on the size and capacity of the organisation. In smaller or micro-organisations, they may be simpler but should still ensure consistency and fairness based on the value of the work performed.

Step 5 will help you to use the results of the gender-neutral job evaluation and classification to establish a fair and transparent structure for **basic pay. Step 6** will guide you in ensuring that the distribution of **complementary and variable pay elements** in your organisation is also gender-neutral.

Step 1. Understand the graduated factor comparison method

The **graduated factor comparison method** is a simplified way to determine the relative value of jobs for micro-organisations (with fewer than 10 workers), when the recommended standard approach in Tool 5 is not feasible.

To conduct a job evaluation using the graduated factor comparison method, you will **compare each job directly against a predefined list of factors and levels** found in the factor and subfactor plan. Think of it as using a scoring guide that helps you look at jobs through the same lens. It contains the essential criteria to evaluate any job: skills, responsibility, effort and working conditions. Each of these is broken down into subfactors with different levels of complexity (from 0 to 5). This approach treats each subfactor as having equal importance.

Where possible, **appoint at least two people from your organisation to do the job evaluation and classification** together. This will allow discussion (including about the job evaluator's own job, to avoid relying on self-assessment). It will also reduce the impact of individual gender bias and make the process participatory. Only proceed with a single evaluator (e.g. a business owner, a manager or a worker who has a good overview of all the jobs) if there is no alternative.

It is important to note that this method does not automatically ensure objective or gender-neutral results. Because it relies on the assessment of job evaluator(s), implicit gender biases can still influence their decisions. The job evaluators should therefore consider taking steps to strengthen their ability to recognise and address such gender biases, starting with **reading through and using the exercises provided in Tool 0.** If additional preparation feels needed, consider going beyond this toolkit and searching for more in-depth materials or other opportunities to learn about gender stereotypes and biases.

After taking the time to explore Tool 0, move on to carefully reviewing the factor and subfactor plan. Consider what each factor and subfactor signifies within your organisation. A shared understanding is essential for making consistent and fair assessments when working with others.

For a micro-organisation, focusing on those subfactors that are most relevant to your organisation may be enough to help you distinguish between different jobs. However, be aware that excluding certain subfactors could contribute to a biased assessment, in which demands and requirements that are

typically present in jobs traditionally held by women may get overlooked – thereby undermining the purpose of carrying out a gender-neutral job evaluation and classification. To fully mitigate gender biases in your assessment, **consider using all of the subfactors** provided in the factor and subfactor plan.

If this is not feasible, consider the guidance in the 'How to act box' below on selecting the right subfactors for your job evaluation.

How to act: selecting the right subfactors for your micro-organisation ✓≡
When deciding which subfactors to use, consider the following.

- **Always start with the four main factors.** Ensure that you consider the overall categories, also called factor groups, of **skills**, **responsibility**, **effort** and **working conditions** as the basis for your evaluation. These factor groups help to ensure you consider all aspects of a job's value. Using these as your starting point also helps to ensure alignment with the Pay Transparency Directive, which requires a gender-neutral approach to job evaluation and classification.
- **Review the subfactor list.** Read through the subfactors in the factor and subfactor plan to understand the full range of potential job requirements, content and demands.
- **Identify the key differentiators.** Ask yourself, 'Which of these subfactors highlight the most significant differences between the jobs in my organisation?' For example, suppose all workers work in the same office under the same conditions. In that case, the 'environment' subfactor may not be a useful point of comparison. However, 'problem-solving skills' might be a critical difference between different job roles.
- **Pay attention to often-overlooked aspects of jobs.** Include subfactors that reflect tasks or skills that are commonly undervalued, especially in jobs done mainly by women in the context of your micro-organisation. These can include:
  — **psychosocial and emotional effort** in customer service or caregiving jobs;
  — **planning and organisational skills** for administrative or support jobs;
  — **physical skills** that require manual dexterity rather than just strength.
- **Create your shortlist of subfactors.** Based on your review, select a smaller, more manageable list of the most meaningful subfactors for your organisation. There is no fixed number for these, but picking between five and eight is a helpful guideline. Selecting at least five or six will allow you to include one subfactor from each of the four main groups (skills, responsibility, effort and working conditions), which will help you to capture a wide range of job demands and identify differences between jobs in a micro-organisation.

The shortlist of subfactors will be your tailored framework for job evaluation and classification. In other words, it will be the set of criteria you use to evaluate and compare the jobs within your organisation.

At this point, it is also important to **familiarise yourself with the accompanying Excel worksheet** 'Tool 3 Supporting Excel (micro-organisations)', which you will use throughout to conduct your job evaluation. You should have already filled in the **1. Employer information** tab. Now take the time to review the other tabs before you use them in the next steps.

Step 2. Add additional subfactors

The factor and subfactor plan provided in this toolkit is comprehensive and, in most cases, should be sufficient for any organisation to conduct a job evaluation. However, if, after reviewing it, you consider that additional subfactors are needed to reflect your organisation's realities, you will need to **develop a shared definition for each additional subfactor and define its levels**. You will need to **give evidence of the importance and relevance of the new subfactor and ensure it is gender-neutral and unbiased**.

Use Table 2 to define the new subfactor and its levels.

Table 2. Defining a new subfactor and its levels

Definition	*This subfactor assesses …*
What to assess	Describe the scope, frequency, complexity, level of specialisation or impact of the responsibility, skill or task; the collaborations needed, the interdependencies, contextual or structural constraints, etc.
Level	Description
Level 0	*Not applicable. The job does not require …*
Level 1	*The job requires basic [insert], performed with close supervision or in a limited context. Minimal impact or complexity.*
Level 2	*The job requires routine [insert], with occasional independent judgement or interaction. Scope is narrow but applied regularly.*
Level 3	*The job requires consistent and independent use of [insert], with moderate complexity or consequences. May involve coordination with others.*
Level 4	*The job requires advanced [insert]. Impact is significant and extends beyond the immediate team.*
Level 5	*The job requires highly specialised or strategic [insert]. Work has organisation-wide or external impact.*

How to act: defining additional subfactors

When defining subfactors in a gender-neutral job evaluation, it is essential to ensure fairness, clarity and compliance with the principle of equal pay between women and men. In other words, you will need to give evidence of the importance and relevance of any new subfactor you add and ensure that it is gender-neutral and unbiased and that its application is proportionate to that of the rest of the subfactors.

In doing so, consider this guidance.
- **Clarity and freedom from gender bias.** Define the new subfactor objectively. Avoid using terms or assumptions that reflect gender roles or stereotypes.
- **Specificity and non-duplication.** The new subfactor should measure a distinct aspect of the job. It is very important to **avoid double counting.** For instance, if you include a new specific subfactor on 'operating heavy machinery' and this is already assessed under 'knowledge' or 'physical skills', this will overstate the value of certain jobs in your organisation.
- **Comparability between job roles.** Subfactors should enable meaningful comparisons to be made between jobs with very different functions, such as technical jobs and care jobs, by focusing on the demands and value of the work itself, not the sector or job title.
- **Structured levels.** Each subfactor should be defined using a clear scale of levels, typically from level 0 (not required) to level 5 (highly complex or strategic). This ensures consistency in scoring and transparency as to how jobs are evaluated.

To add additional subfactors that are relevant to your organisation, follow the instructions in the **5. Additional subfactors** tab of the Excel worksheet.

Mistakes to avoid

Keep in mind that the selective use of subfactors will significantly increase the risk of introducing gender biases in the assessment. The following steps help mitigate this risk.
- Take time to learn how to identify gender bias before you start the job evaluation and classification, with the help of Tool 0. This will help to make the results fair and free from gender biases.
- Do not assume that women-dominated roles require lower skills. The demands of these jobs may be invisible due to implicit bias or the assumption that they are personal traits rather than skills.
- Do not exclude from the job evaluation subfactors that appear more often in women-dominated jobs, including psychosocial and emotional effort or planning and organisational skills.

Step 3. Prepare the information

Before you start the job evaluation and classification, collect any job descriptions or create simple outlines of the main tasks and responsibilities for each job in your organisation. Write down:

- the **job title**;
- **key responsibilities** (a bulleted list of the main tasks and duties);
- a few lines about the **qualifications and skills** required, in addition to the main **responsibilities** and **efforts** involved in the job and the **working conditions**.

You can use the **2. Job roles information** tab of the Excel worksheet and the job profile template provided within this toolkit to help with this.

Examples of jobs in a small bakery (five workers)

Imagine the possible job roles in a small bakery in your local neighbourhood.
- **Head baker and owner/manager:** leads the bakery's operations and business management.
  — Responsibilities: oversees baking schedules, staff, stock, finances and hygiene compliance.
  — Skills: advanced baking expertise, leadership, organisation and basic finance.
  — Effort: high mental and physical workload; multitasking and making decisions under pressure.
  — Working conditions: early starts, a mix of physical and administrative work, long hours, fast-paced environment.
- **Baker:** produces bread and baked goods to a high standard.
  — Responsibilities: bakes, and maintains equipment and hygiene.
  — Skills: baking techniques, time management and attention to detail.
  — Effort: sustained physical effort, including handling heavy doughs and machinery, repetitive tasks.
  — Working conditions: early shifts, hot environment and standing work.
- **Pastry kitchen assistant:** supports pastry and baking tasks.
  — Responsibilities: prepares ingredients, assists with pastry and cleans workstations.
  — Skills: basic kitchen knowledge and cleanliness.
  — Effort: routine work with moderate intensity; requires concentration and stamina.
  — Working conditions: moderate physical work; repetitive tasks.
- **Shop assistant (2):** provides customer service and maintains the shop area.
  — Responsibilities: serves customers, handles payments, restocks and cleans.
  — Skills: communication, product knowledge, handling till and basic maths.
  — Effort: light to moderate physical effort; requires attentiveness, emotional resilience and multitasking.
  — Working conditions: standing throughout the shift, a fast-paced, customer-facing role.

Mistakes to avoid

Before you start the job evaluation and classification, keep the following points in mind.
- **Do not evaluate the person.** Focus strictly on the job requirements, not the personality or performance of the individual currently in that job.
- **Do not rush.** Carefully read the definitions in the factor plan to ensure you are applying them consistently.
- **Do not be influenced by current pay.** Your job evaluation and classification should be independent of what people currently earn. The goal is to create a fair structure, which may mean adjusting current pay levels.

Before you move to the next step, look again at the **3. Gender representation** tab of the Excel worksheet, which you filled in using Tool 2. This will give you a full picture of whether the jobs in your organisation are women-dominated or men-dominated.

Step 4. Evaluate job roles against the selected subfactors

Now, **evaluate each job role**, one at a time, using the shortlist of subfactors you have prepared and the factor and subfactor plan for guidance.

For every job role and every subfactor, **decide which level (0–5) best matches the requirements of the job**. Follow the guidance in the 'How to act' box below to help you.

<div style="background-color:#e9f0c9;">

How to act: assigning levels to jobs

- **Focus on one job at a time.** Address the job profile or description for a single job role.
- **Go through each subfactor.** Read the description of each subfactor in the factor and subfactor plan.
- **Compare the job with the levels.** Read the descriptions for each level (0–5) of that subfactor.
- **Choose the best fit.** Decide which level most accurately describes the job's requirements. Remember: it's about the job's demands, not the performance of the person currently in it.
- **Record the level.** Write down the level you have chosen for that subfactor for that specific job.
- **Add a brief justification.** It is recommended to note a short reason for your choice. This helps with consistency and transparency. For example, for a 'social media manager' job role, under the subfactor 'responsibility for information', you might assign level 3 and note: 'Manages public-facing information daily, with direct impact on brand reputation.'
- **Repeat for all subfactors and all jobs.** Continue this process until every job that is being evaluated has been assessed against every subfactor.

</div>

It is helpful to create a simple table to record your decisions. You can use a spreadsheet or a document to list the jobs and subfactors, and then fill in the corresponding level for each.

Take Table 3 as an example.

Table 3. Scoring table to document levels assigned to jobs per subfactor and the rationale

Job role	Subfactor 1	Subfactor 2	Subfactor 3	Subfactor 4	Subfactor 5	Subfactor 6	...	Reason?	Total score
Job 1	*[insert level]*								
Job 2									
Job 3									
Job 4									
...									

| Example of a job evaluation in a small bakery (five workers) | | | | | | |

For this job evaluation and classification, the owner has selected a shortlist of the most relevant subfactors from the factor and subfactor plan that help to differentiate the jobs in the bakery: knowledge, problem-solving skills, physical skills, responsibility for people, physical effort and work environment.

Based on the subfactors, the owner assigns levels to each of the jobs and writes down some notes.

Job role	1.1. Knowledge	1.3. Problem-solving skills	1.5. Physical skills	2.1. Responsibility for people	3.3. Physical effort	4.1. Environment
Head baker and owner/ manager	**Level 4:** Requires broad knowledge of baking, food costs and business principles.	**Level 4:** Solves complex, non-standard problems, from supply chain disruptions to staffing shortages.	**Level 3:** Moderate dexterity for quality control, demonstrating techniques and assisting in production.	**Level 4:** High responsibility for the training and management of staff and ultimate accountability to customers.	**Level 3:** Moderate physical effort, mixing administrative tasks with hands-on work and oversight in the kitchen.	**Level 3:** Regular exposure to heat and noise when moving between the front-of-house, office and kitchen areas.
Baker	**Level 3:** Requires procedural knowledge of bread baking, dough fermentation and oven management.	**Level 3:** Deals with varying problems by adjusting recipes or processes to handle issues such as inconsistencies in the dough or variations in equipment.	**Level 4:** High dexterity and coordination required for kneading, shaping and scoring various types of bread.	**Level 1:** Very limited responsibility for others (pastry kitchen assistant), with a focus on production tasks.	**Level 4:** High physical effort, with sustained standing and frequent lifting of heavy flour sacks and dough trays.	**Level 3:** Constant exposure to high heat from ovens and flour dust in a noisy kitchen environment.
Pastry kitchen assistant	**Level 2:** Requires basic factual knowledge to follow pastry recipes and assist with preparation.	**Level 1:** Handles routine problems, such as running low on an ingredient, and refers more complex issues to the baker or manager.	**Level 3:** Moderate dexterity needed for tasks such as mixing, piping and finishing pastries.	**Level 0:** Not applicable. No responsibility for others.	**Level 3:** Moderate physical effort, involving the manual handling of kitchen appliances, long periods of standing and lifting of moderate weights (e.g. flour bags).	**Level 3:** Constant exposure to heat and noise from kitchen equipment.
Shop assistant (2)	**Level 2:** Requires basic factual knowledge of products, prices, allergens and cash handling.	**Level 2:** Solves standard problems using defined alternatives, such as handling a customer complaint or troubleshooting a simple machine error.	**Level 2:** Basic dexterity needed for packaging baked goods, operating a coffee machine and using a register.	**Level 3:** Moderate responsibility for the satisfaction of customers, including handling small issues directly.	**Level 3:** Moderate physical effort, involving long periods of standing with regular lifting of stock.	**Level 1:** Minimal exposure to hazards in a standard, climate-controlled retail environment.

The levels you have assigned can then be inserted into the **6. Graduated factor comparison** tab in the Excel worksheet. Once you have given a level to each subfactor for each of the jobs, the Excel worksheet will provide you with the total scores for each job. These will give you a clear picture of the relative value of each job, allowing you to create a simple ranking.

Example of a job evaluation in a small bakery (5 workers)			
Based on the subfactor levels, the total scores for each job role in the small bakery and ranking are as follows.			
Ranking	**Job role**	**Sum of levels**	**Total score**
1	**Head baker and owner/manager**	4 + 4 + 3 + 4 + 3 + 3	21
2	**Baker**	3 + 3 + 4 + 1 + 4 + 3	18
3	**Shop assistant (2)**	2 + 2 + 2 + 3 + 3 + 1	13
4	**Pastry kitchen assistant**	2 + 1 + 3 + 0 + 3 + 3	12

Before moving on, **take a moment to review the results of your job evaluation** and conduct a quick check for potential gender bias.

How to act: checking the outcome of your job evaluation for potential gender bias

Make sure the outcome of your job evaluation is fair.
- **Look at the final ranking.**
  — Does the order of jobs from highest to lowest score make sense for your business?
  — Pay special attention: have the jobs that are mainly done by women ended up with lower scores than you expected?
- **Think about 'hidden' work and soft skills.** For those jobs that are mainly done by women, did you give enough credit for tasks, responsibilities or skills that are often overlooked? Reread the reasons you gave for the levels you assigned to these jobs to ensure that skills, responsibilities, efforts and working conditions often associated with women have been fairly valued. Examples include:
  — handling difficult customers (emotional effort);
  — keeping schedules and paperwork organised (planning skills);
  — communicating with clients (interpersonal skills).

  You will find other examples in Section 2 and in the factor and subfactor plan.
- **If a score seems unfair, adjust it.** If you think a job has been scored too low, look at the subfactors and levels again and make a fair adjustment.

Step 5. Classify jobs and create a simple basic pay structure

You can now use the job ranking to classify the jobs in your organisation and group them on the basis of the scores achieved. Then, you can create a simple and fair basic pay structure for your micro-organisation that ensures equal pay for equal work or work of equal value. Use the **7. Pay structure** tab of the Excel worksheet to do this.

Very important: within your organisation, basic pay may be defined either as a fixed amount for each pay grade or as a pay range, with each pay range having a minimum amount and a maximum amount defined. If you use pay ranges, **use the maximum pay for each grade as the reference amount for comparing job salaries**. Keep in mind that you will need to compare them on the basis of the **same unit of measurement** (e.g. yearly, monthly, weekly or hourly pay).

Follow the steps in the 'How to act' box below.

> **How to act: creating a basic pay structure for your micro-organisation** (⁴)   ✓≡
>
> Use the following procedure to create a basic pay structure for your micro-organisation.
> - **Classify jobs into pay grades.** Group the jobs that have similar overall demands into the same grade. This creates a simple and transparent classification that links job demands to pay levels. For a micro-organisation, you probably need only two to four pay grades.
>   — Grade 1 (entry-level jobs) would include jobs that consistently scored at the lower levels (e.g. levels 1–2).
>   — Grade 2 (intermediate jobs) would include jobs with a mix of lower and moderate-level scores (e.g. mainly levels 2–3).
>   — Grade 3 (specialist jobs) would include jobs that scored higher on several key subfactors (e.g. mostly levels 3–4).
> - Next, **define the midpoint for your lowest grade**. The midpoint represents the central value for each grade's pay range. This midpoint serves as the foundation for building the rest of your basic pay structure, as you will build upwards from it. When setting this, ensure that the resulting minimum salary for that grade, once the range is applied, still complies with your internal pay policy and meets or exceeds applicable legal minimum wage requirements. For example, the midpoint for grade 1 will be EUR 1 800.
> - Establish a **progression factor**. The progression factor defines how much the midpoint increases from one grade to the next. A factor between 1.1 and 1.15 is usually balanced to reflect a meaningful difference in requirements and demand between grades in micro-organisations with few hierarchical levels. For example, if the midpoint monthly salary for grade 1 is EUR 1 800 and you use a progression factor of 1.15, the midpoint for grade 2 will be EUR 2 070 (EUR 1 800 × 1.15), and the midpoint for grade 3 will be EUR 2 381 (EUR 2 070 × 1.15).
> - **Apply the progression factor** to establish the rest of the structure. Calculate the midpoint salary for each ascending grade by applying your selected progression factor. Repeat this process each time you adjust your lowest salary (e.g. if the minimum salary increases in your national context).
> - Once you have determined the midpoint for each pay grade, establish **minimum and maximum salaries around the midpoint for each grade**. This allows workers to rise over time within the same grade (e.g. through experience, training or good performance), without jumping to a new grade. The pay range should be wide enough to allow progression but not so wide that it causes confusion or unfairness. A good rule is to keep the range between 20 % and 40 %. A range of less than 15 % might feel too limiting. A range of more than 50 % can feel unfair or arbitrary. The suggested ranges give flexibility while still maintaining clear boundaries between different grades. Using the previous example, if the midpoint for grade 1 is EUR 1 800, assuming a 20 % range, then the minimum is about EUR 1 620 and the maximum about EUR 1 980.
> - Next, take a step back and look at the basic pay structure as a whole.
>   — Do the differences in pay from one grade to the next reflect the actual differences in job demands and complexity?
>   — Are the steps between grades consistent and easy to explain?
>   — Does the structure feel fair and understandable to staff?
>
>   If anything seems out of line – for example, if two grades have very similar jobs but very different pay – adjust the ranges so that the structure makes sense **internally** and **to your workers**.

⚠️ **Very important:** if your job evaluation and classification reveals that some jobs are underpaid relative to their value (based on their score and grade), you must adjust their salaries upwards. Equal pay is achieved by removing unjustified differences for the same work or work of equal value and addressing undervaluation by increasing the pay for undervalued women-dominated jobs to match that of equivalent jobs dominated by men. Reducing the pay for higher-paid jobs to achieve equal pay is not a solution, and may increase perceptions of unfairness.

(⁴) This pay structure guidance is intended solely to illustrate how the results of a gender-neutral job evaluation and classification could inform a basic pay structure. It is not a model prescribed or endorsed by the European Commission or EIGE and should be adapted to national frameworks, collective agreements and organisational contexts.

Step 6. Check complementary and variable components of pay, if any

Your efforts to ensure equal pay for equal work and for work of equal value should consider the complete pay package, including any additional benefits, allowances or bonuses, as these may be unequally distributed between women-dominated and men-dominated jobs.

Jobs that are predominantly done by women may not receive the same complementary or variable pay elements, despite being of equal value. Complementary (e.g. a 13th-month payment ([5])) or variable (e.g. performance bonus) pay elements should therefore be based on objective, gender-neutral and transparent criteria.

Keep in mind that complementary and variable components are any benefits in addition to the ordinary basic or minimum wage or salary, whether in cash or in kind, that the worker receives directly or indirectly, in respect of their employment from their employer.

See the 'How to act' box below for guidance on checking complementary and variable components of pay.

How to act: checking complementary and variable pay components

1. **Start by listing all of the complementary and variable pay components available** within your organisation and their distribution among job roles. You should have gathered this information using Tool 2.

2. **Keep in mind the job classification you achieved in Step 5.** Your goal will be to assess complementary and variable pay components for each job grade. This is important for understanding if there is variation in terms of eligibility for such benefits, and in the criteria used to determine their level, between jobs carrying out work of equal value.

3. **Analyse patterns in the allocation of complementary and variable pay components within the same job grade.** Check if there are differences between women and men in how complementary and variable pay components are allocated to jobs of the same value. Ask yourself the following questions.
   - Are all types of complementary and variable pay components accessible to all job roles within the same job grade?
   - Are all or certain types of complementary and variable pay components allocated differently to women-dominated jobs and to men-dominated jobs of the same value?

4. **Assess the eligibility criteria for the allocation of complementary and variable pay components.** Check if the eligibility criteria are objective and gender-neutral. Ask yourself the following questions.
   - Are the eligibility criteria for the allocation of complementary and variable pay components the same, irrespective of whether the jobs are occupied by women or men?
   - Are some or all complementary and variable pay components allocated using eligibility criteria that are **not** objective or gender-neutral, for example those based solely on job requirements and demands mainly present in men-dominated jobs (e.g. hardship allowances for physically demanding outdoor or maintenance work), or allocated without considering comparable requirements and demands common in women-dominated jobs (e.g. no equivalent allowances for emotional strain or constant client interaction in care, education or social service roles)?

   Note that apparently neutral criteria can still put women or men at a particular disadvantage and give rise to indirect sex discrimination (e.g. eligibility criteria that exclude workers from a 13th-month payment if they take childcare-related leave could constitute this type of discrimination, since such leave is most often used by women).

([5]) A 13th-month payment is an additional payment, often equal to one month's salary, that an employee receives on top of their regular annual wages, typically at the end of the year.

How to act: checking complementary and variable pay components

5. **Assess the criteria used to determine the level of complementary and variable pay components allocated.** Check if the criteria used to determine the level (i.e. the amount, number or value of benefits) of complementary and variable pay components allocated to jobs in the same job grade are objective and gender-neutral. Ask yourself the following questions.
- Do complementary and variable pay components have coherent and clearly defined ranges?
- Is there a maximum level established for complementary and variable pay components? Is this the same for all jobs in the same job grade, particularly between women-dominated and men-dominated jobs?
- Are the criteria used to determine the level of complementary and variable pay components allocated the same for women-dominated and men-dominated jobs?

6. **Identify other invisible barriers to the objective and gender-neutral allocation of complementary and variable pay components.** Look for invisible barriers that prevent workers, particularly in women-dominated or men-dominated jobs in the same job grade, from accessing complementary and variable pay components equally (e.g. if women are concentrated in part-time jobs). Ask yourself the following questions.
- Are all or certain complementary and variable pay components restricted to certain types of workers? For example, are full-time workers eligible to receive them, but not part-time workers? Do other distinctions occur within your organisation?
- Are all or certain complementary and variable pay components (e.g. performance bonuses) allocated on the basis of objectives that are not equally achievable by workers in women-dominated jobs and in men-dominated jobs? For example, this might occur if objectives for men-dominated roles depend mainly on individual performance, while those for women-dominated roles rely on team or interdepartmental outcomes.

7. **Revise your policies relating to complementary and variable pay.** If you find gender-based discrepancies between jobs of equal value, you will need to correct these. Revise your complementary and variable pay policies, including eligibility criteria and the criteria used to determine the level of benefits allocated, to ensure that they are equally accessible and that the same or equivalent amounts of these pay components can be achieved by workers, in particular in women-dominated and men-dominated jobs of the same value.

Keep in mind that different pay for the same work or work of equal value is still possible (e.g. based on performance or competency), as long as this is done on the basis of objective, gender-neutral and bias-free criteria.

Your organisation's policies regarding total pay, including both basic pay and complementary and variable pay components, have now been checked and adjusted to reflect the results of your gender-neutral job evaluation.

Step 7. Adjust periodically and carry out further follow-up actions

Once your job evaluation and classification is complete, here are three easy steps to help keep things fair, clear and up to date.

- **Update job titles and descriptions.** Make sure job titles are gender-neutral. Avoid terms like 'salesman' or 'waitress' – use 'salesperson' or 'server' instead. Titles should reflect what the job involves, not the person doing it. Check if job descriptions require more detail. Clearly describe the skills, responsibility, effort and working conditions involved. This will also help you when hiring in the future. You can use the standard job description template and find more help in Tool 6.
- **Explain changes to workers.** It is important to be open and to involve your team. Share the results of the job evaluation and classification in addition to any changes in job titles or pay. This kind of transparency builds trust and helps workers understand how their pay is decided. According to the Pay Transparency Directive, the rules for setting and increasing pay must be easy for workers and workers' representatives to access and understand.

- **Check your job evaluation and classification system every year.** Plan a yearly review to ensure its accuracy. A full re-evaluation is only needed if jobs have changed significantly. If you create a new job role, evaluate this using the same method to keep things consistent and fair. Keep a simple record of what decisions you made during the job evaluation and classification. This helps to ensure fairness and is helpful for future reviews.

Mistakes to avoid   ☒

Remember that job evaluation and classification focuses on the role itself, not on the performance of the person in it. When talking to workers about the jobs in your organisation, it is important to be clear about the difference between a job evaluation and a performance evaluation. Make sure that the following is clear to workers.

- **Job evaluation and classification** looks at the job itself – what the job involves, the skills and qualifications it requires, the responsibility and effort it takes, and the conditions under which it is done. It focuses on the job, not the person doing it.
- **Performance evaluation**, conversely, is about how well someone is doing their job.

In summary, make sure workers understand that job evaluation is about the job's requirements and demands, while performance evaluation is about an individual's work in that job. Being clear about this will help to avoid confusion.

Tool 4. Conducting a job evaluation and classification in small and medium-sized organisations

This tool is tailored to the needs of small (10–49 workers) and medium-sized (50–250 workers) organisations. It offers a simplified approach to job evaluation, known as the 'pair comparison' method, which is suitable for small and medium-sized organisations with fewer, similar jobs and limited HR capacity.

This tool will guide you in:

- understanding the pair comparison method for job evaluation and the factor and subfactor plan (Step 1);
- evaluating job profiles using the pair comparison method (Step 2);
- classifying jobs and assessing and reviewing your basic pay structure on the basis of the results of the job evaluation (Step 3);
- checking complementary and variable pay components (Step 4);
- taking other actions after you have conducted the job evaluation (Step 5).

This approach is suitable if your organisation is larger than a micro-organisation but still has a limited variety of jobs and does not have the capacity for a full-scale analytical job evaluation and classification. **If your small or medium-sized organisation has a large number of different job roles (e.g. more than 15 roles), consider implementing the standard approach** (see Tool 5) to streamline your job evaluation and classification process.

Learn more about what a pay structure is

A **pay structure** is the framework an employer uses to determine and organise levels of pay across different jobs within an organisation. It defines how much is paid for each job, how jobs are grouped or ranked, and how the pay of workers progresses over time.

To comply with EU law, including the Pay Transparency Directive, pay structures must be based on objective, gender-neutral criteria including skills, effort, responsibility and working conditions.

A transparent and gender-neutral pay structure is instrumental to ensuring that women and men receive equal pay for equal work and for work of equal value, and that all workers understand the basis for their pay and its progression.

Pay structures can take different forms (with varying numbers of pay grades, each of which may be equivalent to a fixed amount or structured around pay ranges), depending on the size and capacity of the organisation. In smaller organisations, these may be simpler but should still ensure consistency and fairness based on the value of the work performed.

Step 3 will help you to use the results of your gender-neutral job evaluation and classification to establish a fair and transparent structure for **basic pay. Step 4** will guide you in ensuring that the distribution of **complementary and variable pay elements in your organisation** is also gender-neutral.

The tool comes with an accompanying Excel worksheet, 'Tool 4 Supporting Excel – job evaluation simplified approach for small and medium-sized organisations', for recording and reviewing the results of your job evaluation and classification. You have already started to input information into this worksheet using Tool 2.

Step 1. Understand the pair comparison method

The **pair comparison method** is a streamlined job evaluation process that is suitable for small and medium-sized organisations when the recommended standard approach (see Tool 5) is not feasible. You can read more about this method in the box that follows.

Learn more about the pair comparison method

The **pair comparison method** is a non-analytical, yet structured, job evaluation and classification approach that ranks jobs on the basis of their requirements and complexity. It involves comparing each job role with every other, one pair at a time, to determine which job has greater overall requirements.

Each pair comparison is made using objective, agreed-upon criteria – namely skills, responsibility, effort and working conditions. Every job in the group is compared directly with all others. For example, if there are five jobs, there will be 10 comparisons, as each unique pair is evaluated once. The job judged to have higher overall requirements in each pair is awarded a point.

After all comparisons are completed, the points are totalled for each job. The resulting scores produce a **ranking of jobs**, from those with the most to those with the least extensive requirements. This ranking provides a transparent and fair basis for setting pay structures and job classifications.

This method works best for organisations with a relatively small or manageable number of jobs to evaluate. It is not recommended for organisations with many different jobs, as the number of comparisons increases very quickly.

It is important to note that this method does not ensure objective and gender-neutral results as effectively as an analytical method (see the standard approach in Tool 5). The success of the exercise relies on the job evaluation committee's capacity to prevent implicit gender biases from creeping into the process. The job evaluators should therefore take steps to strengthen their ability to recognise and address such biases, for example by undertaking training on gender equality before starting the job evaluation and classification. In addition, make sure you read through and use the exercises provided in Tool 0. This is key to ensuring that following the simplified approach to job evaluation and classification effectively leads to the identification and resolution of gender biases in the organisation's job classification system.

Understanding what makes one job more demanding than another within your organisation is also key. When comparing two jobs, it is not always easy to decide which of them is more complex or requires greater responsibility or effort.

To help you, the toolkit provides a set of job evaluation criteria called factors and subfactors. The factor and subfactor plan explains what you should look at when assessing how complex or demanding a job is, such as the level of skill needed, the amount of responsibility, the effort involved or the working conditions. This is central to the job evaluation process.

The factor and subfactor plan will help you to make decisions fairly and consistently rather than relying on personal opinions or assumptions, which are more prone to unconscious gender biases. **See also the guidance and exercises provided in Tool 0** to understand gender biases.

It is very important to read the factor and subfactor plan carefully, and to make sure that, before starting, everyone involved in the job evaluation has the same understanding of what these factors mean for your organisation.

Take some time as a group to talk through the following questions.

- What do these factors and subfactors mean in our organisation?
- How do they show up in the various job roles we have?
- Can we think of real-life examples that match the subfactors?

Make sure there is a shared understanding of how to apply the criteria to the jobs within your organisation. This shared understanding is the foundation for making fair and consistent job comparisons.

The factor and subfactor plan provided in this toolkit is comprehensive and, in most cases, it should be sufficient for any organisation to conduct a job evaluation. However, if, after reviewing it, you consider that additional subfactors are needed to reflect your organisation's realities, you will need to **develop a shared definition for each additional subfactor and define its levels**. You will need to **give evidence of the importance and relevance of any new subfactor and ensure it is gender-neutral and unbiased**.

How to act: defining additional subfactors
When defining subfactors in a gender-neutral job evaluation, it is essential to ensure fairness, clarity and compliance with the principle of equal pay between women and men. In doing so, consider the following guidance. • **Clarity and freedom from gender bias.** Define the new subfactor objectively. Avoid using terms or assumptions that reflect gender roles or stereotypes. • **Specificity and non-duplication.** The new subfactor should measure a distinct aspect of the job. It is very important to **avoid double counting**. For instance, if you include a new specific subfactor on 'operating heavy machinery' and this is already assessed under 'knowledge' or 'physical skills', this will overstate the value of certain jobs in your organisation. • **Comparability across job roles.** Subfactors should enable meaningful comparisons between jobs with very different functions, such as technical jobs and care jobs. This is achieved by focusing on the demands and value of the work itself, not on the sector or job title.

If you use additional subfactors during the pair comparison, add definitions of these to the factor and subfactor plan table in the **4. Pair comparison** tab in the accompanying Excel tool.

The 'How to act' box below outlines the practical steps to take in conducting pair comparisons.

How to act: using the pair comparison method

In the pair comparison method, instead of formally scoring every job role against every subfactor, the goal is to identify the dominant reason why one job is more complex or demanding than another.

For every pair of jobs you compare (e.g. job A versus job B), follow this two-step thought process.

1. Make an overall judgement.

Looking at the two job profiles, ask yourself: 'All things considered, which of these two jobs has more value and is fundamentally more demanding?'

2. Justify and document this judgement using the factor plan.

You should justify your decision by identifying the factor or subfactor that explains the difference in complexity or demand. This ensures that your decision is evidence-based. Use the four main factors as your guide.
- Is it about skills? Does one job require significantly more complex problem-solving, more advanced knowledge or greater interpersonal skills?
- Is it about responsibility? Does one job carry greater accountability for people, financial resources or valuable equipment and information?
- Is it about effort? Does one job demand more intense mental concentration, higher emotional strain or greater physical effort?
- Is it about working conditions? Is one job performed in a more hazardous environment, or does it involve more irregular working hours / work patterns?

The answer will point to a specific subfactor from the plan, which will become the rationale for your decision. It is crucial to **document your decisions and the decision-making process** to ensure transparency and to allow you to revisit the rationale at any time during or after the job evaluation and classification process.

Example of how the pair comparison method works

The goal of the pair comparison method is to identify the dominant factor or subfactor that makes one job more complex and demanding, based on the factor and subfactor plan.
Scenario: a small digital agency is comparing its project manager and lead web developer roles.

Job role	Key requirements identified from the factor plan
Project manager	• High level of responsibility for people (managing client relationships and team coordination) and for financial resources (project budgets). • Constant psychosocial and emotional effort required to manage client expectations and team conflicts. • Advanced planning and organisational skills to manage timelines and resources.
Lead web developer	• Highly specialised knowledge of complex coding languages and systems architecture. • Advanced technical problem-solving skills to diagnose and fix complex bugs.

The decision process

1. Overall evaluation. After reviewing the requirements and demands, the job evaluation committee decides that the project manager job is, overall, more complex and demanding.

2. Justification based on the 'dominant (sub)factor'. While the lead web developer job requires deep and specialised technical skills, the project manager job role is judged to have greater complexity and responsibility and is more demanding overall. The dominant subfactor is the high level of responsibility for project finances and client success, combined with the constant emotional effort required. These subfactors have a broader and more immediate impact on the success and stability of the business.

Step 2. Conduct pair comparisons

To ensure that the pair comparison process is carried out thoroughly and fairly, **all jobs within the organisation must be included in the job evaluation and classification**. You have already collected and recorded this information as part of Tool 2.

This helps to avoid overlooking jobs and ensures the process starts from a firm foundation.

Mistakes to avoid ✕
• **Do not exclude job roles held by only one person** – every job matters. • **Do not group job roles prematurely** before you understand their distinct responsibilities. • **Do not assume that job titles reflect actual duties** – titles can be misleading. • **Do not assume that there is no gender bias just because women-dominated jobs are not seen as having a lower value.** The skills involved in these jobs may still be invisible due to their association with the job holder's personal traits instead of the job's demands and requirements. • **Do not let groupthink influence decisions.** Encourage job evaluators to share different views and justify their reasoning before reaching an agreement. • **Do not let one individual dominate the discussion** or final decisions during comparisons. • If job evaluators cannot reach consensus, **record their differing views and revisit the comparison later** with supporting evidence.

Focus on anonymised job profiles and remove any indication of the job titles before you start comparing. This ensures that the title and any associated implicit bias about the job do not influence your analysis. Once the job profiles are ready, the job evaluation process begins.

Use the **4. Pair comparison** tab in the accompanying Excel tool and follow these steps.

- **List all job roles** in a comparative table, to compare them one pair at a time.
- Working from left to right and going down the list, for each job pair **decide which job is more complex**, has more requirements or is more demanding.
- One by one, look at the job listed in the column on the left. **Assign 1 point** if it is more demanding than the job against which it is being compared, listed across the top. **Assign 0 points** if it is less demanding.
- It is **very important to write down the rationale for the decision (in the column on the right)** in one or two lines, citing which factor (skills, effort, responsibility or working conditions) or subfactor has led to your decision. This will help to safeguard against subjective decision-making and ensure transparency.
- **Repeat this for all job pairs in the comparative table**, until every job has been compared with every other job in the organisation.
- Once all job pairs have been evaluated, **add up the points for each job**. The higher the total score, the more demanding the job is or the more it requires.

How to act ✓	Mistakes to avoid ✕
• From the start, ensure you include all job roles in the comparative table of job pairs. • Use the job evaluation factors and subfactors to make your decisions, not job titles or personal assumptions. • Consider hiding job titles and using only job descriptions during the job pair comparison (e.g. label them as 'job 1', 'job 2', 'job 3'). This will help to avoid assessments that rely too much on job titles, which can distort the job evaluation and introduce gender bias. • Document the reasoning behind the job pairs, especially for close calls and borderline decisions. • Take your time; avoid rushing the process. • Stay objective – set aside personal biases. • Revisit any anomalies or borderline cases.	• Do not rely on job titles alone. • Do not let the personality or performance of the person in the job affect the judgement. • Do not skip job pairs – all job roles must be evaluated. • Do not undervalue ancillary job roles – apply the same factors and subfactors.

After completing all job pair comparisons, **take a moment to review the full ranking** to ensure that the results seem reasonable and to **check for potential gender bias** in the results.

Consider the following guidance.

How to act: reviewing the results of the job pair comparisons

Ensure that job evaluations are fair and based solely on the real demands of the job and that they are not influenced by gender-biased assumptions or over-reliance on the job title.

1. **Identify gendered patterns in the ranking.**
- Review your list of jobs ranked from highest to lowest total points.
- For each job role, note whether it is predominantly held by women, men or a mixture in your organisation.
- Ask: 'Are jobs typically held by women systematically appearing in the lower half of the ranking?'
   — If yes, flag those comparisons for review – this might suggest that there is under-recognition of certain types of work, such as administrative or care-related jobs.

2. **Revisit close comparisons that involve women-dominated job roles.**
- For close decisions (where the choice was difficult), check the comments and reasoning in the pair comparison table.
- Focus on cases in which a women-dominated job role lost out to a job role dominated by men.
- Ask the following questions.
   — Was the justification clear and based on one of the four factors (skills, responsibility, effort and working conditions)?
   — Were relevant job requirements or demands (e.g. emotional labour, multitasking or interpersonal communications) considered and valued?

3. **Check for consistency between comparisons.**
- Look for any jobs that appear to have lost most or all their pair comparisons despite having clear demands and complexity in their job profile.
- Compare the rationales for those pairings.
   — Were the same criteria applied to all job pair comparisons?
   — Were similar types of work treated the same way across comparisons?
- If you see a pattern – for example, the consistent undervaluation of all customer-facing jobs – flag it for correction or re-evaluation. Evaluators should revisit flagged anomalies and borderline cases.

4. **Document your review and decisions.**
- Keep a brief record of this review step. This can be informal – for example, a notes section in the Excel file or a summary email. Include:
   — what you checked,
   — what issues (if any) were found,
   — what comparisons or justifications were updated.

This helps show that you took steps to ensure fairness and that your evaluation process is transparent.

5. **Make adjustments if needed.**
- If you find examples in which a job role may have been undervalued due to criteria being overlooked or unconscious bias:
   — return to the relevant job pair comparisons,
   — re-discuss the decision using the factor and subfactor plan,
   — update the result and write a clear explanation in the comments field.

Remember: this is not about 'fixing scores' but about making sure that each decision reflects the real requirements, complexity and demands of the job.

If your organisation is covered by collective agreements that address pay setting and job evaluation and classification, there are a few things to consider at this stage before moving forward. However, keep in mind that collective agreements may not necessarily be free of gender bias. While some steps in the process may need to be discussed with representatives of workers or trade unions, collective agreements may also need revision – or your organisation may need to go beyond the minimum standards laid down in the collective agreements in order to ensure equal pay for equal work or work of equal value between women and men. **Consult the 'How to act' box below for guidance.**

**How to act: when collective agreements cover pay setting
and job evaluation and classification**

- **Involve representatives.** Invite representatives of workers or trade unions to take part in the comparison exercise or in a review meeting once draft results are available.
- **Check consistency.** Use the joint session to confirm that comparison criteria (factors and subfactors) have been applied consistently and without gender bias. Ensure that you review the relative value of jobs in your organisation together, even if several collective agreements apply to different jobs.
- **Share the results.** Provide representatives with a short summary of rankings and reasoning before you finalise any changes to pay structure.
- **Ensure legal compliance.** Keep in mind that the results of your gender-neutral job evaluation may indicate areas in which you will need to go beyond the minimum requirements of the collective agreements to ensure your job evaluation and classification is free from gender biases.
- **Note differences.** Record any cases in which results differ from the grading or pay levels set under the collective agreements, and raise these during the next negotiation or consultation on the collective agreements.
- **Keep documentation.** Retain notes and summaries to support future joint reviews, adjustments or negotiations.

Step 3. Classify jobs and check for gender pay gaps in your basic pay structure

Now that you have ranked all of the jobs on the basis of their complexity and demands, the next step is to compare this ranking with how people are currently paid. To identify gender pay gaps, you will check if jobs done mainly by women are paid less than jobs done mainly by men, particularly if they were assessed as having equal value.

You will start by **checking basic pay**. In the next step, you will also review complementary and variable pay components. The goal is to build a fair and transparent basic pay structure that is based on the real demands of each job and ensures equal pay for equal work or work of equal value between women and men.

Start by **gathering the current basic pay data** you collected for each job role using Tool 2. Then, for each job role, **analyse its ranking against its current basic pay** and ask these key questions.

- Does the pay align with the job's ranking? Are your highest-ranked jobs generally the highest-paid?
- Are there inconsistencies? Look for jobs with similar rankings (scores) but significantly different pay.
- Is there a gender pay gap? Pay special attention to women-dominated jobs. Are jobs that are done mainly by women paid less than jobs done mainly by men, especially if they received similar rankings in your evaluation?

If you find that some jobs are paid less than others that have the same or a lower ranking – especially if this affects women-dominated jobs – it is crucial to act. You may need to:

- **reclassify some jobs into a different pay grade**;
- **increase pay for undervalued jobs**, to match the pay for similar jobs.

Very important: equal pay is achieved by removing unjustified differences in pay for the same work or work of equal value and by addressing undervaluation through increasing the pay for undervalued women-dominated jobs to match that of equivalent jobs dominated by men. Reducing the pay for higher-paid jobs to achieve equal pay is not a solution and may increase perceptions of unfairness among workers.

Now, translate your final job rankings into a formal basic pay structure. This means setting up pay grades and creating new basic pay ranges based on the results of the job evaluation and classification. To help you do this, use the **5. Pay structure** tab in the accompanying Excel worksheet 'Tool 4 Supporting Excel – job evaluation simplified approach for small and medium-sized organisations'.

Very important: in your organisation, basic pay may be defined as a fixed amount for each pay grade or as a pay range, whereby a minimum amount and a maximum amount are defined for each pay grade. If you use pay ranges, **use the maximum pay for each grade as the reference amount for comparing job salaries**. Keep in mind that you will need to make comparisons on the basis of the **same unit of measurement** (e.g. yearly, monthly, weekly or hourly pay).

See the 'How to act' box below for guidance.

How to act: classifying jobs and building or revising your basic pay structure [6] ✅

To classify and build or revise your basic pay structure, follow these steps.
- **Group jobs with similar scores from the pair comparison into the same grade.** This creates a simple and transparent classification that links job demands to pay levels. For most small organisations (10–49 workers), three to five pay grades are enough to reflect meaningful differences between jobs. For example:
  — jobs with 7–8 points → grade 4,
  — jobs with 5–6 points → grade 3,
  — jobs with 3–4 points → grade 2,
  — jobs with 0–2 points → grade 1.
- Next, **define the midpoint for your lowest grade**. The midpoint represents the central value of each grade's pay range. This midpoint serves as the foundation for building the rest of your basic pay structure, as you will build upwards from it. When setting it, ensure that the resulting minimum salary for that grade, once the range is applied, still complies with your internal pay policy and meets or exceeds the applicable legal minimum wage requirements. For example, the midpoint for grade 1 will be EUR 1 800.
- Establish a **progression factor**. The progression factor defines how much the midpoint increases from one grade to the next. A factor between 1.1 and 1.2 creates a moderate progression, while a higher factor creates steeper increases between senior-level groups. For example, if the midpoint monthly salary for grade 1 is EUR 1 800 and you use a progression factor of 1.15, the midpoint for grade 2 would be EUR 2 070 (EUR 1 800 × 1.15), and the midpoint for grade 3 would be EUR 2 381 (EUR 2 070 × 1.15). Consider your budget to decide on the midpoint progression factor you will use.
- **Apply the progression factor** to establish the rest of the pay structure. Calculate the midpoint salary for each ascending grade by applying your selected progression factor. Repeat this process each time you adjust your lowest salary (e.g. if the minimum salary increases in your national context).
- Once you have established the midpoint for each pay grade, establish **minimum and maximum salaries around the midpoint for each grade**. This allows workers to rise over time within the same grade (e.g. through experience, training or good performance), without jumping to a new grade. The pay range should be wide enough to allow progression but not so wide that it causes confusion or unfairness. A good rule is to keep the range between 20 % and 40 %. A range of less than 15 % may feel too limiting. A range of more than 50 % could feel unfair or arbitrary. The suggested ranges give flexibility while still maintaining clear boundaries between different grades. Using the previous example, if the midpoint for grade 1 is EUR 1 800, assuming a 20 % range, then the minimum is about EUR 1 620 and the maximum about EUR 1 980.
- Next, take a step back and look at the basic pay structure as a whole.
  — Do the differences in pay from one grade to the next reflect the actual differences in job demands and complexity?
  — Are the steps between grades consistent and easy to explain?
  — Does the structure feel fair and understandable to staff?

If anything seems out of line – for example, if two grades have very similar jobs but very different pay – adjust the ranges so that the structure makes sense **internally** and **to your workers**.

---

[6] This pay structure guidance is intended solely to illustrate how the results of a gender-neutral job evaluation and classification could inform a basic pay structure. It is not a model prescribed or endorsed by the European Commission or EIGE and should be adapted to national frameworks, collective agreements and organisational contexts.

Mistakes to avoid ☒

- **Do not base your pay ranges on existing salaries**, as they may reflect historical or systemic bias.
- **Do not include bonuses and allowances when you are looking at basic pay** – be aware that overtime compensation could skew calculations of average pay and should be considered only in later steps as a complementary and variable pay component.
- **Do not rely only on market data** – balance this with internal fairness.
- **Do not ignore future needs** – plan for evolving job roles and structures.
- **Do not rush** – test, discuss and validate before rollout.

Examples of national job evaluation resources tailored to small organisations (10–49 workers)

- The Federal Ministry for Education, Family Affairs, Senior Citizens, Women and Youth (Germany) suggests that the pair comparison approach is a suitable method for small and medium-sized organisations (BMBFSFJ, 2020). It also offers an equality check tool consisting of 20 questions, evaluated using a traffic light system (green/yellow/red). Each question includes examples of recommended practices and links to further reading and resources.
- The Pay Equity Office of Ontario (Canada) suggests that evaluation committees can consist of just a few representatives, as long as they reflect diverse perspectives (Pay Equity Office, 2022). Job classes may be grouped more broadly if they have sufficiently similar duties, qualifications and pay levels.
- The Institute for the Equality of Women and Men (Belgium) suggests that all jobs in small organisations need to be evaluated, while in larger organisations a selection of representative job roles may be used to reduce complexity (Institute for the Equality of Women and Men, 2006).

Step 4. Check the complementary and variable components of pay, if any

Your efforts to ensure equal pay for equal work and for work of equal value should consider the complete pay package, including any additional benefits, allowances and bonuses, as these may be distributed unequally between women-dominated and men-dominated jobs.

Jobs that are predominantly done by women may not receive the same complementary or variable pay elements, despite being of equal value. Complementary (e.g. a 13th-month payment [7]) or variable (e.g. performance bonus) pay elements should therefore be based on objective, gender-neutral and transparent criteria.

Keep in mind that complementary and variable components are any benefits in addition to the ordinary basic or minimum wage or salary, whether in cash or in kind, that the worker receives directly or indirectly, in respect of their employment from their employer.

---

[7] A 13th-month payment is an additional payment, often equal to one month's salary, that an employee receives on top of their regular annual wages, typically at the end of the year.

Consult the 'How to act' box below for guidance on how to check the complementary and variable components of pay.

How to act: checking complementary and variable pay components

1. **Start by listing all of the complementary and variable pay components available** in your organisation and their distribution among job roles. You should have gathered this information using Tool 2.

2. **Keep in mind the job classification you carried out in Step 3.** Your goal will be to assess the complementary and variable pay components for each job grade. This is important to understand if there is variation in terms of eligibility for such benefits, and in the criteria used to determine their level, between jobs carrying out work of equal value.

3. **Analyse patterns in the allocation of complementary and variable pay components within the same job grade.** Check if there are differences between women and men in how complementary and variable pay components are allocated to jobs of the same value. Ask yourself the following.
   - Are all types of complementary and variable pay components accessible to all job roles within the same job grade?
   - Are all or certain types of complementary and variable pay components allocated differently to women-dominated jobs and to men-dominated jobs of the same value?

4. **Assess the eligibility criteria for the allocation of complementary and variable pay components.** Check if the eligibility criteria are objective and gender-neutral. Ask yourself the following.
   - Are the eligibility criteria for the allocation of complementary and variable pay components the same, irrespective of whether the jobs are occupied by women or men?
   - Are some or all complementary and variable pay components allocated using eligibility criteria that are **not** objective or gender-neutral, for example based solely on job requirements and demands mainly present in men-dominated jobs (e.g. hardship allowances for physically demanding outdoor or maintenance work), or allocated without considering comparable requirements and demands common in women-dominated jobs (e.g. no equivalent allowances for emotional strain or constant client interaction in care, education or social service roles)?

   Note that apparently neutral criteria can still put women or men at a particular disadvantage and give rise to indirect sex discrimination (e.g. eligibility criteria that exclude workers who take childcare-related leave from a 13th-month bonus could constitute this type of discrimination, since such leave is most often used by women).

5. **Assess the criteria used to determine the level of complementary and variable pay components allocated.** Check if the criteria used to determine the level (i.e. the amount, number or value of benefits) of complementary and variable pay components allocated to jobs in the same job grade are objective and gender-neutral. Ask yourself the following questions.
   - Do complementary and variable pay components have coherent and clearly defined ranges?
   - Is there a maximum level established for complementary and variable pay components? Is this the same for all jobs in the same job grade, particularly between women-dominated and men-dominated jobs?
   - Are the criteria used to determine the level of complementary and variable pay components allocated the same for women-dominated and men-dominated jobs?

6. **Identify other invisible barriers to the objective and gender-neutral allocation of complementary and variable pay components.** Look for invisible barriers that prevent workers, particularly in women-dominated or men-dominated jobs in the same job grades, from accessing complementary and variable pay components equally (e.g. women being concentrated in part-time jobs). Ask yourself the following questions.
   - Are all or certain complementary and variable pay components restricted to certain types of workers? For example, are full-time workers eligible to receive them, but not part-time workers? Do other distinctions occur within your organisation?
   - Are all or certain complementary and variable pay components (e.g. performance bonuses) allocated on the basis of objectives that are not equally achievable by workers in women-dominated jobs and in men-dominated jobs? For example, this might occur if objectives for men-dominated roles depend mainly on individual performance, while those for women-dominated roles rely on team or interdepartmental outcomes.

7. **Revise your policies relating to complementary and variable pay.** If you find gender-based discrepancies between jobs of equal value, you will need to correct these. Revise your complementary and variable pay policies, including eligibility criteria and the criteria used to determine the level of benefits allocated, to ensure that they are equally accessible and that the same or equivalent amounts of these pay components can be achieved by workers, in particular in women-dominated and men-dominated jobs of the same value.

Keep in mind that different pay for the same work or work of equal value is still possible (e.g. based on performance or competency), as long as this is done on the basis of objective, gender-neutral and bias-free criteria.

Your organisation's policies regarding total pay, including both basic pay and complementary and variable pay components, have now been checked and adjusted to reflect the results of your gender-neutral job evaluation.

Step 5. Examine periodically and adjust

Remember: job roles and their content evolve over time, and it is essential to ensure that your job evaluation and classification system remains relevant and fair. Therefore, periodically reviewing and adjusting the process is critical to its success.

For more detailed instructions on monitoring and following up on a gender-neutral job evaluation and classification, see Tool 7.

Case study. Take a look at how a fictitious small company applied the steps in this tool (the simplified approach for small and medium-sized organisations), in Section 5.2.1.2.

Tool 5. Conducting a standard job evaluation and classification

This tool can be used by any employer, but is particularly recommended for medium-sized (50+ workers) and large (250+ workers) organisations with diverse job roles and structured HR processes. It guides you through using a robust job evaluation method called the 'point–factor' method.

This tool will help you to:

- understand the job evaluation and classification process using the point–factor method (Steps 1–3);
- evaluate job profiles using the factor and subfactor plan (Steps 4 and 5);
- use the accompanying Excel worksheet ('Tool 5 Supporting Excel – job evaluation standard approach') to calculate and compare the total scores for each job and classify these into job groups (Step 6);
- review your basic pay structure and complementary and variable pay components on the basis of the results of your job evaluation and classification (Steps 7 and 8).

The tool comes with an Excel worksheet to record the results of your job evaluation and classification. You have already started to input information into this worksheet using Tool 2.

Learn more about what a pay structure is

A pay structure is the framework an employer uses to determine and organise levels of pay across different jobs within an organisation. It defines how much is paid for each job, how jobs are grouped or ranked and how workers' pay progresses over time.

To comply with EU law, including Pay Transparency Directive, pay structures must be based on objective, gender-neutral criteria including skills, effort, responsibility and working conditions.

A transparent and gender-neutral pay structure ensures that women and men receive equal pay for equal work and for work of equal value and that all workers understand the basis for their pay and its progression.

Pay structures can take different forms (with varying numbers of pay grades, each of which may be equivalent to a fixed amount or structured around pay ranges), depending on the size and capacity of the organisation. In larger organisations, they typically consist of formalised job classification systems, including pay grades or levels, associated pay ranges and clearly defined rules for pay progression – all derived from a gender-neutral job evaluation and classification.

Step 7 will help you to use the results of the gender-neutral job evaluation and classification to establish a fair and transparent structure for **basic pay. Step 8** will guide you in ensuring that the distribution of **complementary and variable pay elements** in your organisation is also gender-neutral.

Step 1. Build a shared understanding of the factor plan

Start by reading through and using the exercises provided in Tool 0 to understand the role of gender biases in the job evaluation. Then **focus on the factor and subfactor plan** provided with this toolkit.

The plan, which will be central to the job evaluation process, comprises four key factors: skills, responsibility, effort and working conditions. These factors align with the requirements of the Pay Transparency Directive. Each of the factors has subfactors connected to it – for example, 'interpersonal and communication skills' is a subfactor of the 'skills' factor group.

Most subfactors have five levels, which use gender-neutral descriptions to differentiate the complexity and intensity of a job's requirements. These range from level 0 (meaning 'not applicable' or 'little to no requirements' for that specific subfactor; this level scores no points) to level 5 (meaning 'highly advanced or sophisticated requirements'). The only exception is the subfactor 'knowledge', which extends further, up to level 8.

The levels for the 'interpersonal and communication skills' subfactor are shown here as an example.

Level	Description
Level 0	**Not applicable.**
Level 1	**Basic communication and interpersonal skills required.** The job requires the ability to share simple information clearly and to show courtesy and respect in simple interactions.
Level 2	**Standard communication and interaction with others.** The job requires communication with colleagues or customers in structured settings. Tact, empathy and basic relationship building are also required.
Level 3	**Effective communication and interpersonal relationships.** The job requires communication to be adapted to different audiences and the fostering of trust, cooperation and positive working relationships.
Level 4	**Advanced communication and interpersonal skills.** The job requires the managing of complex interactions, the mediating of interpersonal conflicts and support for group collaboration.
Level 5	**Strong communication and interpersonal skills.** The job requires its holder to lead communication strategies, influence decisions, manage complex communications and cultivate inclusive, high-trust environments that influence and inspire others.

It is very important that the job evaluation committee members are familiar with the factor and subfactor plan, the definition of each level and the guiding questions. It is also important to understand the focus of each factor (what it measures) and what differentiates one level from another, to ensure a shared understanding among the team.

When reviewing the plan, **consider whether any jobs in your organisation require a particular subfactor or particular subfactors** that might typically apply to jobs predominantly held by women or men. If so, consider what additional subfactors are needed to measure the comparable skill, responsibility, effort or working conditions often found in jobs predominantly held by women or men (see Step 2 for guidance). This helps to ensure fairness in the job evaluation and classification.

Example of how to ensure balanced job evaluation criteria
In a medium-sized logistics company, the job evaluation committee initially included a subfactor called 'technical innovation' to capture the expertise required in the roles within the IT department (predominantly held by men), where staff develop new digital tools for tracking inventory. However, they soon realised that this subfactor overlooked the demands placed on office-based logistics coordinators (mostly women), who require specialised skills to constantly adapt workflows and manage last-minute schedule changes, staffing shortages or urgent customer requests. To ensure that roles in both departments were assessed fairly, the company introduced a complementary subfactor, 'continuous procedural adaptation'. This captured the cognitive flexibility, situational awareness and decision-making demands required to manage real-time operational challenges. These are essential aspects of logistics roles that would otherwise have been invisible in the original job evaluation and classification framework.

Make sure you also familiarise yourself with the accompanying Excel worksheet, 'Tool 5 Supporting Excel – job evaluation standard approach', which you will use throughout to conduct your job evaluation and classification.

Step 2. Add additional subfactors

The factor and subfactor plan provided in this toolkit is comprehensive and, in most cases, should be sufficient for any organisation to conduct its job evaluation. However, if, after reviewing this, you consider that additional subfactors are needed to reflect your organisation's realities, you will need to **develop a shared definition for each additional subfactor and define its levels**. You will need to **give evidence of the importance and relevance of any new subfactor and ensure it is gender-neutral and unbiased**.

Use Table 4 to define the new subfactor and its levels.

Table 4. Defining a new subfactor and its levels

Definition	*This subfactor assesses ...*
What to assess	Describe the scope, frequency, complexity, level of specialisation or impact of the responsibility, skill or task; the collaborations needed, the interdependencies, contextual or structural constraints, etc.
Level	**Description**
Level 0	*Not applicable. The job does not require ...*
Level 1	*The job requires basic [insert], performed with close supervision or in a limited context. Minimal impact or complexity.*
Level 2	*The job requires routine [insert], with occasional independent judgement or interaction. Scope is narrow but applied regularly.*
Level 3	*The job requires consistent and independent use of [insert], with moderate complexity or consequences. May involve coordination with others.*
Level 4	*The job requires advanced [insert]. Impact is significant and extends beyond the immediate team.*
Level 5	*The job requires highly specialised or strategic [insert]. Work has organisation-wide or external impact.*

How to act: defining additional subfactors

When defining subfactors in a gender-neutral job evaluation, it is essential to ensure fairness, clarity and compliance with the principle of equal pay between women and men. In other words, you will need to give evidence of the importance and relevance of any new subfactor you add and ensure it is gender-neutral and unbiased and that its application is proportionate to that of the rest of the subfactors.

In doing so, consider this guidance.
- **Clarity and freedom from gender bias.** Define the new subfactor objectively. Avoid using terms or assumptions that reflect gender roles or stereotypes.
- **Specificity and non-duplication.** The new subfactor should measure a distinct aspect of the job. It is very important to **avoid double counting**. For instance, if you include a new specific subfactor on 'operating heavy machinery' and this is already assessed under 'knowledge' or 'physical skills', this will overstate the value of certain jobs in your organisation.
- **Comparability between job roles.** Subfactors should enable meaningful comparisons to be made between jobs with very different functions, such as technical jobs and care jobs, by focusing on the demands and value of the work itself, not the sector or job title.
- **Structured levels.** Each subfactor should be defined using a clear scale of levels, typically from level 0 (not required) to level 5 (highly complex or strategic). This ensures consistency in scoring and transparency as to how jobs are evaluated.

To add additional subfactors that are relevant to your organisation, follow the instructions in the **5. Additional subfactors** tab of the Excel worksheet.

Examples of how national job evaluation tools recognise undervalued work done by women

Some national job evaluation tools have taken concrete steps to include factors and subfactors traditionally overlooked in jobs often held by women.
- The Ministry of Labour and Social Economy and the Ministry of Equality (Spain) have published a job evaluation tool that includes considerations that are especially relevant to the care and social services sector (Ministry of Labour and Social Economy et al., 2022). Some subfactors used in this system are 'responsibility for people's well-being', 'emotional effort', 'emotional capacity' and 'diversity management'.
- The National Health Service Staff Council in the United Kingdom has published a job evaluation handbook, tailored to the country's national healthcare sector, which uses 16 factors (NHS Staff Council, 2024). These factors include 'emotional effort', which recognises direct and indirect exposure to distressing or emotional circumstances. Physical skills include manual dexterity, precision and coordination, while communication skills include subfactors such as complexity, sensitivity and method of communication. The factor 'working conditions' recognises verbal aggression as a characteristic of an unpleasant working condition.

Step 3. Familiarise yourself with and adjust the weighting of the factors and subfactors

In this job evaluation method (called the 'point–factor method'), the various factors and subfactors are given different weights (i.e. importance). The higher the weighting assigned to a factor or subfactor, the more points it contributes to the total job score.

Each level (0–5) you assign to a subfactor is then converted into points based on these weights. The total number of points for a job determines its overall evaluated value. See the box 'Learn more about weights' to understand what they are and why they are used.

Learn more about weights: what they are and why they are used

Weights reflect how much your organisation values each main factor (skills, responsibility, effort, working conditions) and their subfactors. Not all factors contribute equally to the overall value of all jobs within your specific organisational context.

Each of the four main factors is assigned a percentage weight, and these four main factors always add up to 100 %. This percentage is then distributed among the subfactors within that main factor. For instance, 'skills' might have an overall weight of 40 %, and this 40 % is then divided among subfactors such as 'knowledge' or 'interpersonal and communication skills'.

A high level (e.g. level 4) in a heavily weighted subfactor will contribute more points to the total job score than the same level in a lightly weighted subfactor.

For example, if the 'skills' factor has an overall weight of 40 %, this means that the points given for all subfactors under 'skills' will contribute up to 40 % of the total possible score for any job. As a result, reaching a high level in a subfactor under 'skills' would have a greater impact on the total score than reaching the same level under 'effort', if 'effort' has a lower weight, for instance, 15 %.

This toolkit comes with preset weights and points for each subfactor (summing up to a total of 1 200 possible points for a job) to support the determination of the relative importance of factors (see Table 5).

Table 5. Weighting and points per factor and subfactor

Factor/subfactor	Weight (%)	Points
Skills	**40**	**480**
Knowledge	12	144
Interpersonal and communication skills	8	96
Problem-solving skills	8	96
Planning and organisational skills	6	72
Physical skills	6	72
Responsibility	**35**	**420**
People	12	144
Goods and equipment	7	84
Information	8	96
Financial resources	8	96
Effort	**15**	**180**
Mental effort	5	60
Psychosocial and emotional effort	6	72
Physical effort	4	48
Working conditions	**10**	**120**
Environment (physical, psychological or emotional)	7	84
Organisational environment	3	36
Total	**100**	**1 200**

The default weights are informed by recommended practices and recognised methodologies in gender-neutral job evaluation. For example, the skills and responsibility factors have a higher weight than the effort and working conditions factors. This is to recognise that, generally, the skills and responsibilities of a job are fundamental to achieving its objectives and success.

In addition, the weights have been designed to ensure that elements that are frequently present in jobs predominantly held by women (e.g. soft skills and specific communication skills) are properly recognised and not overlooked.

However, these weights are provided for **illustrative purposes only** and do not represent a model recommended or endorsed by EIGE or the European Commission. If needed, **organisations can adapt the weighting to their specific organisational contexts**, ensuring that all factors are assessed objectively, transparently and without gender bias. To do so, **follow the guidance in the 'How to act' box below**.

How to act: adjusting the weights of the subfactors

While the weights given in this toolkit are recommended as a default, you can adjust them if you have a good reason to do so – for example, to better reflect your organisation's structure, values or sector-specific context.

Importantly, you will also have to adjust the weights if you have added additional subfactors.

Keep in mind the following guidance.
- There must be a strong, objective, gender-neutral reason for the change. For example, if your organisation operates in a sector in which specific working conditions are unusually critical and demanding for nearly all jobs, you might consider increasing the weight for 'working conditions'.
- Avoid overemphasising one factor group or subfactor (e.g. technical responsibility or physical effort), as this might unintentionally favour certain jobs.
- Make changes transparently, involving the job evaluation committee and, where appropriate, worker or union representatives.
- Check for unintended bias by testing the adjusted weights on various jobs, including women-dominated and men-dominated jobs.
- Document any changes made, including the rationale for the adjustments, to support transparency and facilitate future review.
- Ensure that the total weighting adds up to 100 % and the total possible score remains 1 200 points. This ensures consistency and comparability across all jobs.

When you have decided on the new weights, in the Excel worksheet, adjust the 'Weight (%)' column of the second table in the **4. Factor and subfactor plan** tab. The points assigned to each subfactor and level will automatically adjust.

The points assigned to additional subfactors will also adjust automatically. To ensure this, make sure to follow the guidance in Step 2 and in the **5. Additional subfactors** tab of the supporting Excel worksheet.

Do not modify the points column or the points per level assigned to each subfactor (these fields contain formulas).

Whether you use the default weightings or adjust them, **when the levels are entered in the Excel worksheet, it will automatically calculate the total score for each subfactor and show the total score for that job**. This will allow you to compare jobs, and supports the identification of any pay gaps during the steps that follow. This is valuable, for example, when the total scores for two jobs are similar – indicating they are of comparable value within the organisation – but there is a significant difference in pay between the two jobs.

Step 4. Evaluate the job profile against the factor plan (individual review)

In this step, the job evaluation committee compares each job profile against all of the subfactors to determine which level best matches it.

Each committee member privately reviews the job profile for a specific job. Using the factor and subfactor plan as their guide, they **assign the level (0–5) they believe is most appropriate for each subfactor**, making brief notes as to their reasoning.

Mistakes to avoid ☒	How to act ✔
• Do not guess or assume job duties. Stick to the information in the job profile. • Do not let current pay levels or the perceived status of job holders influence your ratings. • Be aware of possible bias. For example, avoid the 'halo effect', whereby a job scores well on all factors simply because it scored well on the first ones. Similarly, watch out for the 'reverse halo effect', in which you score a job poorly on all factors because it did not score well on the first factor.	• Remember to always rate the job's requirements, not the skills or qualifications of the person currently in it. For example, if the job can be done competently without a degree, do not score it as requiring a degree just because the current job holder has one. • Look for gender biases even if you believe women-dominated jobs are not seen as having a lower value within your organisation. The skills involved may be invisible due to being associated with the job holder's personal traits instead of the job's demands and requirements.

Step 5. Evaluate the job profile against the factor plan (convene the committee)

After carrying out their individual reviews, the committee should meet to discuss and agree on a single level for each subfactor for each job.

A designated committee member (e.g. the chair) collects all of the assigned levels from each member, without their names being attached. This member then presents the range of levels assigned to each subfactor (e.g. 'for knowledge, two members assigned level 3, and three members assigned level 4').

If all members have assigned the same level, that level should be agreed. If there are differences, the committee discusses their reasoning, considering the distribution of the initially assigned scores and focusing strictly on the evidence in the job profile and the definitions in the factor and subfactor plan. The aim is to understand the committee members' differing interpretations and to arrive at a shared, evidence-based decision.

The discussion continues until a consensus level is agreed upon for each subfactor. **See the 'How to act' box below for guidance on managing group dynamics.**

How to act: managing group dynamics in the job evaluation committee

- **Pay attention to avoid groupthink.** This happens when individuals conform to others' perspectives (e.g. the first or loudest voice in the group), instead of feeling free to present alternatives or express dissent. To avoid this, foster a 'brainstorming' environment in which each participant feels comfortable expressing themselves freely without criticism.
- **Allow participants to contribute individually**, to avoid a situation in which more vocal participants dominate the decision-making process.
- **Appoint a 'devil's advocate'** to challenge immediate consensus and facilitate the committee in looking at the problem from different perspectives.
- To address disputes and disagreements, always **go back to the factor and subfactor plan** and review it individually, with each participant taking brief notes on their reasoning. Then discuss it again as a group, ensuring all arguments are heard. If consensus is still not reached, rely on information gathered through the worker questionnaires and interviews to decide on the score that best matches the majority of the contributions.
- If power imbalances exist between participants in the committee, the chair should **ensure that discussions remain balanced, inclusive and focused** and that all members can contribute equally. Other strategies may include, for example, having higher-ranking people step aside for a particular part of the discussion, allowing the other members to freely discuss and present their opinions as a group. This helps to avoid individuals' concerns about reprisals.

When a decision has been reached, **enter the agreed level in the 6. Assign levels to the jobs tab** in the Excel worksheet and **record the rationale for the decision**. Then move to the next subfactor and repeat until all subfactors for the job have been evaluated. After this, move on to the next job.

How to act: recommended practices during the job evaluation and classification

- The chair should ensure that discussion focuses on the job information, not personal opinions. They must avoid a situation in which the committee fills in missing information with guesses. They must also prevent bias from affecting the scores and ensure that the same aspects are not counted twice (e.g. rating language skills under both 'knowledge' and 'communication skills').
- If the job profile lacks clarity, do not guess. Make a note to get more information from relevant workers and managers before finalising the rating for that subfactor.
- All members should participate fully. If anyone is uncomfortable with a level or feels that gender bias is creeping in, they should speak up.
- Periodically, quickly review levels across jobs evaluated earlier versus later in the process, to catch any unintentional shifts in approach.
- It is very important to keep clear notes on the reasoning for the levels agreed, especially where there was significant discussion. This is vital for transparency and for future reviews.

Mistakes to avoid

- Do not try to chase a total score: evaluate each subfactor independently on the basis of a particular job's expectations. Do not look at the accumulating total score for the job during the job evaluation and classification process. This can lead to levels being adjusted in order to hit a preconceived total rather than reflecting the job's actual content and demands.
- Remember: do not allow prior knowledge about pay or the status of job holders to influence rating decisions.

If your organisation is covered by collective agreements that address pay setting and job evaluation and classification, some parts of the job evaluation and classification process, such as factor selection, weighting or the approval of results, may need to be reviewed jointly. This can be done while maintaining a focus on assessing jobs on the basis of objective and gender-neutral criteria (including skills, responsibilities, efforts and working conditions), in compliance with the Pay Transparency Directive, as incorporated into national law. Make sure that the work carried out internally is presented to the

appropriate joint structures, particularly if it affects job classification or pay. Collective agreements are not guaranteed to be free from gender biases and may also need to be reviewed. Your organisation may need to go beyond the minimum standards provided in the collective agreement(s), adjusting pay to ensure equal pay for equal work or work of equal value between women and men.

Consult the 'How to act' box below for guidance.

How to act: when collective agreements cover pay setting and job evaluation and classification
• **Share the draft framework.** Present the proposed factor plan and weighting rationale to the joint job evaluation committee or equivalent body established under the collective agreements. Ensure that you review the relative value of jobs in your organisation together, even if several collective agreements apply to different jobs.
• **Document the process.** Record all agreements, differing opinions and their justifications, and keep these with the official job evaluation documentation.
• **Jointly address undervaluation.** Where results indicate that roles have been undervalued, particularly those predominantly held by women, address this together. Prepare joint evidence for review within collective bargaining discussions. Your gender-neutral job evaluation may reveal the need for the revision of collective agreements to adequately promote equal pay for equal work or work of equal value between women and men. Meanwhile, regardless of whether or not the collective agreement changes, you will need to adjust pay within your organisation to ensure it is equal.
• **Ensure compliance.** Keep in mind that the results of your gender-neutral job evaluation may indicate areas in which you will need to go beyond the requirements of collective agreements to ensure that your job evaluation and classification is free from gender biases.
• **Formalise the outcome.** Once agreed, record the job evaluation and classification system in a short side letter or memorandum attached to the collective agreement, setting out governance and review arrangements.

Step 6. Check the results of the job evaluation and classify jobs

Once you have entered the levels for each subfactor and each job into the **6. Assign levels to the jobs** tab, the Excel worksheet will automatically calculate the score for each job.

This is what you need to check next in the Excel worksheet.

• **Total scores.** Go to the **7. Scores** tab to see the total points for each job.
• **Job groupings.** Go to the **8. Job grouping** tab to see how the jobs are classified into groups based on their total scores.

The Excel worksheet includes automatic grouping ranges based on a standard 10 % increase between groups. For example, group 1 contains jobs that scored 0–120 points, and the list goes up to group 10, which includes jobs that scored 1 081–1 200 points.

Beyond the Excel template, you can classify the jobs according to the existing job groups in your organisation.

All jobs classified into the same group should be considered jobs of equal value in your organisation.

Use the tables and visuals automatically generated in tabs **9. Gender and score** and **10. Gender and group** of the Excel worksheet to review the results of your job evaluation and classification. These will allow you to identify if 'masculinised' or 'feminised' jobs are concentrated into specific job groups and

support the identification of any pay gaps between women and men for work of equal value. In the steps that follow, you will first look into your basic pay structure and then analyse any complementary and variable components of pay.

Step 7. Check for gender pay gaps in basic pay and adjust your basic pay structure

With your job evaluation scores and classification into groups now complete, you can move on to analyse your basic pay structure for fairness. The goal here is to ensure equal pay for equal work and for work of equal value between women and men, and to check if there are any gender pay gaps in your current basic pay structure.

Start by looking at basic pay, before adding other pay elements such as bonuses or allowances. This process involves a comparison of the outcomes of the job evaluation and classification with your organisation's actual basic pay data, to identify and rectify gender-based pay disparities. Depending on the outcome of this comparison, you may need to adjust your existing pay structure or design a new one.

Very important: in your organisation, basic pay may be defined as a fixed amount for each pay grade or as a pay range, with a minimum amount and a maximum amount defined for each pay grade. If you use pay ranges, **use the maximum pay for each grade as the reference amount for comparing job salaries**. Keep in mind that you will need to make this comparison on the basis of the **same unit of measurement** (e.g. yearly, monthly, weekly or hourly pay).

Within each job classification group, **compare the job evaluation scores with current basic pay**. You should have gathered this information using Tool 2.

The job evaluation committee should reflect on the following aspects.

- Are all jobs with similar evaluation scores paid similarly, regardless of who typically does the job?
- Are there jobs, especially those predominantly done by women, whose pay level does not match that of other jobs with similar evaluation scores?
- Are any jobs in higher or lower pay grades than their evaluation score suggests they should be?

Differences in pay between jobs with similar scores may point to undervaluation, especially where occupational segregation or gender-based assumptions have influenced job classification. This is a crucial opportunity to examine and correct those patterns.

If inconsistencies are found, the committee needs to take action.

- **Reclassify jobs:** move jobs to more appropriate pay grades if their scores justify it.
- **Prioritise addressing the undervaluation of jobs predominantly held by women** if these roles are paid less than jobs of comparable value predominantly held by men.

If your review reveals significant structural issues or if your organisation does not have a formal basic pay structure, this process allows you to translate the job classification into logical and equal pay grades. Use the **11. Pay structure** tab in the worksheet to help you with this step.

Consult the 'How to act' box below for guidance on how to build or revise your basic pay structure.

How to act: building or revising your basic pay structure [8]

When building a new basic pay structure based on the results of the job evaluation and classification, follow these steps.

- **Define the number of job grades.** The number of grades is determined by dividing the total points scale used for the job evaluation and classification. The Excel worksheet defaults to 10 groups or grades, but these can be adjusted to fit your organisation's structure.
- **Establish the lowest salary (in euro) within your pay structure.** Define the minimum salary for the lowest job grade (e.g. grade 1). This figure can be based on your organisation's internal pay policy and legal minimum wage requirements.
- **Establish the highest salary (in euro) within your pay structure.** Define the target maximum salary for the highest job grade (e.g. grade 10). When setting this, consider internal pay fairness and whether the gap between the highest and lowest salaries is justifiable, based on job demands.
- **Define the midpoint for the lowest grade.** The midpoint represents the central value of each group's pay range. For example, you might establish that the midpoint for grade 1 is EUR 1 800. The midpoint for the lowest job grade is the foundation for building the rest of your basic pay structure, as you will build upwards from this. When setting this, ensure that the resulting minimum salary for that grade, once the range is applied, still complies with your internal pay policy and meets or exceeds the applicable legal minimum wage requirements.
- **Establish a progression factor.** The progression factor defines how much the midpoint increases from one grade to the next. A factor between 1.1 and 1.2 creates a moderate progression, while a higher factor creates steeper increases between senior-level groups. For example, if the midpoint monthly salary for grade 1 is EUR 1 800 and you use a progression factor of 1.15, the midpoint for grade 2 will be EUR 2 070 (EUR 1 800 × 1.15) and the midpoint for grade 3 will be about EUR 2 381 (EUR 2 070 × 1.15).
- **Apply the progression factor** to establish the rest of the structure. Calculate the midpoint salaries for each ascending grade by applying your selected progression factor. Repeat this process each time you adjust your lowest salary (e.g. if the minimum salary increases in your national context).
- Once you have determined the midpoint for each pay grade, establish **minimum and maximum salaries around the midpoint for each grade**. This allows workers to rise over time within the same grade (e.g. through experience, training or good performance), without jumping to a new grade. A new worker might start near the minimum, while an experienced worker might earn closer to or above the midpoint. The pay range should be wide enough to allow progression but not so wide that it causes confusion or unfairness. A good rule is to keep the range between 20 % and 40 %. A range of less than 15 % may feel too limiting. A range of more than 50 % can feel unfair or arbitrary. The suggested range gives flexibility while still maintaining clear boundaries between different grades. For example, if the midpoint for grade 1 is EUR 1 800 and you choose a 20 % range, the minimum would be about EUR 1 620 and the maximum about EUR 1 980.

Before finalising the structure, the committee must conduct a thorough **review** to ensure no adjustments have been made that unfairly benefit specific jobs or gender-dominated job categories. All decisions must be fact-based, transparent and grounded in the objective job evaluation scores.

Remember to document the rationale behind the final structure to ensure consistency and accountability.

⚠️ **Very important:** equal pay is achieved by removing unjustified differences for the same work or work of equal value and by addressing undervaluation through increasing the pay for undervalued women-dominated jobs to match that of equivalent jobs dominated by men. Reducing the pay for higher-paid jobs to achieve equal pay is not a solution, and may increase perceptions of unfairness among workers.

---

[8] This pay structure guidance is intended solely to illustrate how the results of a gender-neutral job evaluation and classification can inform a basic pay structure. It is not a model prescribed or endorsed by the European Commission or EIGE and should be adapted to national frameworks, collective agreements and organisational contexts.

Mistakes to avoid ☒	How to act ✔
• Do not base new pay grades on existing salaries. Current pay levels may reflect historical or systemic gender bias. • Do not revise scores to fit pay expectations: do not modify subfactor levels to achieve a preferred score or mimic existing pay structures. Let the evidence lead the job evaluation and classification. • Do not assume the process is automatically free from gender bias. Even a 'neutral' system can reproduce inequalities. Always review the results critically and, if something does not seem fair, discuss and adjust it. • Never use historical pay or job titles as a justification for disparities: focus on the requirements and value of the job today, not how it has been treated in the past.	• Use job scores to validate or revise groupings: ensure that jobs that are grouped together have similar scores and comparable pay. • Check if women and men in equally scored jobs receive similar overall pay, including bonuses and allowances. • Look for gender-based patterns: use the tables and visuals generated in the Excel worksheet to identify how women-dominated jobs score and how they are paid in comparison. • Exclude bonuses and allowances when you are looking at basic pay. Be aware that overtime compensation may skew calculations of average pay and should be considered only in later steps as a complementary and variable pay component. • Document all changes: keep a clear record of decisions, especially where scores result in pay being adjusted.

Step 8. Check the complementary and variable components of pay, if any

Your efforts to ensure equal pay for equal work and for work of equal value should consider the complete pay package for a job, including any additional benefits, allowances and bonuses, as these may be unequally distributed between women-dominated and men-dominated jobs.

Jobs that are predominantly done by women may not receive the same complementary or variable pay elements, despite being of equal value. Complementary (e.g. a 13th-month payment) or variable (e.g. performance bonus) pay elements should therefore be based on objective, gender-neutral and transparent criteria.

Keep in mind that complementary and variable components are any benefits in addition to the ordinary basic or minimum wage or salary, whether in cash or in kind, which the worker receives directly or indirectly, in respect of their employment from their employer.

Consult the 'How to act' box below for guidance on how to check complementary and variable components of pay.

How to act: checking complementary and variable pay components ✔
1. **Start by listing all of the complementary and variable pay components available** within your organisation and their distribution among job roles. You should have gathered this information using Tool 2.
2. **Keep in mind the job classification you achieved in Step 6.** Your goal will be to assess the complementary and variable pay components for each job grade. This is important to understand if there is variation in terms of eligibility for benefits, and in the criteria used to determine their level, between jobs carrying out work of equal value.
3. **Analyse patterns in the allocation of complementary and variable pay components within the same job grade.** Check if there are differences between women and men in how complementary and variable pay components are allocated to jobs of the same value. Ask yourself the following.
• Are all types of complementary and variable pay components accessible to all job roles within the same job grade?
• Are all or certain types of complementary and variable pay components allocated differently to women-dominated jobs and to men-dominated jobs of the same value?

How to act: checking complementary and variable pay components

4. **Assess the eligibility criteria for the allocation of complementary and variable pay components.** Check if the eligibility criteria are objective and gender-neutral. Ask yourself the following.
- Are the eligibility criteria for the allocation of complementary and variable pay components the same, irrespective of whether the jobs are occupied by women or men?
- Are some or all complementary and variable pay components allocated using eligibility criteria that are **not** objective or gender-neutral, for example based solely on job requirements and demands mainly present in men-dominated jobs (e.g. hardship allowances for physically demanding outdoor or maintenance work), or allocated without considering comparable requirements and demands common in women-dominated jobs (e.g. no equivalent allowances for emotional strain or constant client interaction in care, education or social service roles)?

  Note that apparently neutral criteria can still put women or men at a particular disadvantage and give rise to indirect sex discrimination (e.g. eligibility criteria that exclude workers who take childcare-related leave from a 13th-month bonus could constitute this type of discrimination, since such leave is most often used by women).

5. **Assess the criteria used to determine the level of complementary and variable pay components allocated.** Check if the criteria used to determine the level (e.g. the amount, number or value of benefits) of complementary and variable pay components allocated to jobs in the same job grade are objective and gender-neutral. Ask yourself the following.
- Do the complementary and variable pay components have coherent and clearly defined ranges?
- Is there a maximum level established for complementary and variable pay components? Is this the same for all jobs in the same job grade, particularly between women-dominated and men-dominated jobs?
- Are the criteria used to determine the level of complementary and variable pay components allocated the same for women-dominated and men-dominated jobs?

6. **Identify other invisible barriers to the objective and gender-neutral allocation of complementary and variable pay components.** Look for invisible barriers that prevent workers, particularly in women-dominated or men-dominated jobs in the same job grade, from accessing complementary and variable pay components equally (e.g. women being concentrated in part-time jobs). Ask yourself the following.
- Are all or certain complementary and variable pay components restricted to certain types of workers? For example, are full-time workers eligible to receive them, but not part-time workers? Do other distinctions occur within your organisation?
- Are all or certain complementary and variable pay components (e.g. performance bonuses) allocated on the basis of objectives that are not equally achievable by workers in women-dominated jobs and in men-dominated jobs? For example, this might occur if objectives for men-dominated roles depend mainly on individual performance, while those for women-dominated roles rely on team or interdepartmental outcomes.

7. **Revise your policies relating to complementary and variable pay.** If you find gender-based discrepancies between jobs of equal value, you will need to correct these. Revise your complementary and variable pay policies, including eligibility criteria and the criteria used to determine the level of benefits allocated, to ensure that they are equally accessible and that the same or equivalent amounts of these pay components can be achieved by workers, in particular in women-dominated and men-dominated jobs of the same value.

Keep in mind that different pay for the same work or work of equal value is still possible (e.g. based on performance or competency), as long as this is done on the basis of objective, gender-neutral and bias-free criteria.

Your organisation's policies regarding total pay, including both basic pay and complementary and variable pay components, have now been checked and adjusted to reflect the results of your gender-neutral job evaluation.

Step 9. Adjust periodically

Remember: job roles and their content evolve over time, and it is essential to ensure that your job evaluation and classification system remains relevant and fair. Therefore, periodically reviewing and adjusting the process is critical to its success.

For more detailed instructions on monitoring and following up on a gender-neutral job evaluation and classification, see Tool 7.

Case study. Take a look at how a fictitious large company applied the steps in this tool (the standard approach), in Section 5.2.2.2.

4.3. Using the results of the gender-neutral job evaluation and classification and follow-up actions

Preparing for a gender-neutral job evaluation and classification (Tools 1–2)
Conducting a gender-neutral job evaluation and classification (Tools 3–5)
Using the results of the gender-neutral job evaluation and classification and follow-up actions (Tools 6–7)
Tool 6. Adjusting job titles and descriptions Tool 7. Tracking progress and planning follow-up actions
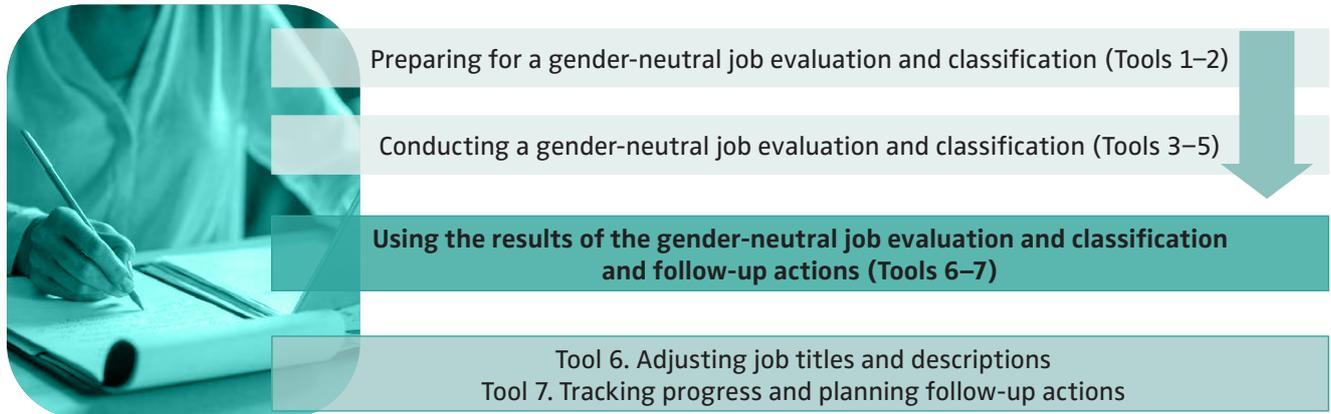
Tool 6. Adjusting job titles and descriptions

This tool guides you through two essential steps to be taken after you have completed your gender-neutral job evaluation and classification:

- reviewing your current job titles and descriptions to identify gender bias (Step 1),
- standardising job titles and descriptions to ensure fairness and inclusion (Step 2).

Use the standard job description template to help you with this task. You must ensure that job titles and descriptions accurately reflect the skills, responsibilities, effort and working conditions of each job without gender bias.

Step 1. Reviewing job titles and descriptions for gender bias

Use the checklist in Table 6 to review your organisation's current job titles and descriptions for gender-biased language or assumptions. Tick each box where you find gender bias present. These ticked items indicate areas that require revision in Step 2.

Table 6. Checklist for reviewing job titles and descriptions for gender bias

Job titles	
• Does the job title include gendered terms (e.g. 'waitress', 'salesman', 'fireman', 'chairman')?	☐
• Does the job title indicate that a particular gender is expected for the job (e.g. 'female caregiver', 'policeman')?	☐
• Does the job title use words that imply a specific gendered trait or stereotype (e.g. 'hostess')?	☐
Job descriptions	
• Does the job description use adjectives or traits that are stereotypically associated with a particular gender (e.g. 'nurturing', 'aggressive')?	☐
• Does the text imply that specific tasks belong to a particular gender (e.g. assuming women handle childcare duties, men handle team supervision)?	☐
• Are there assumptions that certain skills belong to specific genders (e.g. expecting men to be 'decisive' and women to be 'supportive')?	☐

Job requirements and qualifications	
• Are personal traits or characteristics used as qualifications in ways that reflect gender stereotypes (e.g. masculine-coded: 'decisive'; feminine-coded: 'empathetic')?	☐
• Does the job description emphasise qualities that are stereotypically associated with a particular gender (e.g. 'muscle behind operation' or 'emotional bedrock')?	☐
• Is physical effort or strength overvalued in comparison with other types of effort such as mental or emotional skills (e.g. emphasising 'heavy lifting' while overlooking multitasking demands)?	☐
Soft skills, emotional labour and effort	
• Does the description undervalue jobs that require emotional or relational skills, especially in women-dominated jobs (e.g. caregiving or teaching jobs being described in terms of emotional fulfilment rather than skill and responsibility)?	☐
• Are roles that are commonly associated with women (e.g. caregiving, nursing, teaching) described primarily using personal traits such as 'compassion' or 'gentleness' instead of professional skills?	☐
Job groupings	
• Are jobs grouped by gender, with jobs traditionally held by women undervalued in comparison with jobs dominated by men (e.g. comparing administrative or caregiving jobs to technical or managerial jobs without recognising equal skill demands)?	☐
• Do you observe jobs in different job groups that have similar responsibilities being valued differently due to gender-based assumptions?	☐
Pay and job role expectations	
• Does the job description hint at a gender-based pay expectation based on the job's perceived 'value' (e.g. lower pay for jobs predominantly held by women, such as caregiving or administrative jobs, despite similar skills and responsibilities)?	☐

To help you identify possible gender bias, check out this free online tool to identify masculine- and feminine-coded words in job advertisements in English: Gender Decoder [9].

> **Example of addressing the risk of gender-based discrimination in job descriptions**
>
> In 2018, the German Federal Anti-Discrimination Agency conducted a study on discrimination in job advertisements. The research found that one in five job advertisements contained a risk of discrimination, particularly in how jobs were described and titled (Federal Anti-Discrimination Agency, 2018).
>
> In 2020, the agency published a list of requirements and guidelines to implement anti-discrimination policies for employers, offering practical steps to promote equality in recruitment (Fütty et al., 2020). Module 6 specifically provides recommendations for gender-inclusive job advertisements and job titles, helping employers to write clear and inclusive job descriptions that comply with equality standards (Fütty et al., 2020).

Step 2. Standardising job titles and descriptions

If you have identified gender biases in Step 1, it is now time to revise your job titles and descriptions in line with the results from the job evaluation and classification. This means ensuring that the job title and description accurately reflect the job's skills, responsibilities, efforts and working conditions without gendered assumptions and without considerations about the job holder's personal traits. **Use the guidelines in the 'How to act' box below to create standardised, gender-neutral language that accurately reflects each job role's content, expectations and responsibilities.**

[9] Online tools in other languages include L'analyseur d'A Compétence Egale in French and FührMINT Gender Decoder in German.

How to act: updating job titles and descriptions	
Replace gendered terms	Change gendered job titles such as 'waitress' and 'policeman' to neutral equivalents such as 'server' and 'police officer'. Replace other gender-biased terminology in job descriptions and advertisements, such as 'manpower' or 'the best man for the job' with neutral terms such as 'workforce' and 'the best person for the job'.
Ensure job titles are free of gender bias	Ensure the job title describes the job role's responsibilities rather than the gender that is typically associated with it (e.g. replace 'chairman' with 'chairperson', 'salesman' with 'salesperson' and 'foreman' with 'supervisor').
Remove gender-biased adjectives	Replace gender-coded adjectives (e.g. 'nurturing', 'aggressive') with gender-neutral, skill-based or behaviour-based descriptions that focus on what the job requires (e.g. 'able to mentor others', 'able to make informed decisions').
Frame tasks on the basis of skills and responsibilities	Describe tasks in terms of specific skills and responsibilities rather than gender-stereotyped expectations (e.g. instead of 'comforting patients and families', describe as 'communicating effectively with patients and families to provide information and support').
Focus on objective criteria	Ensure job descriptions emphasise objective, skill-based criteria such as technical expertise and leadership capabilities, rather than gendered or subjective traits (e.g. replace 'natural leader' with 'experienced in managing diverse teams').
Recognise both hard and soft skills equally	Describe the full range of competencies required for the role, for example, combining both technical expertise with interpersonal abilities, to show that both hard and soft skills are valued equally (e.g. instead of 'seeking candidates with strong technical expertise in data analysis', use 'seeking candidates with strong technical expertise in data analysis and the ability to communicate insights effectively to diverse audiences').
Consider inclusivity beyond gender	Use language that avoids assumptions about ethnicity, age, ability or socioeconomic background (e.g. replace 'native English speaker' with 'excellent English communication skills', 'young and energetic' with 'enthusiastic and motivated').

If your organisation is covered by collective agreements, job titles or categories may already be defined within the frameworks of these agreements. **Collective agreements can serve as your starting point, but should still be reviewed for gender biases and adjusted as needed.** Remember that collective agreements are not guaranteed to be free from gender biases and your organisation may need to go beyond the minimum standards provided in the collective agreements to ensure equal pay for equal work or work of equal value between women and men.

Consider the guidance in the 'How to act' box below.

How to act: when collective agreements cover job evaluation and classification	

- Before updating titles or job descriptions, check the agreement for any relevant provisions and discuss proposed changes with representatives of workers or trade unions.
- If gender biases are identified in the terminology used in the collective agreements, discuss the need for revisions in the agreements themselves.
- Meanwhile, proceed with the internal implementation of revised, gender-neutral titles and descriptions. This is key to ensuring compliance with the principle of equal pay for equal work or work of equal value between women and men, as set out in the requirements of the Pay Transparency Directive as incorporated into national law.

Example of the revision of a job title and job description	
Before	**After**
Job title: Technology lead	**Job title:** IT project manager
Job description: The technology lead is a confident and assertive professional who takes charge of complex technology projects. He must be able to lead teams decisively, make quick calls under pressure and keep everything running on schedule. He needs to have a strong technical background and the authority to steer developers in the right direction. A logical, no-nonsense mindset is essential for managing demanding stakeholders and keeping teams in line.	**Job description:** The IT project manager oversees the planning, execution and delivery of IT projects, ensuring that they meet standards in terms of scope, timeline and quality. Responsibilities include coordinating cross-functional teams, managing budgets and risks, facilitating stakeholder communication and aligning project goals with business objectives. The role requires the ability to make informed decisions, prioritise competing demands and foster collaboration across diverse teams. Core competencies include project management, systems thinking, technical literacy, communication and problem-solving skills.
What changed?	

- 'IT' provides a more specific definition of the job's domain. The title changed from 'technology lead' to 'IT project manager' following a job evaluation that found that jobs held predominantly by men were often titled 'lead', while equivalent jobs held by women were classified as 'coordinators' or 'supervisors'. 'Manager' reflects the job level more consistently across roles.
- The original description relied on personality-based adjectives ('confident', 'assertive', 'decisive') that can suggest gendered expectations about leadership. The revised version replaces these with behaviour-based, measurable descriptions (e.g. 'managing budgets and risks', 'facilitating stakeholder communication') that focus on what the role involves rather than personal style or traits. This change does not imply that traits such as confidence or decisiveness are undesirable or gender-specific, but instead ensures that the description highlights job-relevant competencies that apply equally to all candidates.

Case studies. Take a look at how two fictitious organisations applied the steps from this tool in different settings:
- an example of a small company is provided in Section 5.2.1.2;
- an example of a large company is provided in Section 5.2.2.2.

Tool 7. Tracking progress and planning follow-up actions

This tool guides you through establishing a review process to maintain the gender-neutral job evaluation and classification over time, including:

- conducting checks of the job evaluation and assessing the need for new rounds of evaluations for selected jobs (Step 1);
- ensuring that your HR policies align with the results of the job evaluation and classification (Step 2);
- sharing the process, outcomes and changes with workers (Step 3);
- monitoring progress (Step 4).

During this stage, **consider the following**:

- focus on those actions that make the most significant difference for equal pay;
- document what needs to be fixed and set deadlines;
- keep informed and report outcomes to the workers.

If you are a small organisation with limited capacity, check the 'Tailored guidance for small organisations' box below for practical ways to plan and track follow-up actions. If necessary, keep these adaptations in mind when reading through Tool 7.

Tailored guidance for small organisations (10–49 workers)

If you are a small organisation, you can establish simple, sustainable ways to track changes and follow up on your job evaluation and classification using the people and processes you already have. Consider these tips.

- **Keep oversight light but effective.** Instead of an evaluation committee, appoint one manager and one staff member (if possible) to jointly oversee follow-up and updates to job evaluations and classifications. This shared responsibility supports transparency and fairness while keeping things practical for small teams.
- **Use a rolling review approach.** Rather than reviewing all jobs every year, rotate through jobs. For example, aim to review one third of jobs each year or adjust this based on your capacity and the number of jobs. This will help to maintain fairness over time without overloading your team.
- **Use simple tools to track progress.** A basic spreadsheet or shared document is enough to log:
  — which jobs have been evaluated;
  — any changes that were made (e.g. titles, pay alignment);
  — any planned follow-up actions.
- **Tie the process to what you already do.** Make job evaluation and classification check-ins part of existing routines, for example annual planning or budget reviews, or regular team discussions about job roles and responsibilities.
- **Keep communication open.** In smaller teams, informal discussions often replace reports. Still, short written summaries (e.g. an internal email) ensure clarity and transparency over time.

Step 1. Check your job evaluation and classification regularly

Regular checks help to ensure that your job evaluations and classifications are accurate and avoid gender bias. **These reviews should look at several aspects, presented in the 'How to act' box below.**

How to act: checking the accuracy of your results

- **Usage of factor levels.** Ensure that all factor levels are used appropriately. If you are unsure, check Tool 4 or Tool 5 and the factor and subfactor plan.
- **Factor-specific checks.** Check that evaluations for each subfactor (e.g. knowledge, physical skills, responsibility for people) align with job content and demands, industry demands and the local context. Adjust further if necessary.
- **Compare between job groups.** Compare evaluations between job groups, comparing the scores of jobs that have, for example, the same knowledge requirements, to ensure that the job evaluations and classifications are not gender-biased.
- **Score range.** Confirm that total weighted scores fall within a realistic range.
  — Do not have too many jobs clustered at the same score.
  — Your total scores should spread across most of your possible point scale. For example, if your system allows up to 1 200 points, you should not have all jobs scoring only between 500 and 700 points.
- **Traditionally undervalued skills.** Pay special attention to skills and competencies that are historically undervalued in jobs dominated by women.

If jobs have been evaluated before, they may need to be re-evaluated if their content or requirements have changed significantly.

Examples of when a job might require re-evaluation

- More than a year has passed since the original job evaluation and classification, appeal or last re-evaluation.
- The content of the job has changed substantially.
- The change comes from new requirements and is permanent, not temporary.
- The change significantly affects one or more job evaluation factors.
- You have clear evidence of the changes, including what duties are no longer done or are done less often.

Source: Scottish Joint Council for Local Government Employees, 2024.

In addition to annual consistency checks, it is recommended practice to schedule a comprehensive review of the job evaluation and classification system every three to five years, even if there is no specific reason or trigger for doing so.

Step 2. Align human resources policies with the results of the job evaluation and classification

Review your current HR policies to ensure the results are integrated into these processes and identify where job evaluation and classification outcomes should inform decisions.

- **Recruitment.** Ensure that job advertisements and selection criteria reflect the updated job descriptions and gender-neutral terminology.
- **Pay decisions.** Link reviews of salary and rewards packages, in addition to pay offers, directly to evaluation scores.
- **Performance review.** Align performance objectives with the skills and responsibilities identified in evaluations.
- **Development.** Base training opportunities and career pathways on objectively evaluated job requirements.

Step 3. Communicate the process and results, and maintain transparency

Remember: clear communication about your job evaluation and classification process fosters trust among workers and ensures legal compliance. Under Article 6 of the Pay Transparency Directive, employers need to make the criteria used to determine pay, pay grades and pay progression easily accessible to workers.

How to act ✓	Mistakes to avoid ✕
- Keep workers informed and engaged throughout the process. - Explain your job evaluation and classification methodology and the reasons behind any changes. - Give workers chances to ask questions and provide feedback. - If a collective agreement applies, schedule an annual meeting with worker or trade union representatives to review the results of the job evaluation and classification, in addition to any appeals or regradings. Agree when the joint group should meet again (e.g. after reorganisations, mergers or the creation of new job categories). Record follow-up actions, agreed timelines and responsibilities.	- Do not ignore workers' concerns or feedback. - Do not treat the job evaluation and classification process as a one-time task. Regular updates are essential for accuracy.

73

Step 4. Use the checklist to assess progress

Use the self-assessment checklist in Table 7 at the end of your gender-neutral job evaluation and classification process, and at the follow-up meetings of the job evaluation and classification committee, to monitor impact. This should happen at least once a year. The checklist can help the committee to check if the job evaluation and classification process in your organisation has been effective.

Table 7. Self-assessment checklist to monitor impact

Checking for consistency	
Have all job roles been evaluated (including new job roles and jobs that were not included in the last evaluation)? • **Follow-up action, if you did not check the box.** Schedule evaluations for any missing job roles using your established gender-neutral job evaluation and classification process.	☐
Are all job evaluations and classifications for new job roles conducted using consistent criteria and processes? • **Follow-up action, if you did not check the box.** Review your job evaluation and classification framework and the use of gender-neutral factors (review Tool 3, or Tool 4 and Tool 5, depending on your organisation's size).	☐
Are job descriptions up to date and reflective of actual job duties? • **Follow-up actions, if you did not check the box.** Update job descriptions to reflect actual tasks and responsibilities (refer to Tool 6 for more guidance). If the job has not yet been evaluated, consider prioritising it for the next gender-neutral job evaluation and classification.	☐
Do job descriptions avoid language that favours one gender over another, or use stereotypical terms or criteria? • **Follow-up action, if you did not check the box.** Review and revise all job materials using gender-sensitive language (see Tool 6 for more guidance).	☐
Monitoring and reporting	
Are job evaluation and classification outcomes monitored for consistency and gender bias? • **Follow-up actions, if you did not check the box.** Set up an approach to review the job evaluation and classification outcomes for consistency and gender bias. Schedule review meetings of the job evaluation committee to document progress on implementation (at least once a year).	☐
Are the results of the job evaluation and classification shared transparently with all workers? • **Follow-up actions, if you did not check the box.** Publish job evaluation and classification outcomes internally for workers. Make sure the outcomes are presented in an accessible format and language.	☐
Integration with broader activities	
Is the job evaluation and classification system linked to your organisation's overall gender equality objectives? • **Follow-up action, if you did not check the box.** Review your organisation's gender equality approach and involve HR, management and gender equality officers to align job evaluation and classification goals accordingly.	☐
Is there a clear and accessible appeals process for job holders? • **Follow-up action, if you did not check the box.** Establish or improve your appeals process. Ensure workers are aware of it and can access it.	☐

Case studies. Take a look at how two fictitious organisations applied the steps from this tool in different settings:
- an example of a small company is provided in Section 5.2.1.3;
- an example of a large company is provided in Section 5.2.2.3.

Congratulations on reaching this stage! By completing and tracking your gender-neutral job evaluation and classification, you are making a significant step towards ensuring that equal pay between women and men becomes the standard in your organisation. This effort lays the foundation for long-term organisational success and helps to create a fairer, more inclusive workplace for everyone. Keep up the good work!

4.4. Advocating for gender-neutral job evaluation and classification systems

Advocating for gender-neutral job evaluation and classification systems

Tool 8. Negotiating aid for trade unions

Tool 9. Approaching the equal pay conversation with your employer

Tool 8. Negotiating aid for trade unions

This tool supports trade unions in advocating for and overseeing gender-neutral job evaluation and classification through collective bargaining and stakeholder engagement.

This tool will help trade unions to:

- negotiate and formalise the implementation of gender-neutral job evaluation and classification through collective bargaining, and secure these commitments in formal agreements (Steps 1 and 2);
- ensure that the job evaluation and classification system works fairly in practice and continues to deliver equal pay outcomes (Step 3).

This tool will help you to use your collective bargaining power to establish fair and gender-neutral job evaluation and classification systems and to ensure that they deliver equal pay results in practice for workers.

Learn more about why trade unions advocate gender-neutral job evaluation and classification

- Gender-neutral job evaluation and classification helps in **spotting and correcting unjustified pay differences** between jobs mostly done by women and those mostly done by men.
- Gender-neutral job evaluation and classification contributes to **strengthening collective bargaining** because a transparent and gender-neutral method for valuing jobs creates a more solid basis for wage negotiations and defining the setting of pay.
- Gender-neutral job evaluation and classification helps to **expose the undervaluation of work done by women**. Gender-neutral job evaluation and classification reveals how jobs that are often done by women are systematically paid less than they should be. This gives unions concrete evidence to push for better recognition and fair pay for this work.

If you are working with smaller organisations that have limited resources, the 'Tailored guidance for micro-organisations and small organisations' box below provides tips on how to adjust your approach. If needed, keep these adaptations in mind as you read through the tool.

Tailored guidance for micro-organisations (with fewer than 10 workers) and small organisations (10–49 workers)

If the organisation with which your union is negotiating has fewer than 50 workers, consider the following.
- **Adapt to the context.** In small or micro-organisations, formal union structures may not exist and representation may be shared across workplaces. Where this is the case, check whether national or sectoral trade unions can provide support and resources, including training for workplace representatives to participate in job evaluation committees.
- **Promote collective solutions.** Encourage small and medium-sized organisations to participate in sectoral agreements or pool job evaluation and classification resources through employer federations and trade unions.
- **Highlight long-term benefits.** Emphasise how even simple steps towards gender-neutral job evaluation and classification systems can improve transparency, staff retention and legal compliance.

Note: the extent and form of worker representation and consultation may vary between Member States, depending on national law and practice (e.g. through trade union delegations, works councils or other representative bodies).

Step 1. Negotiate the implementation of gender-neutral job evaluation and classification

Trade unions can take action whether they are working directly with employers at the level of individual organisations; coordinating with equality bodies, associations or organisations; or partnering with other legal entities interested in ensuring equality between women and men. **The 'How to act' box below provides practical suggestions for what trade unions can do.**

How to act: what trade unions can do to promote gender-neutral job evaluation and classification

- Request to be included in any working groups or evaluation committees developing a job evaluation and/or classification system.
- Formally propose the use of a gender-neutral job evaluation and classification during negotiations on pay structure.
- Offer to co-develop or review the design of the job evaluation (e.g. the selection of evaluation factors and weighting methods).
- Offer to review the results of the job evaluation and/or classification system to check for gender bias.

Some employers invite union representatives to join an evaluation committee when they create or update a gender-neutral job evaluation and classification system. This is the ideal situation.

Other employers may have concerns about initiating or revisiting gender-neutral job evaluation and classification systems. They may wish to rely on their existing approaches or carefully consider the role of unions in such processes, or feel that their current systems already promote fairness, even if they are not analytical or gender-neutral.

Check the 'How to act' box below for a practical guide to navigating such situations in negotiations with employers.

How to act: addressing employer concerns

If the employer or organisation is unaware of existing or upcoming legal obligations on equal pay and transparent pay structures, you can proceed as follows:
- Consider how you can use the information in this toolkit to help you. For example, refer them to Section 3 of this toolkit. Under the Pay Transparency Directive, employers must ensure that pay structures are based on objective and gender-neutral criteria. Even before the directive is incorporated into national law by Member States, this provides unions with a strong legal basis for initiating discussions on the introduction or review of job evaluation and classification systems.

If the employer (or their representative body) believes that an existing job evaluation and classification system is sufficient and you disagree, you can proceed as follows:
- Bring facts and arguments in favour of a review of the existing job evaluation to the attention of the employer and request a review of its methodology in order to assess whether it meets the minimum standards of being analytical, gender-neutral and transparent.
- Consider using Tools 1–5 of the toolkit as a guide to assess if the methodology used by the employer aligns with the principles of a gender-neutral job evaluation and classification.

If the employer finds the establishment of a gender-neutral job evaluation and classification system or the reviewing of an existing one to be costly or burdensome, you can proceed as follows:
- Consider using the information in this toolkit to help you build your case. For example, refer to Section 3 of this toolkit to highlight the medium- and long-term benefits of implementing a gender-neutral job evaluation and classification. In some contexts, employers may face fines or exclusion from public procurement if they cannot demonstrate compliance with the right to equal pay between women and men.

If the employer argues that there is a lack of internal expertise in gender-neutral job evaluation and classification, you can proceed as follows:
- Encourage the use of this toolkit as a practical starting point. If further guidance is required, propose joint training initiatives to build internal capacity.

If the employer is hesitant to involve trade unions in the process, you can proceed as follows:
- Argue that national law, collective agreements or good practices in the sector already show that involving trade unions in the design of a job evaluation is standard.
- Point out that Article 13 of the Pay Transparency Directive calls on Member States to promote the role of social partners in gender-neutral job evaluation and classification systems.

If workers are left out of the job evaluation and classification process, you can proceed as follows:
- Advocate clear, accessible communication with workers about how jobs are evaluated, how scores are determined and how to raise questions or appeal decisions.

If there is a risk that the job evaluation process will stop at the assessment stage (without changes being made to the pay structures), you can proceed as follows:
- Negotiate follow-up mechanisms, monitor impact over time and ensure that adjustments are made to job categories and/or pay settings where appropriate.

Source: Developed based on Unison Bargaining Support Group, 2023.

Making gender-neutral job evaluation work: lessons from Belgium

Following the introduction of legal obligations for medium-sized and large companies to ensure gender-neutral job classifications, trade unions in Belgium quickly identified weaknesses in implementation and took action. Union experts and the Institute for the Equality of Women and Men developed a practical checklist to guide the creation and review of gender-neutral job evaluation systems, covering key criteria such as skills, responsibility, effort and working conditions (Pardon et al., 2010). The checklist has been used to train union activists and strengthen bargaining at the organisational and sectoral levels (Pardon et al., 2010). It has also been referenced during negotiations to support demands for gender-neutral evaluations.

Sources: Pardon et al., 2010, and Pillinger, 2021.

Step 2. Formalise gender-neutral job evaluation and classification through collective agreements

Trade unions can also advocate for the inclusion of gender-neutral job evaluation and classification in **collective agreements**, including provisions that define how job evaluations shall be carried out.

Use the model clause in the 'Example of a clause for gender-neutral job evaluation and classification' box below as a starting point, and adapt it to your national or sectoral context.

Example of a clause for gender-neutral job evaluation and classification

The parties to this agreement recognise the principle of equal pay for work of equal value between women and men, and commit to ensuring that all job evaluation and classification processes are based on gender-neutral criteria.

To this end, the parties agree that:
- the employer shall implement and maintain a job evaluation and classification system based on non-discriminatory and gender-neutral criteria, including skills, responsibility, effort and working conditions;
- trade union representatives shall be a partner in the design, application and periodic review of the job evaluation and classification system;
- all new job roles, and any changes to existing job roles, shall be assessed using the agreed gender-neutral evaluation method;
- the job evaluation methodology, criteria and outcomes shall be transparent and accessible to worker representatives;
- the job evaluation and classification system shall be reviewed regularly (e.g. every X years) or after significant organisational changes, with the involvement of the recognised trade union(s).

Step 3. Review the job evaluation and classification methodology and monitor its implementation

Trade unions can offer support during the rest of the job evaluation and classification process in several ways. **Consult the 'How to act' box below for some practical examples of what you can do.**

How to act: reviewing the job evaluation and classification methodology

- Request access to and provide feedback on the draft methodology.
- Ask for justification of any weightings that might indirectly favour traditionally men-dominated jobs.
- Ensure that outcomes are communicated clearly to workers. If necessary, help to develop accessible communication materials.
- Make sure workers can raise questions or concerns about the results of a job evaluation and classification if gender bias is detected.

As organisations change over time, unions need to monitor whether equal pay principles are being followed. This means negotiating regular reviews of clauses in collective agreements to check both how job evaluations and classifications are conducted and whether they are being applied fairly. **See the 'How to act' box below for some crucial follow-up actions to keep in mind.**

How to act: following up on the implementation of a job evaluation and classification

- Ensure that the results of the job evaluation and classification are included in pay gap reports and gender equality measures. This will help you to spot where gender discrimination or gender biases exist or when jobs that are traditionally done by women are being undervalued in comparison with similar work done by men.
- Keep track of appeals, regrading decisions and organisational changes. These can create new risks to equal pay, so unions must watch for problems and push for action when needed.

Tool 9. Approaching the equal pay conversation with your employer

As a worker, this tool is designed to equip you with the knowledge and confidence to start conversations with your employer about equal pay. It will support you in:

- learning what you are entitled to know and gathering information about how pay is determined in your organisation (Steps 1 and 2);
- using what you have learned to have informed discussions and make requests (Steps 3 and 4);
- making sense of the information you receive and maintaining ongoing conversations about equal pay (Steps 5 and 6).

If you are working in an organisation in which formal HR procedures are limited or unavailable, read the 'Tailored guidance for micro-organisations and small organisations' box below for tips on raising equal pay concerns. If needed, keep these adaptations in mind while reading through the tool.

Tailored guidance for micro-organisations (with fewer than 10 workers) and small organisations (10–49 workers)

If your organisation has fewer than 50 workers and you are unsure how to approach the conversation, consider the following.
- Start by asking simple, neutral questions about how jobs and pay grades are determined.
- Keep a record of your responsibilities, tasks and any changes to your job over time. This can help you to explain your job role clearly.
- Consult with worker representatives through works councils or trade union delegations. If these are not available, consider talking to a trusted colleague or contacting an external body (e.g. an equality body or labour inspectorate) for confidential advice.

79

Step 1. Understand your rights

Before beginning the conversation, make sure you **understand key concepts** such as pay, equal pay for equal work or work of equal value and gender-neutral job classification and evaluation, **and the relevant EU legislation that protects your right to equal pay for work of equal value**.

Read through Sections 2 and 3 to explore these topics in detail or, for a brief overview, read the 'Learn more about key terms' box below.

Learn more about key terms
Equal pay for equal work or work of equal value
The principle of equal pay for equal work or work of equal value is enshrined in EU and national law. This principle states that women and men should receive the same pay for doing the same job or for doing jobs of comparable value based on objective, gender-neutral and bias-free criteria.
Equal pay
• Based on the Pay Transparency Directive, this principle applies not only to salary (ordinary base or minimum wage) but also to any benefits in addition to this (bonuses, overtime compensation, travel facilities, housing and food allowances, compensation for attending training, payments in the case of dismissal, statutory sick pay, statutory required pay and occupational pensions). • The principle applies to present or future pay, which you receive directly or indirectly from your employer as a result of your employment, whether in cash or in kind.
Gender-neutral job evaluation
• A job evaluation is a system that objectively assesses the value of jobs, focusing on factors such as skills, responsibility, effort and working conditions. • A gender-neutral job evaluation is different from a performance appraisal, as it focuses on evaluating the job itself, rather than your individual performance in the job. It evaluates the skills, responsibility and effort required to do the job in addition to its working conditions, not your personal traits and talents. • It helps to eliminate indirect pay discrimination and promotes the principle of equal pay.

Step 2. Gather information

Start by collecting basic details about how jobs and pay structures work in your organisation.

How to act: gathering information
• **Review your job description.** Does it accurately reflect the skills, responsibilities, effort and working conditions your job requires? • **Do a self-assessment.** How well do you understand your organisation's pay structure? Note down what you know and any areas in which you need further clarity. • **Investigate the context.** Understand the job evaluation criteria that apply in your workplace, if there are any. Check if and how these criteria value work typically done by women and men.
Practical tip. When reviewing the job evaluation and classification methodology used in your organisation, look for whether skills such as communication, care, attention to detail or managing multiple tasks are properly recognised and valued (see Section 2 for more examples of aspects of women's work that are commonly overlooked in job evaluation and classification).

Step 3. Initiate the conversation

Use what you have learned to discuss the way pay is determined with your manager or HR department.

Examples of questions for the conversation with your employer

Use a respectful and professional tone. You can start by asking about the job evaluation or classification system used in your organisation. Here are a few sample questions you could ask.
- 'How are jobs evaluated and classified in our organisation?'
- 'Can you explain how my job is assessed in relation to other jobs within the organisation?'
- 'Has the organisation carried out a job evaluation and classification before? If so, how was that process done?'
- 'How my job is evaluated against specific criteria (what differences are there in how factors are scored)?'
- 'How do you ensure that jobs of equal value receive the same pay?'
- 'If there are differences in pay between jobs at the same level, how would you explain these?'

Step 4. Request other information

Pay transparency. Request information about how pay and pay progression are determined in your organisation, including the criteria used. You can also ask for your own pay level and the average pay levels of colleagues doing the same or equivalent work, broken down by sex. This allows you to situate yourself in relation to average workers of the other sex doing the same work or work of equal value.

Analysis of pay structures. Ask if the organisation conducts any regular analysis of pay structures and what criteria are used to assess potential gender pay gaps.

Learn more about your rights

- According to the Pay Transparency Directive, if your employer employs 100 or more workers, they must report on the gender pay gap within your organisation ([10]) (Article 9).
- Your employer should make easily accessible to you the criteria used to determine your pay, pay grade and progression ([11]) (Article 6). The criteria used must be objective and gender-neutral.
- You have the right to request and receive, in writing, information on your individual pay level and on the average pay levels, broken down by sex, for categories of workers performing the same work as you or work of equal value to yours (Article 7).
- The requested information must be provided within a reasonable time frame and no later than two months from the date of the request.
- You can request this information either individually or, where there is fear of adverse treatment, through your workers' representatives or an equality body.
- Your employer must inform you annually about this right (Article 7) and the steps required to exercise it.

([10]) With lower thresholds possible based on national legislation (Art. 9, Pay Transparency Directive).
([11]) Unless exempt from the obligation at the national level in cases where there are fewer than 50 workers in your organisation (Art. 6, Pay Transparency Directive).

Step 5. Understand the information

Review the information. Once you receive the information, review it carefully. Look at your own pay grade and compare it with the average pay grades of colleagues doing the same or similar work. Check how your job has been classified and whether the pay criteria are applied consistently across your category of workers doing the same or similar work. If needed, use the tools listed previously in this toolkit (e.g. Tool 1) to help with interpretation.

Identify gaps. Look for unexplained differences in pay between women and men doing the same job or work of equal value. If there are noticeable gaps or discrepancies, ask for clarification as to why.

Step 6. Foster continued dialogue

If the initial conversation does not lead to immediate action, do not be discouraged, and continue to engage with your employer. Propose regular follow-up discussions and suggest forming a joint committee bringing management and workers together to review and address equal pay issues.

How to act: fostering continued dialogue
• If your employer is reluctant to discuss equal pay, remind them that equal pay is not just a legal requirement but a tool for increasing job satisfaction, improving retention rates and enhancing organisational reputation (see more in Section 3).
• If you continue to face pushback or you start to experience reprisals from your employer after approaching them to discuss equal pay, contact social partners (workers' councils, trade unions), public authorities (e.g. the labour inspectorate) or the national equality body to get further support.

5. Supporting materials

5.1. Factor and subfactor plan

The factor and subfactor plan ([12]) comprises four main factors (also known as criteria) used to evaluate jobs, regardless of the sector or size of an organisation: **skills**, **responsibility**, **effort** and **working conditions**.

Each factor can be used directly for a job evaluation or broken down into smaller parts called subfactors, which provide a more detailed description of different jobs. Effective subfactors should meet three key criteria: they must be relevant to the sector; they should follow a consistent and structured approach; and they must not contain any gender bias or be applied in a gender-biased manner. The number of subfactors varies depending on the detail required to describe jobs. There is no single standard set of subfactors suitable for all jobs (European Commission, 2013).

The **factor and subfactor plan** breaks down the different elements of a job, including skills, responsibility, effort and working conditions, into clear, objective components (subfactors) to support your gender-neutral job evaluation and classification (see Table 8).

Table 8. Factor and subfactor plan

Factors	Subfactors
1. Skills	1.1. Knowledge
	1.2. Interpersonal and communication skills
	1.3. Problem-solving skills
	1.4. Planning and organisational skills
	1.5. Physical skills
2. Responsibility	2.1. People
	2.2. Goods and equipment
	2.3. Information
	2.4. Financial resources
3. Effort	3.1. Mental effort
	3.2. Psychosocial and emotional effort
	3.3. Physical effort
4. Working conditions	4.1. Environment (physical, psychological or emotional)
	4.2. Organisational environment

([12]) The factor and subfactor plan included in this toolkit is grounded in the requirements of the Pay Transparency Directive. It draws directly from existing EU guidelines that identify skills, responsibility, effort and working conditions as essential factors in assessing the value of work. In line with the directive, the factor plan also explicitly integrates soft skills and other elements that are often overlooked when evaluating women-dominated jobs but are essential for achieving equal pay for equal work and for work of equal value. To ensure robustness, the factor and subfactor definitions and levels build on highly regarded job evaluation systems and guidance developed in New Zealand (New Zealand Government, 2021b), Canada (Pay Equity Office, 2022) and Iceland (Wagner, 2022) and within the EU, including a guide from Spain (Ministry of Labour and Social Economy et al., 2022).

The list provides a set of 'default' subfactors that are applicable across various sectors and job types. You will find a definition for each subfactor and levels ranging from 0 to 5 ([13]) in this section of the toolkit. Each level outlines the expectations for a job role at that level. The section presenting each subfactor also contains key questions to help clarify what should be assessed under that subfactor and to assist in determining the level that corresponds to the complexity of the work. In addition, 'Mistakes to avoid' and 'How to act' boxes are included to help you avoid common gender biases and to ensure a fair job evaluation and classification. Practical examples illustrate how these subfactors apply in real jobs.

Use this factor and subfactor plan in combination with **the job evaluation tool** you are using for your organisation (Tool 3, Tool 4 or Tool 5) and the supporting Excel files.

1. Skills

Skills comprise the knowledge, abilities and attitudes required to do a job.

1.1. Knowledge

This subfactor assesses the level of experience, formal education, training and basic skills necessary to meet the requirements of a job. Skills and knowledge may be learned on the job, off the job and/or through education.

What is assessed under this subfactor?

- **Type and complexity.** Is the knowledge required technical, professional, organisational or cultural? Does it involve theoretical knowledge (e.g. academic concepts) or practical expertise (e.g. hands-on skills)?
- **Breadth of knowledge.** Is the knowledge required siloed or does it span multiple domains? Does the job require the integration of knowledge across different fields?
- **Depth of knowledge.** How complex are the ideas or concepts involved (e.g. foundational, intermediate or advanced)? Does the job entail generating new knowledge, innovating or making theoretical contributions?
- **Autonomy in applying knowledge.** To what extent does the job require its holder to apply knowledge independently or to make decisions based on expert judgement?
- **Ongoing learning.** Does the job require the regular updating of knowledge, professional development or continuing education in order to stay current?

Table 9 shows the different levels of this subfactor and the expectations at each level.

([13]) To align with the European qualifications framework, the subfactor of knowledge includes levels 0–8.

Table 9. Different levels of the knowledge subfactor, with corresponding expectations

Level	Knowledge level description [14]
Level 0	**Does not apply.**
Level 1	**Basic general knowledge.** The job requires basic knowledge to carry out simple tasks.
Level 2	**Basic factual knowledge of a field of work.** The job requires simple thinking and practical knowledge to use information, complete tasks and solve routine problems using basic rules and tools.
Level 3	**Knowledge of facts, principles and general ideas in a job area.** The job requires a range of thinking and practical knowledge to do tasks and solve problems by choosing and using basic methods, tools, materials and information.
Level 4	**Factual and theoretical knowledge in broad contexts within a field of work.** The job requires a range of thinking and practical knowledge to find solutions to specific problems in the job or study area.
Level 5	**Specialised and theoretical knowledge within a field of work and an awareness of the limits of that knowledge.** The job requires a comprehensive range of cognitive and practical knowledge to develop creative solutions to abstract problems.
Level 6	**Advanced knowledge of a field of work with a deep understanding of theories and principles.** The job requires high-level knowledge, including expertise and practical knowledge, to solve complex and unexpected problems within a specialised area.
Level 7	**Very specialised knowledge, including the newest ideas in the field.** The job requires deep awareness of knowledge issues within and between fields. Specialised skills are needed for research and innovation to create new knowledge and combine knowledge from different areas.
Level 8	**Knowledge at the highest, most advanced level in a field and where fields overlap.** The job requires the most advanced and specialised knowledge, including combining and judging ideas, to solve critical research and innovation problems and expand or change existing knowledge or professional practice.

[14] In line with the European qualifications framework, available at: https://europass.europa.eu/en/description-eight-eqf-levels.

Mistakes to avoid ☒	How to act ✔
• An individual job holder may have a high level of knowledge but, if this is not actually required to do the job, it should not be considered in the job evaluation (New Zealand Government, 2021b). • Avoid only recognising university degrees or technical certificates. • Avoid disregarding knowledge in women-dominated jobs as 'common sense' or 'intuition'. • Do not assume that the most common or majority culture (e.g. the main language spoken or the local way of doing things) is the only essential or valid knowledge. • Do not focus only on knowledge of technical systems, machinery or scientific expertise while forgetting about procedural, organisational or contextual knowledge.	• Ask what knowledge is needed to do the job well, not what degree the current job holder has. • Credit knowledge gained through on-the-job experience, caregiving, volunteering, self-study or community leadership. • Value the knowledge required to work effectively with diverse groups, including people from diverse cultural backgrounds or of different ages, or in various languages.

Example of knowledge
Think about how a school psychologist needs expert knowledge of child and adolescent development and mental health, and of how to support students with differing needs. Their job includes creating strategies to help students do well, both in school and emotionally. A key skill for a psychologist is observation, which is the ability to notice behaviours, emotional cues and non-verbal signals that are essential for diagnosing and helping students. Similarly, working with children from diverse backgrounds, such as those from migrant or ethnic minority groups, requires more than just empathy. It involves cultural awareness and understanding of how to meet each student's unique needs. These skills are developed through years of study, training and practical experience – they are not just something that comes naturally. This job fits level 7 because it requires deep knowledge of psychology and the ability to think and act critically in different situations. However, the full complexity of this job can be overlooked in a job evaluation if we focus mainly on technical skills or assume that certain skills are just the natural abilities of the job holder.

1.2. Interpersonal and communication skills

This subfactor assesses the requirement to deal with people both within and outside the organisation. It considers the type, importance and purpose of contacts and the degree of interpersonal skills required. It accounts for the skills needed to motivate, negotiate, persuade, influence and inspire others, make presentations, exchange information and provide instructions. It is important to consider face-to-face interaction and the skills needed to communicate clear ideas, messages or concepts online, in print or on the phone (New Zealand Government, 2021b).

What is assessed under this subfactor?

- **Depth and complexity.** What is the nature of the communication? How complex is the information being communicated?
- **Purpose of interaction.** Does the job primarily involve sharing information, training or instructing others, or influencing and changing opinions or behaviours?
- **Communication with others.** Does the job require communication with internal teams, clients, patients, victims of trauma, stakeholders or external partners?
- **Types of communication.** Does the job involve written communication (e.g. reports, emails), verbal communication (e.g. meetings, presentations) or both? Are multilingual or multicultural communication skills required? Does the role rely on non-verbal communication skills (e.g. active listening, body language awareness, tone of voice or visual cues) to support effective interaction?
- **Collaboration and teamwork.** How often does the job require cooperation with colleagues, working within a team or facilitating group decision-making processes?
- **Autonomy.** To what extent is the job holder expected to independently manage communication and foster relationships without guidance from others?

Table 10 shows the different levels of this subfactor and the expectations at each level.

Table 10. Different levels of the interpersonal and communication skills subfactor, with corresponding expectations

Level	Description
Level 0	**Not applicable.**
Level 1	**Basic communication and interpersonal skills required.** The job requires the ability to share simple information clearly and to show courtesy and respect in simple interactions.
Level 2	**Standard communication and interaction with others.** The job holder is required to communicate with colleagues or customers in structured settings. Tact, empathy and basic relationship building are required.
Level 3	**Effective communication and interpersonal relationships.** The job holder is required to adapt communication to different audiences and foster trust, cooperation and positive working relationships.
Level 4	**Advanced communication and interpersonal skills.** The job holder is required to manage complex interactions, mediate interpersonal conflicts and support group collaboration.
Level 5	**Strong communication and interpersonal skills.** The job holder is required to lead communication strategies, influence decisions, manage complex communications and cultivate inclusive, high-trust environments that influence and inspire others.

Mistakes to avoid ☒	How to act ✓
• Do not assume that skills such as calming upset patients, listening with empathy or keeping team morale high are just natural talents or are easy to do. • Do not treat conversations with senior leaders as more valuable than those with clients, patients or students. • Do not favour bold, confident or 'executive-style' communication over quieter approaches that require the job holder to listen, observe or support others. • Do not overlook communication that happens in more than one language or is shaped by different cultural norms.	• It does not matter whether people are born with these skills or learn them. If the job requires them, they should count as part of the job. • Focus on what communication is needed in the job, how often it is used and why it matters – not on the individual's personal communication style. • Think broadly about communication skills, including abilities such as active listening and reading body language. • Value the ability to communicate with people who come from diverse cultural backgrounds, are of different ages or communicate in various languages.

Example of interpersonal and communication skills

Think about how customer service representative jobs, often held by women, require clear communication with a wide range of customers. These workers handle complaints, explain solutions and adapt their communication style depending on the situation. They also need to stay calm and independently manage demanding or upset customers. The communication happens in person or by phone and requires strong courtesy and tact. This job fits level 3 because it demands effective communication, the independent handling of interactions and clear information sharing. These essential communication skills can sometimes be undervalued or dismissed as 'soft skills', reflecting a gender bias that can lead to unfair job evaluations.

1.3. Problem-solving skills

This subfactor assesses the problem-solving skills and judgement required on the job. It assesses the level of difficulty involved in identifying options and exercising judgement to select the most appropriate action. It considers mental processes such as analysis, reasoning and evaluation. It reflects the complexity and unpredictability of the problems encountered, the degree of original thinking or analysis required, and the extent to which the job holder must independently develop solutions rather than apply established procedures.

What is assessed under this subfactor?

- **Types of problems.** What kinds of problems does the job face? Do they require innovative thinking, or can they be solved using predefined methods or procedures?
- **Autonomy.** How much independence does the job holder have in solving problems? Does the job require decision-making that affects outcomes directly, or is it guided by set protocols?
- **Complexity.** How difficult or multifaceted are the problems involved? Do they require in-depth analysis, critical thinking and multidisciplinary knowledge?
- **Frequency.** How often do problems arise? Is problem-solving a core part of the job, or does it occur in specific situations?
- **Impact.** What is the consequence of the solution? How does it affect the worker, the team, the organisation or the customer?

Table 11 shows the different levels of this subfactor and the expectations at each level.

Table 11. Different levels of the problem-solving subfactor, with corresponding expectations

Level	Description
Level 0	**Not applicable.** The job does not require any problem-solving. Tasks are routine, with no need for independent judgement or solutions.
Level 1	**Routine problems.** The job requires solving minor, routine problems that occur regularly. Solutions are already known and are easy to follow.
Level 2	**Standard problems.** The job involves solving problems with defined alternatives. Some judgement is needed, but help is usually available.
Level 3	**Variable problems.** The job involves dealing with different kinds of problems that require careful thinking, research into different options or adjusting existing ways of doing things. Guidance and resources may be limited.
Level 4	**Non-standard problems.** The job involves solving complex, non-standard problems with multiple factors to consider. Solutions often require careful analysis and the adaptation of current methods.
Level 5	**Complex problems.** The job holder is required to solve highly complex, unique problems with no clear or predefined solutions. Innovative solutions are needed, requiring critical thinking.

Mistakes to avoid ☒	How to act ✓
- Do not equate complexity with only abstract or technical problems. - Do not dismiss problem-solving in jobs that follow set procedures, particularly in women-dominated sectors. - Avoid undervaluing problem-solving that relies on emotional labour or relational complexity.	- Acknowledge the judgement required in unpredictable, sensitive situations. - Value adaptability, whereby workers interpret or balance conflicting procedures – especially in caregiving and the service industry.

Example of problem-solving skills
Think about how a classroom assistant needs to notice when a child is upset, understand why by considering their feelings or background and then adjust the teaching approach used accordingly. This goes beyond simply following formal teaching guidelines. It requires judgement and flexibility in order to solve problems and meet each child's needs. Such problem-solving skills involve managing complex situations and are vital in many women-dominated jobs, though they are often undervalued.

1.4. Planning and organisational skills

This subfactor assesses the ability to plan and organise tasks effectively. It includes time management, resource allocation and the ability to handle multiple projects simultaneously. It includes identifying needs, formulating objectives, planning for current and future operations, prioritising, project planning, assessing and analysing resources and needs, and monitoring the implementation of plans (Pay Equity Office, 2022).

What is assessed under this subfactor?

- **Type(s) of planning.** Does the job involve strategic planning (long-term goals and vision), operational planning (day-to-day tasks) or both?
- **Level of responsibility.** Is the job role responsible for creating, adjusting or overseeing the implementation of plans, or does it follow pre-established guidelines or structures?
- **Scope and impact of planning.** How wide-ranging are the plans? Do they affect a team, a department or the entire organisation?
- **Adaptability.** How often do plans need to be adjusted or modified in response to changing circumstances or emerging needs?

Table 12 shows the different levels of this subfactor and the expectations at each level.

Table 12. Different levels of the planning subfactor, with corresponding expectations

Level	Description
Level 0	**Not applicable.** The job does not require any planning or organisational skills.
Level 1	**Limited planning required.** Tasks are set by others or are predefined, with minimal need for adjustment.
Level 2	**Basic organisational skills required.** The job involves planning and organising one's own work within set deadlines. Some input into scheduling and prioritisation of tasks.
Level 3	**Moderate organisational skills required.** The job requires the organising and prioritising of multiple tasks, with some level of adjustment to plans on the basis of changing circumstances or deadlines.
Level 4	**Advanced organisational skills required.** The job requires planning and managing complex, often overlapping tasks or schedules. The job requires a degree of autonomy and joint planning, and managing interdependencies across teams or departments.
Level 5	**High-level planning and organisational skills required.** The job requires the formulation of long-term strategic plans and the handling of uncertainty. It involves a high level of autonomy, requiring the defining of organisational direction through structured and forward-thinking planning.

Mistakes to avoid ☒	How to act ☑
• Do not dismiss planning and organisation as 'soft skills' or assume that they are abilities that come 'naturally' to women. • Do not overlook planning skills in jobs traditionally seen as supportive or administrative. • Do not assume that only formal project management titles or senior jobs require planning and organisational skills.	• Recognise planning and organisational skills as essential, learned abilities that require training and expertise. • Make sure you value organisational skills in jobs that involve strategic, long-term planning and those that focus on organising daily tasks.

Example of planning and organisational skills
Think about how an administrative assistant, often in a women-dominated job, manages multiple calendars, organises meetings and resolves scheduling conflicts behind the scenes. While such workers may not have formal managerial authority, their organisational and planning skills are essential to the smooth running of daily operations. Tasks include coordinating schedules, anticipating needs, managing workflows and balancing competing priorities.

1.5. Physical skills

This subfactor assesses the physical and fine motor skills required for a job, focusing on manual dexterity, coordination and sensory skills. This includes the need for hand–eye coordination, limb coordination and the use of sensory skills such as sight, hearing, touch, taste and smell. This factor also evaluates the speed, precision and accuracy required for tasks such as typing, driving or other types of manual manipulation.

What is assessed under this subfactor?

- **Type of physical skills.** Does the job require fine motor skills, manual dexterity, strength or coordination to perform tasks? Examples include handling tools, machinery or delicate items.
- **Precision and complexity.** How precise are the physical tasks? Does the job require high control, accuracy or speed?
- **Impact on safety and performance.** How important is physical skill to the quality of the work, the efficiency of tasks and the safety of the worker themselves or others?

Table 13 shows the different levels of this subfactor and the expectations at each level.

Table 13. Different levels of the physical skills subfactor, with corresponding expectations

Level	Description
Level 0	**Not applicable.** The job does not require any particular physical skills (although there is likely to be some physical activity).
Level 1	**Minimal physical skills required.** The job requires basic physical skills, such as handling light objects or using simple tools.
Level 2	**Basic physical skills required.** The job requires some physical skills that involve light to moderate physical effort. There is some requirement for dexterity beyond the everyday needs of life. Manipulation may be required, but precision is not necessary.
Level 3	**Moderate physical skills required.** The job requires physical effort beyond basic tasks, such as the careful handling of fine tools, materials or people. Dexterity and hand–eye coordination are typically required. There is a need for precision and/or speed.
Level 4	**High level of physical skills required.** The job requires frequent physical exertion and the use of advanced physical skills or techniques in demanding conditions. The work generally involves detailed levels of hand–eye and sensory coordination and/or speed.
Level 5	**Expert physical skills required.** The job requires expert-level physical skills, often in specialised conditions, including high-level coordination, precision, endurance or speed. This includes high levels of hand–eye and sensory coordination, in addition to precise hand or finger dexterity, which are fundamental parts of the job.

Mistakes to avoid ☒	How to act ✓
• Do not overlook or undervalue manual dexterity and fine motor skills because they seem 'natural' or are often associated with women's work. • Do not ignore the complexity and precision required in tasks that might appear simple, but in reality demand significant physical control. • Do not confuse the skill necessary to use your hands or body precisely (dexterity) with how physically tiring it is to keep doing it for a long time.	• Recognise fine motor skills and manual dexterity as essential, learned job qualifications, not just innate personal traits, especially in women-dominated professions. • Make sure you distinguish between the physical skill required and the fatigue or strain caused by performing tasks repeatedly or over long periods (measured separately under physical effort).

Example of physical skills
Physical skills are sometimes overlooked in job evaluations despite their critical role in jobs such as nursing (e.g. giving injections), secretarial work (e.g. typing) and assembly (e.g. assembling small electronic components). Professions such as physiotherapy, music, dance, jewellery design and traditional crafts (e.g. shoe repair or working with delicate materials) also demand fine motor skills. Non-automated industrial work (e.g. seafood processing, canning, textiles) and agricultural tasks such as fruit and vegetable picking require similar physical skills. This requirement involves precision and hand–eye coordination. For example, an agricultural worker responsible for planting crops and manually picking delicate fruits such as strawberries requires considerable manual dexterity and fine motor skills to avoid damaging the produce. This careful handling is a specific physical skill that must be recognised in your job evaluation. However, consider that the fatigue caused by carrying heavy baskets of fruit during long shifts should be assessed separately under the subfactor of physical effort, which measures physical strain on the body.

2. Responsibility

A job may require different kinds of responsibility, sometimes simultaneously.

2.1. People

This subfactor assesses the extent to which a job involves responsibility for people in work activities, including the direct management, guidance, care and support of others. It can encompass a wide range of responsibilities, from formal management and leadership to those that focus on the well-being of individuals. Key activities and responsibilities are carried out through the direction, management, coordination, education, training, evaluation and motivation of others.

What is assessed under this subfactor?

- **Type of responsibility.** What kinds of people-related responsibilities does the job involve, including management, care or well-being?
- **Level of authority.** How much autonomy or decision-making power does the job have in relation to people?
- **Scope.** What is the scope and variety of the people for which the job is responsible, including individuals in need of care or emotional support? Does the job affect a small team, a larger group or individuals in care settings such as patients or children?
- **Impact.** To what extent does the job involve work, coordination or outcomes that affect others, including their well-being and development?

Table 14 shows the different levels of this subfactor and the expectations at each level.

Table 14. Different levels of the people subfactor, with corresponding expectations

Level	Description
Level 0	**Does not apply.** The job does not require any responsibility for people.
Level 1	**Very limited.** Not required to supervise or perform a caregiving role. The job may involve providing basic guidance to or orientation for others, such as helping new colleagues settle in.
Level 2	**Basic responsibility for people.** Provides support, guidance or advice to individuals or small teams. This could include assisting with personal development, providing informal mentoring or guiding others through tasks with minimal decision-making power. It may involve contributing to others' sense of safety and comfort, but with limited decision-making authority or accountability for outcomes.
Level 3	**Moderate responsibility for people.** The job includes overseeing or coordinating the work and well-being of others. This may involve supervising, providing regular support, managing conflicts, responding to an individual's needs and ensuring the personal and professional development of individuals.
Level 4	**High level of responsibility for people.** The job involves significant responsibility for the well-being and development of others. This includes making decisions that affect others' jobs, tasks or welfare, such as managing teams, providing care, teaching or ensuring psychological safety. It can also include hiring, evaluating, motivating, coaching and leading workers.
Level 5	**Full responsibility for people.** The job involves complete responsibility and accountability for the well-being and development of others (including patients or children) and/or leading, directing and managing others, including setting objectives, making strategic decisions and overseeing the welfare and development of those under supervision. It includes hiring, firing, evaluating, motivating, training, developing staff, conducting pay reviews, determining pay and staffing levels, or managing complex care or support systems. The job involves overall accountability for managing an organisation's entire workforce or a significant part of a large organisation.

Mistakes to avoid ⊠	How to act ✓
• Do not only recognise traditional supervisory or managerial job roles with formal authority, or focus exclusively on jobs with titles such as 'manager' or 'team leader', while neglecting peer-to-peer leadership or support. • Do not value leadership roles solely on the basis of their perceived contribution to productivity or profitability, which may be associated with men-dominated jobs. • Do not undervalue responsibility for the well-being of others or consider this secondary to formal management duties. • Make sure you do not consider interpersonal and communication skills here, as these are assessed under the interpersonal and communication skills subfactor.	• Recognise jobs in which mentoring or coaching is key, even if they do not involve formal authority or direct oversight. This could include providing guidance or support in team settings, sharing knowledge or influencing team dynamics. • Recognise that leadership and responsibility for people also include fostering team morale, well-being and psychological safety.

Example of responsibility for people
Think about how a community support worker in a social services organisation guides and supports a small team of volunteers. They help new volunteers to get started, assign tasks, give advice on difficult cases and keep track of the team's progress. Although not a formal manager, the job role involves a moderate level of responsibility for people. This includes organising the team's work, supporting volunteers and helping them to grow and develop. The worker also helps to create a positive team environment and works to solve conflicts, improving team morale. This example matches level 3 because it shows moderate responsibility through supervision and support, without full managerial authority. It also highlights mentoring, reflecting an inclusive understanding of responsibility for people beyond typical managerial jobs.

2.2. Goods and equipment

This subfactor assesses the degree of responsibility a job holder has for the collection, storage, retrieval, safe use and maintenance of the material resources, including office equipment, supplies, products and machinery, required to perform a job. It also measures the value and nature of their involvement with these resources. It encompasses all aspects of responsibility, from daily use and monitoring to inventory control, equipment maintenance and ensuring the proper functioning and safety of assets.

What is assessed under this subfactor?

- **Type of responsibility.** Does the job involve using, operating, supervising, maintaining or repairing equipment or goods?
- **Level of control.** Is the job responsible for decision-making with regard to the allocation, repair or purchase of equipment?
- **Scope of responsibility.** What is the quantity or value of goods or equipment managed by the job holder? Does it include expensive or irreplaceable machinery or more routinely used and/or disposable tools? Assets of minimal value might include calculators, cleaning supplies and certain tools. Assets of significant value might include buildings, manufacturing and production equipment (Pay Equity Office, 2022).
- **Impact.** How critical are these goods or equipment to the overall functioning or safety of the team, organisation or service?

5. Supporting materials

Table 15 shows the different levels of this subfactor and the expectations at each level.

Table 15. Different levels of the goods and equipment subfactor, with corresponding expectations

Level	Description
Level 0	**Not applicable.** The job does not involve any responsibility for goods or equipment.
Level 1	**Limited responsibility for goods or equipment.** The job involves the care and proper use of low-value tools or materials, with minimal responsibility for their maintenance or security.
Level 2	**Some responsibility for goods or equipment.** The job involves the use and maintenance of equipment or stock, and the job holder is responsible for ensuring resources are used appropriately and safely.
Level 3	**Moderate responsibility for goods or equipment.** The job involves the regular use and maintenance of more valuable equipment or materials. It may include managing resources or ensuring equipment stays in good condition.
Level 4	**Considerable responsibility for goods or equipment.** The job involves overseeing valuable resources, making sure they are secure, maintained and functioning to meet goals. This includes protecting important physical or natural assets and deciding on the ordering of various equipment and supplies.
Level 5	**Full responsibility for goods or equipment.** The job involves managing the entire life cycle of goods or equipment, including buying, maintenance, security and disposal. It may involve handling high-value or sensitive assets and planning for long-term resource needs. This includes ordering a wide range of valuable equipment and possibly adapting or designing equipment, buildings, land or other physical resources.

Mistakes to avoid ☒	How to act ✔
• Avoid underestimating responsibility for goods and equipment in caregiving, education or hospitality, where equipment may be specialised or critical. • Do not focus only on high-value, hi-tech machinery, which may be more common in sectors dominated by men. • Do not focus solely on responsibilities for the initial acquisition or installation of equipment.	• Consider responsibility for shared or communal equipment, common-use tools in service industries or inventory management for supplies, even when these are in jobs traditionally seen as 'service' or 'support'. • Credit jobs that are responsible for ongoing maintenance, repair or ensuring the replacement of equipment when necessary. • Do not forget responsibilities such as overseeing the life cycle and sustainability of products, including their eco-friendly disposal, reuse and recycling.

Example of responsibility for goods and equipment
Think about how an administrative coordinator in a school manages office equipment, teaching materials and supplies that are essential for daily operations. Their tasks include tracking inventory, ordering supplies, maintaining equipment and coordinating with students, staff and external suppliers. Although these tasks are important, they can be undervalued because the equipment is seen as being routine or of low value. The coordinator also handles the buying of eco-friendly supplies and making sure that broken equipment is properly recycled. Overseeing recycling and sustainable disposal is an essential but sometimes overlooked part of the job. This job role would correspond to level 3 with regard to responsibility for goods and equipment, as it involves the regular use and upkeep of resources and coordination to keep equipment in good condition, but without full authority over purchasing decisions.

2.3. Information

This subfactor assesses the degree of responsibility a job holder has for collecting, storing, retrieving, interpreting and maintaining information/data/files required to perform the job. It also assesses the nature of their involvement with the information. Consider both paper-based and electronic information systems.

What is assessed under this subfactor?

- **Type of responsibility.** Does the job involve gathering, organising, processing, disseminating or protecting information?
- **Level of control.** Does the job involve making independent decisions about the handling, sharing or archiving of information, or is this done in accordance with preset protocols?
- **Scope of responsibility.** Is the job holder responsible for managing sensitive or large-scale information (e.g. financial data, customer records, patient data, intellectual property or strategic plans)?
- **Impact.** How critical is the job in ensuring data accuracy, confidentiality and compliance with legal frameworks (e.g. the GDPR)?

Table 16 shows the different levels of this subfactor and the expectations at each level.

Table 16. Different levels of the information subfactor, with corresponding expectations

Level	Description
Level 0	**Not applicable.** The job does not require any responsibility for information.
Level 1	**Very limited responsibility for information.** The job involves using basic information to perform tasks, with little or no responsibility for sourcing, processing or safeguarding the information.
Level 2	**Limited responsibility for information.** The job requires the individual to gather, process or share information in a controlled way, following guidelines or predefined procedures.
Level 3	**Moderate responsibility for information.** The job involves managing information to ensure it is accurate, of high quality and secure. The job holder may make decisions about the handling of sensitive data.
Level 4	**Considerable responsibility for information.** The job manages large amounts of valuable or sensitive information, deciding what is needed and how it is used and ensuring it is protected.
Level 5	**Full responsibility for information.** The job has major responsibility for sourcing, analysing and deciding on information use, ensuring legal and strategic compliance, and overseeing how information is managed organisation-wide.

Mistakes to avoid ☒	How to act ✓
- Do not focus solely on the management of structured, digital information (e.g. databases) and do not ignore unstructured data such as personal notes, verbal communications or physical documents. - Make sure you do not double count: financial information is not measured here; it is measured under financial resources.	- Make sure you value responsibility for both structured and unstructured information, including personal health information, case files, student records, client databases, etc.

	Example of responsibility for information

Job roles typically held by women often include essential responsibilities for managing information that can sometimes be overlooked. For example, an early childhood educator (level 2) records children's development and attendance, communicates with parents and colleagues and ensures confidentiality. A patient intake coordinator (level 3) gathers patient information during intake, maintains accurate records and helps with communication between patients and healthcare providers. Meanwhile, a social work case manager (level 4) collects and interprets sensitive client information, keeps confidential case files and decides how and when to share data in accordance with legal and ethical rules.

2.4. Financial resources

This subfactor assesses a job holder's degree of accountability for money, financial data, financial records and related decisions, and the acquisition and/or expenditure of funds. It includes budgeting, financial planning, the authorisation of expenditure, handling of payments, financial reporting, fundraising, resource allocation and financial risk management.

What is assessed under this subfactor?

- **Type of responsibility.** Are they handling, authorising, managing, safeguarding or planning finances?
- **Level of control.** Does the job involve making financial decisions independently?
- **Scope.** What is the size or value of the resources managed or influenced, in the context of the organisation or sector?
- **Impact.** To what extent do financial decisions affect service delivery, compliance or strategic direction?

Table 17 shows the different levels of this subfactor and the expectations at each level.

Table 17. Different levels of the financial resources subfactor, with corresponding expectations

Level	Description
Level 0	**Not applicable.** The job does not require any responsibility for financial resources.
Level 1	**Very limited responsibility for financial resources.** The job involves handling small amounts of cash or processing simple transactions, such as recording expenses or maintaining basic financial records.
Level 2	**Limited responsibility for financial resources.** The job involves handling limited financial resources, such as managing small budgets, processing invoices or participating in financial planning discussions.
Level 3	**Moderate responsibility for financial resources.** The job requires handling significant financial resources, including managing budgets, overseeing expenditures, being accountable for spending and participating in financial decision-making.
Level 4	**Considerable responsibility for financial resources.** The job involves managing large budgets or financial portfolios, making decisions on allocations or overseeing the financial integrity of a department or organisation. The job may include liaising with auditors or financial officers.
Level 5	**Full responsibility for financial resources.** The job involves taking complete responsibility for financial planning and oversight across the organisation, including setting budgets, developing financial policies, making strategic financial decisions affecting the entire organisation and liaising with external financial bodies or auditors.

Mistakes to avoid ☒	How to act ✓
• Do not assume that only very senior jobs carry financial responsibility. • Do not undervalue financial tasks in non-governmental organisations or education, social services or healthcare sector jobs. • Do not ignore income-related responsibilities in fundraising and community outreach.	• Value responsibilities that involve preparing budgets, monitoring expenditures or managing cost-efficiency, even if the job does not have final authorisation on spending. • Make sure you adequately value responsibilities for grant applications, service fees, donor relations or sales performance.

Example of responsibility for financial resources
Think about how a community outreach officer in a non-profit organisation – a sector that is often women-dominated – contributes to the financial sustainability of their organisation. Such a worker prepares and monitors small-to-medium budgets, processes invoices, tracks expenditures and participates in financial planning. The job role also involves supporting fundraising by preparing complex grant applications and managing donor relationships. While the job holder may not have final authority over spending, the job role typically reflects a moderate level of responsibility for financial resources (level 3), requiring careful financial management to ensure compliance and support organisational goals. These financial responsibilities can sometimes be undervalued, highlighting the need to recognise this accountability fairly.

3. Effort

3.1. Mental effort

This subfactor assesses the duration and intensity of the cognitive effort required to perform the job. Mental effort is related to the amount of concentration, attentiveness and alertness needed in terms of thinking, watching, listening, interpreting and driving, among other actions, all of which can cause fatigue. All tasks that require concentration and deal with unexpected situations should be considered.

What is assessed under this subfactor?

- **Type of mental effort.** Does the job require decision-making, problem-solving, analysis or judgement under pressure?
- **Complexity.** How complex are the problems to be solved? Does the job require multi-step decision-making, anticipating consequences or interpreting ambiguous information?
- **Duration.** For how long must the mental effort be sustained? Is it a task that requires constant cognitive effort throughout a shift or working day, or only at specific moments?
- **Frequency.** How often does the job require sustained mental effort, such as long hours of concentration or quick thinking in high-pressure situations?
- **Impact.** Does the level of mental effort affect outcomes, such as service quality, safety, decision accuracy or problem resolution?

Table 18 shows the different levels of this subfactor and the expectations at each level.

Table 18. Different levels of the mental effort subfactor, with corresponding expectations

Level	Description
Level 0	**Not applicable.** The job does not require any significant mental effort or concentration.
Level 1	**Limited mental effort.** The job involves tasks that require only low levels of mental effort, such as basic attention and following simple instructions with few competing demands for attention.
Level 2	**Moderate mental effort.** The job involves tasks that require focus, such as analysing straightforward information or performing repetitive tasks that require attention to detail.
Level 3	**High level of mental effort.** The job involves frequent concentration on complex tasks that require considerable mental effort, such as interpreting complex data.
Level 4	**Very high level of mental effort.** The job requires continuous high-level mental concentration, with few or no breaks, and includes intellectually demanding tasks that require continuous focus.
Level 5	**Intense mental effort.** The job involves sustained, intense mental effort for long periods, often requiring creative thinking and managing complex or novel problems.

Mistakes to avoid ☒	How to act ✔
• Make sure you do not overvalue the mental effort involved in jobs associated with technical skills or management, which are often dominated by men. • Do not overlook the alertness and focus required in jobs that involve constant vigilance – for example, working with children demands continuous attention to safety, behaviour and needs.	• Consider the mental effort required in jobs that involve multitasking or managing multiple priorities at once, especially in high-stress environments. This can apply to jobs in healthcare, customer service and emergency response.

Example of mental effort
Many professions traditionally dominated by women, often considered to be unskilled or lower-skilled, require a high level of mental effort in order to perform tasks effectively. For example, the secretarial profession demands sustained concentration on the use of language, including writing and proofreading texts, adapting their tone and style to suit different audiences and managing multiple communication channels simultaneously (Ministry of Labour and Social Economy et al., 2022). These tasks require constant attentiveness, multitasking and critical thinking, illustrating the significant cognitive demands of the job.

3.2. Psychosocial and emotional effort

Psychosocial and emotional effort is the emotional energy required to manage and respond to a job's psychological and interpersonal demands, including situations of stress or pressure arising from the interpersonal relationships related to the job. It includes the ability to regulate one's own emotions, language, expressions and reactions; maintain composure under stress; support others emotionally; handle conflict sensitively and ethically; and sustain interpersonal relationships, often in emotionally charged environments.

What is assessed under this subfactor?

- **Type of effort.** Does the job involve managing emotions, dealing with distress, providing emotional support or resolving interpersonal conflict?
- **Intensity.** How intense is the emotional labour required? Does the job require high levels of empathy, emotional regulation or stress management?
- **Duration.** How long is the emotional effort sustained? Does it last for entire shifts, specific tasks or occasional moments of crisis?

- **Frequency.** How often does the job require significant emotional effort? Is it a daily expectation or occasional?
- **Impact.** How do the job's emotional demands affect well-being or job performance?

Table 19 shows the different levels of this subfactor and the expectations at each level.

Table 19. Different levels of the psychosocial and emotional effort subfactor, with corresponding expectations

Level	Description
Level 0	**Not applicable.** The job does not require any psychosocial or emotional effort.
Level 1	**Minimal psychosocial and emotional effort.** There is little to no need to manage emotional responses. The job involves minimal exposure to emotionally demanding situations.
Level 2	**Occasional psychosocial and emotional effort.** The job requires occasional involvement in emotionally demanding situations, such as handling minor conflicts or dealing with upset individuals.
Level 3	**Moderate psychosocial and emotional effort.** The job requires the regular management of emotional responses, such as dealing with sensitive or challenging individuals or situations.
Level 4	**High psychosocial and emotional effort.** The job involves frequent exposure to emotionally charged situations, requiring significant resilience and the managing of personal emotions while interacting with others.
Level 5	**Extreme psychosocial and emotional effort.** The job involves constant exposure to highly emotional or stressful circumstances, requiring continuous emotional control and the ability to manage highly sensitive, vulnerable or distressed individuals.

Mistakes to avoid ☒	How to act ✓
• Do not ignore the emotional toll of jobs with high levels of responsibility for others' well-being or leadership jobs, particularly when managing teams in high-stress or emotionally challenging environments. • Do not confuse interpersonal and communication skills with psychosocial and emotional effort. Interpersonal and communication skills are about the ability to articulate ideas, listen and convey information. In contrast, psychosocial and emotional effort is about the emotional energy required in the job, including aspects such as empathy, stress management and emotional regulation. • Do not confuse psychosocial and emotional effort with psychosocial risks related to working conditions (see the environment subfactor, including physical, psychological or emotional environments). Psychosocial and emotional effort reflects challenges related to the demands of the job (e.g. intervening in emotionally charged situations while maintaining emotional regulation). The psychosocial risks assessed in the environment (physical, psychological or emotional) subfactor relate to the working conditions under which the job is performed. These include, for example, exposure to harassment.	• Acknowledge the emotional toll of being responsible for the health, safety or emotional well-being of others, especially in high-risk or vulnerable settings. • Recognise that emotional regulation and managing team dynamics can require significant mental effort, especially in jobs that involve providing support, resolving conflicts and maintaining morale under pressure.

Example of psychosocial and emotional effort
Professions with a large presence of women, such as healthcare, social care and customer service professions, often involve implicit emotional tensions. Regular contact with disadvantaged or especially vulnerable groups (e.g. those at risk of social exclusion, in a situation of illness or affected by abuse) or negotiating with the public and customers can lead to disrespectful or aggressive situations. These interactions increase anxiety and stress (Ministry of Labour and Social Economy et al., 2022). For example, a nurse in an emergency room expends psychosocial and emotional effort to manage the emotional strain of dealing with distressed patients and families, remaining empathetic yet emotionally balanced in high-pressure situations. It is important not to confuse interpersonal and communication skills with psychosocial and emotional effort. In this example, the nurse also uses interpersonal and communication skills to clearly explain medical procedures and actively listen to patients and colleagues.

3.3. Physical effort

This subfactor assesses the duration and intensity of the physical effort required to perform the job. Physical effort is related to physical demands on the body or the energy needed to perform tasks such as standing, walking, lifting, typing or remaining in one position for long periods. Nowadays, it is important to consider whether some physical demands are alleviated by machinery or automation, which might reduce the intensity or frequency of the physical effort involved.

What is assessed under this subfactor?

- **Type of physical effort.** Does the job require lifting (objects, patients, children), carrying, standing or walking?
- **Intensity.** How physically demanding are the tasks? Is the job strenuous, involving heavy lifting, or less physically intense but still requiring significant skill, such as touch-typing at the speed of conversation, as in settings such as courtrooms?
- **Duration.** How long must the physical effort be sustained? Does the job require extended periods of activity (e.g. standing, walking, lifting)?
- **Frequency.** How often must the physical effort be exerted? Is it a constant requirement, or is it only needed at specific times or for certain tasks?
- **Impact.** How does the physical effort affect the worker's health, levels of fatigue or well-being? Does it contribute to work-related injuries or long-term physical strain?

Table 20 shows the different levels of this subfactor and the expectations at each level.

Table 20. Different levels of the physical effort subfactor, with corresponding expectations

Level	Description
Level 0	**Not applicable.** The job does not require any physical effort.
Level 1	**Minimal physical effort.** The job involves light physical tasks, such as occasional lifting or moving light objects.
Level 2	**Low physical effort.** The job involves moderate physical effort, such as standing for long periods, occasional lifting, or repetitive or monotonous movements.
Level 3	**Moderate physical effort.** The job requires consistent physical effort, such as regular lifting of moderate weight, manual handling of materials, prolonged standing or walking or monotonous or repetitive hand/arm movements.
Level 4	**High physical effort.** The job requires frequent heavy lifting, physically demanding and repetitive tasks, or prolonged exposure to physically tough conditions.
Level 5	**Extreme physical effort.** The job requires continuous heavy lifting and/or physical effort, often in challenging conditions, including lifting heavy loads, extensive manual labour, physically demanding environments, or tasks that involve sustained, monotonous motion with little opportunity for rest or variation.

Mistakes to avoid ⊠	How to act ✓
• Do not only assess physical effort in jobs that involve manual labour or construction, which are typically dominated by men. • Do not underestimate the physical toll of repetitive tasks often seen in women-dominated jobs such as cashiers and assembly line workers. • Do not include the physical environment (e.g. where there is heat, noise or interruptions) or conditions such as travel – these fall under the subfactor of working conditions. • Do not confuse the physical effort – the sustained energy and strain required – with physical skills such as dexterity or fine motor control, which are assessed separately.	• Ensure the effort involved in jobs that require physical tasks, such as lifting, carrying or standing for long periods, is thoroughly assessed. These tasks can be underestimated because care and service work are commonly seen as less physically demanding or are associated primarily with women, leading to their physical demands being overlooked.

Example of physical effort 📑
People often associate physical effort with men-dominated jobs that involve manual labour or heavy lifting. Because of this, you need to be cautious when applying this subfactor to avoid indirect discrimination. Jobs in construction, manufacturing or warehousing are often given higher ratings in job evaluations due to these physical elements. However, jobs mostly done by women, such as caregiving or nursing, also require considerable physical strength and endurance, such as that necessary to lift patients or clean equipment. Think about early childhood educators, retail workers, cleaners and food service staff. All of these workers may also perform physically demanding work, including standing for long hours, lifting children or heavy items and doing repetitive tasks. Assuming that men-dominated jobs are more physically demanding ignores the comparable physical demands in women-dominated jobs and can contribute to an unfair job evaluation.

4. Working conditions

'Working conditions' refers to all of the characteristics of a process (e.g. the task at hand, the person, the necessary means for the work, the work process, inputs, outputs and influences) and to all of the environmental influences that affect the person undertaking a task, whether positively or negatively. How significant these factors are will depend on how long and how often the worker is exposed to them and whether they can influence/mitigate them. When assessing this, it is assumed that the health and safety regulations in place are actually observed (European Commission, 2013).

4.1. Environment (physical, psychological or emotional)

This subfactor assesses the nature and severity of the working conditions and hazards that affect the job. Physical conditions can include exposure to chemicals, moving equipment, flames, radiation, infectious diseases and physical risks such as cuts, abrasions and the potential for dismemberment; risks from vibrations, noise, temperature and humidity; and the presence of chemical or biological agents that can cause harm (Ministry of Labour and Social Economy et al., 2022; Pay Equity Office, 2022).

It also covers the possibility of illness in addition to psychosocial risks such as isolation, repetitive tasks, risks and threats of violence and harassment (including sexual and gender-based harassment), whether intentional or unintentional. It also includes stress or anxiety. New forms of risk at work, such as technostress and computer fatigue, are also considered (Ministry of Labour and Social Economy et al., 2022).

What is assessed under this subfactor?

- **Type of environment.** Is the work performed in a safe, comfortable, clean and healthy environment? Does the job involve high-risk environments such as construction sites, healthcare settings or industrial work? Does the job expose workers to verbal or physical violence? How often is this experienced, and what measures are in place to manage or mitigate these risks?
- **Environmental hazards.** Is the worker exposed to physical dangers, toxic substances or unhealthy conditions such as high levels of noise, extreme temperatures or poor air quality?
- **Level of comfort.** Is the worker's environment conducive to productivity and well-being, with appropriate breaks, ergonomic designs or stress-reducing factors such as natural light and quiet spaces?
- **Impact.** How do these environmental factors affect workers' health, safety or job performance? Are there long-term consequences of working in this environment, such as fatigue, stress or injury? How does the verbal or physical violence encountered in the job affect the worker's overall performance, mental health and job satisfaction over time?

Table 21 shows the different levels of this subfactor and the expectations at each level.

Table 21. Different levels of the environment subfactor, with corresponding expectations

Level	Description
Level 0	**Not applicable.** No exposure to unpleasant, dangerous or challenging physical, psychological or emotional working conditions, and no risk of injury or health issues.
Level 1	**Minimal exposure to hazards or stress.** The job involves little or no exposure to physical hazards (e.g. chemicals, moving equipment, noise) and minimal emotional or psychological risks (e.g. occasional routine tasks with no emotional burden). There is minor exposure to dust, dirt, fumes, noise, waste, poor lighting, etc.
Level 2	**Occasional exposure to hazards or stress.** The job involves occasional exposure to mild physical risks (e.g. working with light machinery, occasional noise) or psychosocial risks (e.g. occasional interpersonal conflict or minor repetitive tasks). Exposure occurs two to three times a year.
Level 3	**Regular exposure to hazards or stress.** The job requires regular exposure to physical hazards (e.g. exposure to chemicals, temperature extremes or minor risk of injury) or moderate psychological risks (e.g. isolation, repetitive tasks or occasional threats of violence). It may occur monthly or as a build-up of milder hazards.
Level 4	**Frequent exposure to significant hazards or stress.** The job involves frequent exposure to physical risks (e.g. working in high-risk environments, regularly handling chemicals or safety risks such as cuts or abrasions) or significant psychosocial risks (e.g. handling threats of violence, harassment or prolonged exposure to high-pressure situations).
Level 5	**Constant exposure to extreme hazards or stress.** The job requires continuous exposure to severe physical hazards (e.g. handling dangerous chemicals, working with heavy machinery or significant risk of injury) or high-level psychosocial risks (e.g. high emotional strain, constant exposure to harassment or working in crisis situations).

Mistakes to avoid ☒	How to act ✓
• Do not focus solely on physical hazards while ignoring psychological risks or the risk of verbal or physical violence, especially in care or customer-facing roles.	• Assess all physical and psychosocial risks, including exposure to noise, temperature, chemicals or violence. • Evaluate how often workers are exposed to these risks and for how long.

Example of environmental demands
Jobs that require public interaction, such as customer service or caregiving, are particularly susceptible to physical and psychosocial risks that may be overlooked. For instance, cleaners handle chemicals that pose health risks, nurses are exposed to contagious diseases and domestic workers often work alone, which can put them at greater risk of sexual harassment or other forms of violence (Ministry of Labour and Social Economy et al., 2022).

4.2. Organisational environment

This subfactor assesses the duration of a job role's working day, including night shifts and irregular working hours. It considers the need to adapt to unusual working hours, such as night-time work or shift work, and its impact on the availability of time for rest. This includes working on public holidays or weekends, the ability to establish holiday periods and permanent digital connectivity. It also evaluates the requirement for travel, including trips outside the workplace or between workplaces, and the nature and duration of these journeys (Ministry of Labour and Social Economy et al., 2022).

What is assessed under this subfactor?

- **Working hours.** Does the job involve night shifts, irregular hours or weekend work? How often are workers expected to work outside traditional hours?
- **Rest time.** How does the job affect the availability of rest time or holiday periods? Does the job have flexibility, or are there strict rules about when holidays can be taken?
- **Travel requirements.** Does the job require travel, whether this involves commuting between locations, business trips or visits to clients? How often does travel occur, and how does it affect the job holder's work–life balance?

Table 22 shows the different levels of this subfactor and the expectations at each level.

Table 22. Different levels of the organisational environment subfactor, with corresponding expectations

Level	Description
Level 0	**Not applicable.** The job does not involve irregular working hours, travel or other organisational demands.
Level 1	**Minimal organisational demands.** The job requires standard working hours with no night shifts or irregular schedules. There is little or no need for travel or digital connectivity beyond typical working hours.
Level 2	**Occasional organisational demands.** The job may involve occasional irregular hours (e.g. the requirement to work weekends or holidays), minimal travel or limited digital connectivity outside normal working hours.
Level 3	**Regular organisational demands.** The job requires regular shift work, night shifts or irregular hours and involves moderate travel or frequent digital connectivity after hours.
Level 4	**Frequent organisational demands.** The job requires frequent night shifts, irregular working hours and extended periods of digital connectivity. Regular travel between locations or to external workplaces is also required.
Level 5	**Constant organisational demands.** The job involves constant exposure to irregular working hours, frequent night shifts, extensive travel (both local and international) and ongoing digital connectivity, often requiring work outside normal hours, including weekends and public holidays.

Mistakes to avoid ☒	How to act ✔
• Do not ignore strain from unsociable hours or irregular schedules. • Do not overlook the effects of long or frequent travel. • Do not neglect the mental load resulting from constant connectivity. • Do not focus solely on physical conditions; organisational factors matter too. • Do not assume that adaptation to shift work is easy or without impact.	• Consider the impact of night shifts, irregular hours and weekend work on well-being. • Include travel requirements between sites or to external locations. • Account for permanent digital connectivity and on-call duties outside working hours. • Factor in how schedules affect rest, holidays and health.

Example of the demands of the organisational environment
Professions dominated by women, such as healthcare or retail, often expect workers to be flexible regarding the hours they work (irregular shifts, evenings, weekends). This flexibility is often taken for granted, ignoring the strain it places on work–life balance. Part-time or flexible jobs may be undervalued in terms of workload. Women in caregiving, education or healthcare often undertake frequent travel to meet clients/patients. This travel may be undervalued in comparison with that undertaken as part of men-dominated jobs (sales, consulting), in which travel is seen as a career opportunity and visibly compensated. In addition, the risks associated with travel (lone working, night-time travel) disproportionately affect women. These risks are not adequately factored into job evaluations, leading to insufficient pay for extra safety measures. Recognise and evaluate these demands to ensure a fair job evaluation.

Other subfactors

Other manuals and tools provide somewhat different definitions and levels of subfactors, and additional subfactors. If you are considering other subfactors, make sure to follow the guidance provided in your relevant pathway (either in Tool 3, Tool 4 or Tool 5).

Any additional subfactor needs to be clearly defined to avoid ambiguity. You need to ensure that it does not reproduce gender inequalities and does not double count a subfactor. If the same subfactor is counted twice, jobs whose requirements are rated particularly highly in this regard will be overvalued in comparison with other jobs.

5.2. Case studies

Two case studies provide step-by-step descriptions of how two fictitious organisations (a large company using the standard approach and a small company using the simplified approach for small and medium-sized organisations) implemented a gender-neutral job evaluation and classification.

5.2.1. Case study 1: Riverside Health Clinic (implementing the simplified approach for small and medium-sized organisations)

Riverside Health Clinic is a healthcare provider in a Member State, which offers general medical services, preventive care and diagnostic testing. The clinic employs 34 staff members, including doctors, nurses, assistant nurses, medical technicians, managers, administrative staff, receptionists and support staff.

Inspired by the Pay Transparency Directive and wanting to ensure compliance with the national laws incorporating it, the clinic is committed to building a fairer, more transparent pay structure. As a first step, the clinic's management decided to conduct a gender-neutral job evaluation and classification.

The clinical director, Anna Johansson, opted for the simplified approach for small and medium-sized organisations (Tool 4). She considered this approach the most appropriate because, although the clinic has a variety of distinct jobs, a full analytical approach (Tool 5) would have been overly complex and resource-intensive.

5.2.1.1. How Riverside Health Clinic prepared for its gender-neutral job evaluation and classification

Following Tool 1, Anna appointed the office manager, Peter Bauer, to the job evaluation committee to help her implement the project.

Job role / name	Responsibility within the job evaluation committee
Clinical director: Anna Johansson	Contributes strategic insight and ensures alignment with legal compliance and clinic priorities. As a doctor, she brings practical knowledge of patient care and staff supervision.
Office manager: Peter Bauer	Adds expertise on administrative processes, data management and staff support roles.

Peter developed a three-month plan using the project outline template provided in the toolkit. Together, Anna and Peter established the following goals:

- conduct a gender-neutral job evaluation and classification of all jobs in the clinic;
- ensure compliance with pay transparency regulations;
- establish a fair, gender-equal pay structure based on objective job evaluation criteria.

Their timeline included the following points.

Activity	Timeline
Preparation and information gathering: committee formation, communication planning and initial data gathering.	Month 1
Job evaluation and analysis: categorising job roles, defining job evaluation criteria, preparing pair comparisons.	Month 2
Implementation and review: review of results, classification of jobs, establishment of a new pay structure, updating of job titles/descriptions and planning of follow-up actions.	Month 3

Anna prepared a small project budget to cover internal resources and materials related to project implementation. She allocated five working days of her own time and four days of Peter's over the three months to cover key tasks such as reviewing the toolkit, gathering job information and completing the job evaluation and classification. Peter designed a poster to be printed. He used EIGE's factsheet about gender-neutral job evaluation and classification to find key information to share with the rest of the team. He displayed the posters around the clinic to disseminate information about the process and make it easily accessible to workers. This was covered under the general stationery budget, so the cost was minimal.

Anna also committed to regular internal communication throughout the project to ensure transparency and employee engagement. An introductory email explained the purpose of the gender-neutral job evaluation and classification and stressed that it focused on jobs, not individual performance. The email also announced the job evaluation committee's open-door policy, enabling any staff member to raise concerns or seek clarification.

Subject: New initiative on gender-neutral job evaluation and classification at Riverside Health Clinic

Hi team,

As a small organisation, we depend on trust, transparency and shared values. That's why we're launching a gender-neutral job evaluation and classification to make sure that every job role is valued fairly and our pay reflects what each job truly requires.

This process will objectively assess the value of each job role at Riverside, ensuring equal pay for equal work or work of equal value, no matter who does the job.

This isn't about individual performance. It's about making sure we walk the talk on fairness and pay transparency.

You may be asked to share insights about your job role soon. Your input will be key.

Any questions? My door is open. Feel free to reach out to me or Peter Bauer, who will be supporting me during this process. More information to come soon.

I have attached a factsheet with some information about what a gender-neutral job evaluation entails.

Thanks for being part of this,

Anna

Clinical Director, Riverside Health Clinic

📄   EIGE's factsheet on gender-neutral job evaluation and classification systems

---

Workers were updated regularly about the process and its expected outcomes through monthly briefings during their pre-existing staff meetings.

The job evaluation committee's first task was to read the toolkit and meet one afternoon for a dedicated session to review the factor and subfactor plan together, discuss common sources of gender bias in healthcare (e.g. undervaluing the emotional effort required in care roles and acknowledging the physical efforts involved in nursing work, such as lifting patients) and decide on the next steps.

5.2.1.2. How Riverside Health Clinic conducted its gender-neutral job evaluation and classification

With support from Katrin Vogel, the clinic's HR manager, Anna and Peter gathered job information using Tool 2 and Tool 4 as guides. They reviewed existing materials, such as job advertisements, duty rosters, contracts, patient care protocols and payroll records, including information on the complementary and variable pay components available for different jobs at the clinic.

The committee decided to group receptionists and administrative officers together to keep the process manageable. Although their daily tasks differ somewhat, both involve frontline coordination, handling confidential records and liaising with patients or external partners. By treating them as a single job group, the job evaluation and classification ensured consistency while still capturing the shared core responsibilities of these posts. The committee also noted that, if the clinic were to grow or if these roles were to become more specialised, it might be necessary to evaluate them separately in future reviews.

The committee started to fill in the Excel worksheet and found the following gender representation.

Job / job group	*N*	Women (*n*)	Men (*n*)	Women-dominated?
Clinical director	1	1		X
Doctors	6	2	4	
Nurses	7	6	1	X
Assistant nurses	5	5		X
Managers (office/HR)	2	1	1	
Medical technicians	5	1	4	
Admin and reception staff	4	3	1	X
Support staff (cleaners, porters)	4	2	2	

The committee observed that the topmost leadership role at the clinic (clinical director) is held by a woman, but they know that this is an exception rather than the rule. Most nursing, assistant nursing, administrative and receptionist roles are women-dominated, while the technical positions (i.e. the medical technicians) are men-dominated. This pattern shows signs of horizontal segregation: women are concentrated in patient care and administrative functions, while men are more present in technical and diagnostic roles. Among doctors, there is a mix, but the profession continues to carry the legacy of being perceived as dominated by men.

These patterns matter because jobs traditionally held by women are often undervalued in terms of pay compared with men-dominated ones, even when the job demands are comparable. The job evaluation committee noted that particular attention is needed when comparing roles such as assistant nurses and medical technicians to avoid repeating gender biases that undervalue work typically done by women.

Each employee completed the sample worker questionnaire from the toolkit to generate new insights. The job evaluation committee also decided to hold short follow-up conversations with one worker representing each job. These conversations clarified job content and revealed examples of undervalued skills or demands (e.g. emotional labour, physical effort, the need to prioritise under pressure and responsibility for patient safety) that the toolkit highlights as being often overlooked with regard to women-dominated jobs.

For example, when they sat down with Lisa, an assistant nurse, they quickly realised that her job involved greater complexity than they had initially assumed. She explained that a typical day would include lifting patients, particularly those who are immobile, to prepare them for procedures or to reposition or transfer them (e.g. from bed to wheelchair). It also involved preparing medication trays and supporting nurses during procedures. All of this requires multitasking and organisational skills.

Next, the committee reviewed the factor and subfactor plan in the toolkit. They discussed what each evaluation criterion (skills, responsibility, effort and working conditions) meant in the context of their organisation. They discussed how these factors could be observed in daily work and used real-life examples from staff interviews to illustrate the factors and subfactors.

For example, when discussing the factor of skills, Anna and Peter's initial perception was that admin and reception jobs did not have any specific knowledge requirements. However, after further discussion and considering the input from the questionnaires and worker interviews, the committee acknowledged that both front desk staff and administrative officers needed to understand medical terminology, insurance rules and patient confidentiality.

When reviewing the psychosocial and emotional effort subfactor, the committee recognised that nurses were frequently exposed not only to emotionally charged situations, but also to constantly highly stressful circumstances, such as end-of-life care and managing distressed families, which is something the committee had not previously thought about when considering the demands of nursing work.

In terms of responsibility for people, Anna and Peter acknowledged that this was not limited to managers and doctors. Assistant nurses, for example, carried responsibility for patients' comfort, safety and well-being even though they did not supervise staff. This confirmed that their accountability needed to be appropriately recognised in the job evaluation and classification.

Once the information gathered was fully revised and Anna and Peter reached a consensus about the requirements and demands of each job, they used the job profile template to summarise the information. The job profiles were then shared with workers from the respective job groups for validation before proceeding to the pair comparison.

During the second month, the job evaluation committee began the job evaluation and classification. This involved a series of pair comparison that systematically compared each job role against all others, using the **4. Pair comparison** tab in the provided Excel template and Tool 4 as a guide. For each pair, the more demanding job role received a score of 1 and the less demanding one a score of 0, based on the agreed criteria and detailed justifications. To make decisions in all pair comparisons, they referred to the information in the job profiles and the factor and subfactor plan, particularly in the case of close calls. They discussed which subfactor(s) made them conclude that one job was more demanding than the other in the context of their organisation. They also took note of their rationale for each decision.

For example, when they compared the assistant nurse role with the medical technician role, they ran into a disagreement. Peter initially argued that the medical technician role should receive the 1 (more demanding) rating, citing the technical expertise and specialised equipment handling required in diagnostic testing. Anna, however, considered the assistant nurse role to involve greater overall responsibility for people and sustained emotional and physical effort, particularly in patient care and emergency situations.

To resolve the disagreement, they referred to the [factor and subfactor plan](#) and the guidance in [Tool 4](#). They revisited the relevant factors and subfactors.

- Under skills, they agreed that the technician's formal technical training placed it slightly higher.
- Under responsibility, they concluded that, although technicians are responsible for the accuracy of equipment, assistant nurses carry direct accountability for patient well-being, safety and comfort.
- Under effort and working conditions, they acknowledged that assistant nurses experience both emotional strain and physical demands, including lifting patients and working irregular shifts.

After consulting all of the information, they agreed that the assistant nurse role demonstrated a broader combination of knowledge, responsibility for patients and physical and emotional demands and that, overall, the role is slightly more demanding. They documented their reasoning in the dedicated field of the Excel worksheet.

The process continued until all possible job pairing combinations had been explored. In other words, Anna and Peter compared every pair of jobs until no further combinations remained to be assessed.

The results of this comparison process are presented in [Table 23](#).

Table 23. Pair comparison scoring table

		Clinical Director Job 1	Doctors Job 2	Nurses Job 3	Managers (office/HR) Job 4	Assistant nurses Job 5	Medical technicians Job 6	Admin and reception staff Job 7	Support staff Job 8	Score
Job 1	Clinical Director		1	1	1	1	1	1	1	7
Job 2	Doctors	0		1	1	1	1	1	1	6
Job 3	Nurses	0	0		1	0	1	1	1	4
Job 4	Managers (office/HR)	0	0	0		1	0	1	1	3
Job 5	Assistant nurses	0	0	1	0		0	1	1	3
Job 6	Medical technicians	0	0	0	1	1		1	1	4
Job 7	Admin and reception staff	0	0	0	0	0	0		1	1
Job 8	Support staff	0	0	0	0	0	0	0		0

While the clinical director role stood out clearly at the top with the highest score, followed by doctors , a cluster emerged at the mid level. Nurses and medical technicians each scored 4 points, despite their very different contributions (e.g. clinical judgement and patient care compared with technical diagnostics and specialised testing). The job evaluation and classification revealed that the roles carried comparable levels of skills and demand when assessed across the four criteria (skills, responsibility, effort and working conditions).

Just below, another cluster formed at 3 points, bringing together managers (office/HR) and assistant nurses. Their responsibilities are very different, ranging from organisational oversight to hands-on patient care. However, the systematic evaluation showed that each role carried comparable levels of complexity and demand overall.

Admin and reception staff scored 1 point. Their handling of confidential data, insurance claims and patient coordination was recognised as valuable, although the evaluation reflected their more limited scope of independent decision-making compared with the roles above them.

Finally, support staff were ranked at 0 points, though the job evaluation and classification emphasised their essential role in hygiene and infection control. While not as complex in scope, their work was deemed critical to the safe functioning of the clinic.

Overall, the results demonstrated that the job evaluation and classification process captured a more nuanced picture of the organisation. Rather than a linear ladder of jobs, the comparison revealed overlapping responsibilities and different types of demands that needed to be reflected fairly in the new pay structure.

Anna and Peter, with the support of Katrin (the clinic's HR manager), organised the job roles into a final ranking.

Job role	Score
Clinical director	7
Doctors	6
Nurses	4
Medical technicians	4
Managers (office/HR)	3
Assistant nurses	3
Admin and reception staff	1
Support staff	0

This comprehensive ranking gave the organisation a robust and transparent basis for classifying jobs by allocating job roles to appropriate pay grades, helping to ensure fairness and equal pay for equal work and work of equal value in the new salary structure.

The committee established the following logic to create the grades:

- grade 1 – a score of 0,
- grade 2 – a score of 1–2,
- grade 3 – a score of 3,
- grade 4 – a score of 4,
- grade 5 – a score of 5–6,
- grade 6 – a score of 7.

Based on the results of the pair comparison and the grades, the job evaluation committee translated the job rankings into a clear pay grade structure. Job roles were classified into groups on the basis of their total scores, with similar levels of complexity, responsibility and organisational impact being placed in the same category. This resulted in the following pay grades.

Job role	Justification	Pay grade
Clinical director	Strategic leadership, high-level accountability	Grade 6
Doctors	Clinical decision-making, responsibility for patient outcomes	Grade 5
Nurses	Supervisory responsibilities, continuous patient care, high emotional effort	Grade 4
Medical technicians	Sensitive topics, emotional labour, lower legal risk	Grade 4
Managers (office/HR)	Organisational oversight, HR compliance, staff coordination	Grade 3
Assistant nurses	Direct responsibility for patient well-being, prioritisation under pressure	Grade 3
Admin and reception staff	Confidential data handling, insurance liaison, patient coordination	Grade 2
Support staff	Infection control, hygiene, patient transport	Grade 1

From there, they established the pay structure. They set the midpoint for grade 1 at EUR 3 300 and grade 6 was capped at EUR 8 000. From there, they developed the rest of the pay structure. They used the **5. Pay structure** tab in the provided Excel worksheet to help them.

Lowest salary (EUR)	2 970
Highest salary (EUR)	8 000
Number of grades	6
Progression factor	1.15

Grade	Minimum (– 10 %)	Midpoint	Maximum (+ 10 %)
Grade 1	EUR 2 970	EUR 3 300	EUR 3 630
Grade 2	EUR 3 416	EUR 3 795	EUR 4 175
Grade 3	EUR 3 928	EUR 4 364	EUR 4 800
Grade 4	EUR 4 517	EUR 5 019	EUR 5 521
Grade 5	EUR 5 195	EUR 5 772	EUR 6 349
Grade 6	EUR 5 974	EUR 6 638	EUR 8 000

NB: All salary figures are monthly amounts in euro and relate only to basic pay, before bonuses and allowances are considered.

Anna shared the new pay policy with all the clinic's workers. The policy was based on monthly basic pay and defined the midpoint and the minimum and maximum pay levels for each job category, ensuring consistency and transparency in the new pay structure. The structure ensures consistent progression between grades using a factor of 1.15.

Each job grade encompasses positions with comparable job evaluation scores and similar levels of skill, responsibility, effort and working conditions.

The midpoint for each pay grade represents the typical salary for full competency within that group, while the minimum and maximum values mark the usual entry and advanced experience levels. Progression through each grade reflects the development of competency, contribution and experience, rather than external market pressures. This approach ensures that pay within the clinic remains fair, transparent and gender-neutral across all job roles.

As part of the review, Anna, Peter and Katrin examined all existing complementary and variable pay components at the clinic to ensure they were applied objectively and on the basis of gender-neutral criteria. They listed each type of allowance (supplements for weekend work, on-call duty and irregular hours), noted which job roles received them and compared this information with the new job grades. This allowed them to confirm that the payments were linked only to genuine working-time demands rather than being granted to some roles without objective justification. They compared the allocation of each complementary and variable component within each job grade to check whether workers in women-dominated and men-dominated roles of equal value had access to the same benefits under the same conditions. All clinical and support roles had equal access to these supplements, provided they met the same objective, gender-neutral eligibility criteria, such as participating in the on-call rotation or covering essential out-of-hours services. They also checked whether the frequency or level of these payments differed between women-dominated and men-dominated roles of equal value, and found no unexplained differences. By documenting the criteria and ensuring that opportunities to take on irregular hours were made available in the same way across the relevant roles, the clinic ensured that the allowances were allocated fairly and did not introduce indirect discrimination.

To complete the process, the job evaluation committee used Tool 6 as a guide to revise all job titles and descriptions, ensuring they were clear, consistent and gender-neutral.

Within the 'admin and reception staff' category, one worker was recognised as having more responsibility than others for the organisation and coordination of the team in client-facing situations. These responsibilities were accurately reflected in her job description, and her job title was updated to 'front desk coordinator'. With this change, she was placed in grade 3 of the pay structure, together with the managers.

Job description

- **Job title:** Nurse
- **Department:** Nursing services
- **Reports to:** Clinical director
- **Level:** Grade 5
- **Location:** Riverside Health Clinic
- **Working pattern:** Full-time, shift-based, with evening and weekend rotations
- **Date created/revised:** March 2024
- **Validated by:** Anna Johansson (clinical director), Peter Bauer (office manager), Katrin Vogel (HR manager)

Purpose of the job role. This role provides high-quality nursing care to patients, supervises assistant nurses and ensures that clinical standards, infection control and patient well-being are consistently maintained. It combines direct patient care with supervisory responsibilities for coordinating nursing activities and supporting the smooth running of the clinic.

Key responsibilities
- Deliver specialised nursing care, including patient assessments, treatment and monitoring.
- Supervise and support assistant nurses, delegating tasks and ensuring quality of care.
- Liaise with doctors, administrative staff and technicians to coordinate patient care.
- Ensure compliance with infection control, hygiene, and health and safety protocols.
- Provide emotional support to patients and families, including in end-of-life care.
- Mentor and train new nursing staff and students.
- Maintain accurate and confidential patient records in line with data protection and clinical standards.

Required qualifications, skills and experience

Essential criteria	
Qualifications	Registered nurse qualification with valid national licence to practise.
Experience	Demonstrated clinical nursing experience, including supervisory responsibilities.
Knowledge/skills	Advanced nursing practice, patient monitoring and assessment, staff supervision, infection control, strong communication and organisational skills, ability to respond quickly in emergencies.
Desirable criteria	Experience in community health settings. Additional certification in leadership or specialised nursing care (e.g. chronic illness, palliative care).

Competencies and behaviours
- Problem-solving skills: makes timely decisions in fast-changing clinical situations.
- Interpersonal and communication skills: communicates clearly with patients, families and staff; manages sensitive conversations with empathy and professionalism.
- Psychosocial and emotional effort: maintains resilience when managing patient suffering and family distress, supporting both staff and patients in emotionally charged situations.
- Planning and organisational skills: coordinates staff rotas, manages workloads across shifts and ensures that resources are used effectively.

Decision-making authority
- Clinical care decisions: independent authority to determine appropriate nursing interventions.
- Supervisory decisions: delegates tasks to assistant nurses and provides feedback on performance.
- Emergency responses: immediate decision-making authority in urgent clinical situations.

Key relationships
- Internal: liaises with the clinical director, doctors, assistant nurses, administrative officers, technicians and support staff.
- External: liaises with patients, families, community health providers and regulatory inspectors.

Physical/environmental demands. This role includes daily physical effort including lifting or repositioning patients, prolonged standing during procedures and daily exposure to emotionally charged situations (illness, end-of-life care). Shift work includes evenings, weekends and occasional emergencies.

Basic salary and complementary and variable pay components
- Basic salary: EUR 5 019 per month.
- Complementary and variable pay components: health insurance, professional development budget, staff-mentoring allowance, 25 days annual leave, weekend and overtime pay for emergency shifts.

Equal opportunities statement
Riverside Health Clinic is committed to eliminating discrimination based on gender and encouraging diversity in our workforce. Our aim is that our workforce is representative of all sections of society and that each worker feels respected and able to give their best. The job requirements and salary range for this job have been established through a gender-neutral job evaluation and classification process. This process objectively assesses the skills, responsibility, effort and working conditions required for each job. This systematic approach ensures fair pay regardless of who performs the work. We welcome applications from all qualified candidates regardless of their sex, race or ethnicity, disability, religion/belief, sexual orientation, gender identity or age.

5.2.1.3. How Riverside Health Clinic followed up on the gender-neutral job evaluation and classification

The clinic followed the guidance provided in Tool 7 to ensure the long-term effectiveness of its new pay structure. Anna communicated the updated pay structure by email to all staff and scheduled a follow-up discussion for the next monthly team meeting.

The job evaluation committee agreed to conduct an internal review every 12 months, assessing whether job roles, responsibilities or organisational needs had changed in ways that might affect job evaluation and classification or equal pay.

Katrin Vogel (the HR manager) was assigned to track salary developments, review any new or evolving jobs and raise concerns if discrepancies or unintended patterns emerged, such as gender-based clustering within pay ranges. In addition, Anna, together with the managers, committed to repeating the pair comparison process every three years, or sooner if significant organisational changes occurred (e.g. a major expansion of services or the introduction of new clinical specialisations).

5.2.2. Case study 2: Saveur Européenne (implementing the standard approach)

Saveur Européenne, a regional food service company, embarked on a journey to strengthen its pay structure in response to the Pay Transparency Directive. With 275 workers employed across various jobs, including chefs, kitchen assistants, service staff, event coordinators, sales representatives and administrative personnel, the HR department chose the standard approach (Tool 5) due to the diversity of jobs and the identified gender segregation.

5.2.2.1. How Saveur Européenne prepared for its gender-neutral job evaluation and classification

Saveur Européenne used Tool 1 to guide its preparation for the job evaluation and classification process. The HR director assembled a five-member, gender-balanced job evaluation committee. Its members were carefully selected to provide a balanced perspective.

Job role / name	Responsibility in the job evaluation committee
HR director (chair): Sarah Davies	Provide project oversight and method adherence
Line chef: Antonio Rossi	Represent kitchen operations, skills levels and physical demands
Service staff supervisor: Elena Petrov	Offer insights into customer interactions, communication skills and variable shift demands
Event coordinator: Mark Jenkins	Contribute knowledge on project management, problem-solving and client relationship aspects
Trade union representative: Maria Sousa	Ensure worker representation and a fair process

The job evaluation committee developed a six-month implementation plan by filling in the project outline template provided within the toolkit. They established the following goals:

* achieve full compliance with pay transparency regulations within six months;
* create a transparent, objective and easily understandable job-grading structure across all 15+ distinct jobs;
* ensure that pay for all jobs is based on the value of the work performed, irrespective of the job holder's gender;
* identify and actively work towards reducing any gender pay gaps by at least 10 % across the company within the next 18 months.

They decided that the scope would cover all jobs across the four cities in which Saveur Européenne operates and that the project would be implemented in four phases.

Activity	Timeline
Phase 1: Preparation – committee formation, communication, planning	Month 1
Phase 2: Gathering information about jobs – worker questionnaires, interviews	Months 2 and 3
Phase 3: Analysis of job information and evaluation of jobs – job profile creation, scoring and grouping, and internal review of job evaluation and classification results	Months 4 and 5
Phase 4: Implementation and adjustments – pay structure adjustments, policy alignment and communication of results	Month 6

Saveur Européenne launched a multichannel communication strategy, starting with an email to all staff.

Subject: Important: understanding our gender-neutral job evaluation and classification initiative

Dear team,

As Saveur Européenne continues to grow and adapt to new EU regulations, we are launching an important initiative: a gender-neutral job evaluation and classification. This process aims to objectively assess the value of each job within our company, ensuring equal pay for equal work or work of equal value, irrespective of who performs the job.

This process is about evaluating the **job**, not your individual performance.

We are committed to transparency and gender equality, and this job evaluation and classification is a key step towards achieving these goals.

We will be sharing regular updates and providing opportunities for your input.

Please consult the attached factsheet for information on what a gender-neutral job evaluation is. You can also visit our dedicated intranet page for FAQs and more details.

📄 EIGE's factsheet on gender-neutral job evaluation and classification systems

---

The company allocated a budget for communication materials. It used the budget to put posters in staff break rooms with a QR code linking to the intranet page and provided physical suggestion boxes labelled 'Your input on job evaluation and classification' near time clocks.

The job evaluation committee then met for a four-hour session for a first review of the factor and subfactor plan. For instance, when discussing the subfactor of problem-solving skills, members debated scenarios relating to the company's organisational context:

• level 2 – standard problems (e.g. an ingredient running out unexpectedly),
• level 4 – complex, non-standard problems (e.g. redesigning a menu on the fly due to a significant ingredient supply chain disruption).

This detailed discussion ensured a shared understanding and consistent application of the level system throughout the job evaluation and classification process.

They also invested in creating broader awareness among all staff. During their mandatory annual workplace gender equality training sessions, a 30-minute module was added. An example scenario was presented to staff.

> *Think about a kitchen porter job. Beyond washing dishes and unloading boxes of products, what other demands does the role involve (e.g. managing waste disposal, maintaining inventory of cleaning supplies, coordinating with chefs on urgent needs)? How might these tasks be perceived or undervalued? Now compare this with a women-dominated role, such as those in the event team, which requires planning, multitasking, emotional effort and responsibility for ensuring smooth communication and client satisfaction under pressure. Why can the organisational and coordination skills of one job go unnoticed compared with the physical demands of the other, even though both are essential to the organisation's functioning and success?*

They also used the exercises in Tool 0 on gender biases for group discussions. This session helped to highlight frequently overlooked aspects of jobs and to build a common understanding of the job evaluation among all of the company's workers.

5.2.2.2. How Saveur Européenne conducted its gender-neutral job evaluation and classification

In months 2 and 3, the job evaluation committee of Saveur Européenne, led by the HR director, gathered detailed job information, using Tool 2 as a guide.

The HR team identified 21 unique jobs.

Executive and management	Kitchen operations	Service and front of house
1) Chief executive officer (CEO) 2) HR director 3) Director of operations	4) Head chef 5) Sous chef 6) Line cook 7) Assistant chef 8) Kitchen maid / kitchen porter	9) Service supervisor 10) Waiter/waitress 11) Assistant waiter/waitress
Events and logistics	**Sales and communications**	**Admin and support**
12) Lead event coordinator 13) Event coordinator 14) Event assistant	15) Sales team lead 16) Salesman 17) Senior communications assistant	18) Finance and admin officer 19) Administrative support 20) Executive secretary 21) IT and facilities support

The HR team obtained all available documents for each job. These included the following.

- **Job descriptions.** For instance, the existing job description for head chef noted 'overall kitchen management' but lacked specific details on team development or financial oversight.
- **Employment contracts.** These were reviewed for contractual duties; for example, 'sous chef' contracts mentioned 'deputising for the head chef' but did not quantify the scope of this.
- **Payroll records.** These were used internally by HR to understand historical pay grades and the allocation of complementary and variable pay components.
- **Organisational charts.** These confirmed reporting lines; for example, a lead event coordinator managed three event assistants.

This data was meticulously entered into the Excel worksheet provided in the toolkit, specifically filling in the **1. Employer information**, **2. Job roles information** and **3. Gender representation** tabs. The **3. Gender representation** tab revealed that 85 % of kitchen porter jobs were held by men, while 90 % of administrative support jobs and 75 % of those in the events and logistics department were held by women. This shows a clear gender divide with regard to some jobs. It was important for the job evaluation committee to understand these patterns so that they could identify potential gender-based pay gaps and take steps to address them.

Saveur Européenne's job evaluation committee distributed the sample worker questionnaire to all 275 workers through an online platform. For kitchen and service staff, dedicated tablet stations were set up in staff break rooms at all four locations, accessible during all shifts. HR representatives were present on some days during peak break times (e.g. 12:00–14:00 and 19:00–21:00) to offer assistance and answer questions.

The committee also conducted in-depth interviews with 12 key workers (e.g. a head chef, a lead event coordinator, an executive secretary and a kitchen maid). These individuals represented a broad spectrum of jobs, seniorities and genders.

For example, the interview with a lead event coordinator, Marcela Romano, made it clear that her job extended far beyond event organisation to encompass supervision, financial management, client relations and strategic planning. She highlighted that she was responsible for coordinating event operations from planning through to delivery, managing staff schedules, liaising with clients and ensuring compliance with food safety and licensing standards. Her role required strong problem-solving skills, particularly in handling last-minute changes or operational challenges during events. In addition, she managed event budgets, negotiated with suppliers, tracked costs and ensured profitability while maintaining service quality. She also supervised and trained event staff, resolved team conflicts and maintained high standards of presentation and customer experience. Beyond these tasks, Marcela contributed to business development by building client relationships, adapting event concepts to align with the brand strategy and ensuring that each event reflected the company's values and reputation.

After gathering, synthesising and anonymising all information, Saveur Européenne created a job profile for each unique job by filling in the job profile template. See the 'Sous chef job profile' example below.

Sous chef job profile

Job title. Sous chef

Department. Kitchen operations

Main purpose. The purpose of this role is to support the head chef in all kitchen operations, manage daily food preparation, ensure quality standards and supervise assistant chefs to deliver exceptional culinary offerings.

Responsibilities
- Prepare meals for large events (e.g. 150 meals for a corporate lunch, with dietary options).
- Train and guide three to five assistant chefs in cooking skills, portion sizes and safety.
- Check food stock daily, order supplies and rotate stock to reduce waste.
- Ensure hygiene and safety (e.g. daily fridge checks, weekly deep cleaning).
- Handle kitchen problems (e.g. menu changes for dietary needs, broken equipment or worker shortages).

Qualifications and skills
- Qualification: diploma in culinary arts.
- Experience: at least three years in busy kitchens, including one year as a supervisor.
- Skills: strong cooking ability, leadership, teamwork, quick problem-solving, good communication, stock control and use of kitchen tools.

Effort
- Physical: long hours standing, lifting up to 20 kg, working in heat (up to 30 °C).
- Mental: staying focused in a busy, high-pressure environment; managing several tasks simultaneously.
- Emotional: staying calm and supportive under stress or in the face of last-minute changes.

Working conditions
- Environment: hot, noisy and humid kitchen environment.
- Working hours: irregular hours, including evenings, weekends and public holidays.

With the help of Tool 5, the job evaluation committee began the critical process of scoring each job profile. The committee spent a dedicated half-day workshop reviewing the factor and subfactor plan in detail. They focused on consistently interpreting each subfactor's six-level scale (levels 0–5). See below for an example of the agreements around the interpersonal and communication skills subfactor.

- Level 3: this role requires regular communication with internal team members and occasional external contacts to exchange information or solve routine problems (e.g. a waiter taking orders and communicating with the kitchen).
- Level 4: this role regularly engages in complex negotiations, persuasive communication or conflict resolution with external clients/stakeholders or internal management (e.g. a sales representative negotiating catering contracts or an event coordinator managing client complaints).

This detailed discussion ensured that the nuances of soft skills were objectively valued. Each committee member then evaluated each job profile against the factor and subfactor plan, assigning a level (0–5) for every subfactor, along with their reasoning for this. See below for an example of how the various committee members assigned levels to the kitchen porter job.

Subfactor: physical effort
- Member A: level 3 (reason: this role regularly lifts medium weights, stands for long periods).
- Member B: level 3 (reason: as above, this role requires typical physical kitchen demands).
- Member C: level 4 (reason: this role requires sustained physical stamina and strength throughout entire shifts, includes frequent heavy lifting and repetitive, strenuous motions in challenging conditions as per job profile).
- Member D: level 3 (reason: this role requires standard physical demands for kitchen work).
- Member E: level 3 (reason: this role needs good physical fitness, but not extreme).

Subfactor: problem-solving skills
- All members assigned level 2 (reason: this role handles routine equipment malfunctions, addresses minor ingredient shortages under supervision and follows established procedures for common issues).

The chair gathered the proposed scores from all the committee members. They dedicated two half days to discussing the subfactors where there was disagreement. After reaching a consensus for each subfactor, they entered the agreed-upon level into the **6. Assign levels to the jobs** tab in the Excel worksheet.

For the kitchen porter role, debate arose around the appropriate score for the physical effort subfactor. Most members had assigned level 3, while one had proposed level 4. On closer examination, the job profile specified 'frequent lifting of up to 20 kg' combined with '8–10 hour shifts'. These conditions aligned with the level 4 descriptor of 'frequent heavy lifting in physically tough conditions'. Some members initially argued that such demands were typical of kitchen jobs and therefore better reflected by level 3, 'moderate physical effort'. However, others highlighted that the key issue was the cumulative effect of multiple demands, including lifting and prolonged standing, occurring simultaneously and continuously throughout long shifts. After considering these points, the committee agreed that level 4 more accurately captured the overall physical effort required by the job.

After evaluating all jobs, Saveur Européenne used the Excel worksheet to check the results and classify the jobs. The **7. Scores** tab displayed the total points for each job, based on the levels assigned and default weightings. The **8. Job grouping** tab automatically classified jobs into groups on the basis of their total scores using the standard 10 % increase ranges.

Here is an example of the resulting job classification for a few job roles.

Job title	Total score	Job group
Head chef	550	Group 6
Sous chef	480	Group 5
Lead event coordinator	475	Group 5
Executive secretary	310	Group 4
Salesman	305	Group 4
Events support assistant	250	Group 3
Kitchen maid	205	Group 2

This objective classification immediately highlighted that jobs such as lead event coordinator and sous chef (both group 5) were valued comparably, despite their departments having different functions. This comparison helped to ensure that fair pay grades were applied across the organisation, reflecting the true value of these jobs, regardless of whether they are predominantly held by women or men.

To align all HR policies with the committee's findings, an updated pay policy was prepared and shared with all workers, explicitly linking pay ranges to the new job grades, based on monthly basic pay.

Saveur Européenne now has eight grades. The structure ensures consistent progression between grades using a factor of 1.2, starting from a midpoint salary of EUR 2 500 for grade 1 and reaching a maximum of EUR 10 000 for grade 8.

Grade	Minimum (− 10 %)	Midpoint	Maximum (+ 10 %)
Grade 1	EUR 2 250	EUR 2 500	EUR 2 750
Grade 2	EUR 2 700	EUR 3 000	EUR 3 300
Grade 3	EUR 3 240	EUR 3 600	EUR 3 960
Grade 4	EUR 3 888	EUR 4 320	EUR 4 752
Grade 5	EUR 4 666	EUR 5 184	EUR 5 702
Grade 6	EUR 5 599	EUR 6 221	EUR 6 843
Grade 7	EUR 6 718	EUR 7 465	EUR 8 212
Grade 8	EUR 8 062	EUR 8 958	EUR 10 000

Each job grade includes roles with similar job evaluation scores and comparable levels of skill, responsibility, effort and working conditions.

The midpoint for each range represents the typical rate of pay for full competency in that group, while the minimum and maximum define the normal entry and advanced experience levels for that grade. The progression within each range reflects growing competency, contribution and experience rather than market benchmarks, ensuring that pay remains fair, transparent and gender-neutral.

The job evaluation committee also reviewed all complementary and variable pay components to ensure that total remuneration remained consistent with the principle of equal pay for work of equal value between women and men. They identified the main components in use, which included a uniform

allowance for all workers required to wear one and compensation for overtime, weekend and night work in line with national legislation. The committee compared how these elements were allocated across the new job grades and confirmed that they were linked only to objective working-time and role requirements, rather than to the gender composition of particular roles or any other unjustified distinctions. All workers in roles in which night-time or weekend shifts formed part of operational needs were eligible to receive these supplements, and all had the same opportunity to take these shifts when scheduling allowed. Likewise, the uniform allowance was allocated consistently to every worker required to wear a uniform, regardless of gender or working hours. By checking that eligibility criteria and the level of these payments were the same for roles dominated by women and by men, and for part-time and full-time workers, the committee ensured that complementary and variable pay components were allocated fairly and did not introduce indirect discrimination.

As a crucial follow-up, Saveur Européenne undertook a comprehensive review of all job titles and descriptions, using Tool 6 for guidance. The job evaluation committee used the checklist provided in the toolkit to identify and rectify gender-biased language. They adapted much of the terminology. For example:

* 'waitress' and 'waiter' were standardised to 'service staff';
* 'salesman' was updated to 'sales representative';
* 'kitchen maid' was changed to 'kitchen assistant';
* 'executive secretary' became 'executive assistant';
* 'finance and admin officer' became 'finance and admin director';
* 'senior communications assistant' was revised to 'communications team lead'.

The titles for some job roles were changed to reflect newly recognised skills and responsibilities or previously overlooked efforts. Below is an excerpt containing the original descriptions for some jobs that were deemed too narrow and potentially gender-biased, while overlooking other critical aspects. See how they were revised.

Job role	Original job description	Revised job description
Head chef	Responsible for all cooking tasks, ensuring high-quality dishes are prepared on time	Leads daily service for up to 100 diners; manages a team of five kitchen staff, including performance reviews and training; procures ingredients from multiple suppliers within a weekly budget of EUR 5 000; ensures strict adherence to food safety protocols; develops and implements new seasonal menus
Executive secretary → executive assistant	Manages the CEO's calendar, answers the phone and prepares meeting documents	Provides high-level administrative and strategic support; manages complex scheduling; prepares board-level briefing materials; handles confidential projects
Finance and admin officer → finance and admin director	Processes invoices and expense the forms, files financial paperwork, keeps records updated and handles general office duties	Directs all financial and administrative functions; develops long-term fiscal strategy; sets organisational policy; leads the annual budgeting process; represents the company to external financial auditors
Senior communications assistant → communications team lead	Assists with writing press releases and helps manage the company's social media accounts	Leads the communications team in executing media strategy; develops and oversees all external content; manages brand reputation; analyses campaign performance

Using the standard job description template, all descriptions were rewritten to align with the objective skills, responsibility, effort and working conditions identified during the job evaluation, as per this toolkit's detailed guidance.

5.2.2.3. How Saveur Européenne used the results and followed up on the gender-neutral job evaluation and classification

Closely following Tool 7, Saveur Européenne established the following monitoring system to ensure the long-term sustainability of its gender-neutral approach to job evaluation and classification.

- **Annual review schedule.** The job evaluation committee committed to reviewing the job evaluation and classification outcomes annually, using the self-assessment checklist from the toolkit. A first annual review was scheduled.
- **Introduction of new jobs.** A responsive system was implemented to respond to the addition of new jobs. For example, when the mobile catering division was launched, a re-evaluation was immediately triggered for new jobs such as mobile catering manager and logistics coordinator, to ensure that these roles were correctly integrated into the new job-grading structure and paid fairly from their inception. Other triggers included any unexplained gender pay gaps identified in quarterly pay reports.

Saveur Européenne also revised its **recruitment policy**. A new clause was added: 'All job advertisements must utilise gender-neutral language and undergo a review by the HR director prior to posting. Interview questions will focus solely on the objective skills, experience and competencies required for the job, as defined by the gender-neutral job evaluation and classification.'

The company's **promotion policy** was updated to explicitly state the following: 'Promotions will be based on an individual's demonstrated ability to meet the requirements and demands of the higher-level job, as objectively valued by the gender-neutral job evaluation and classification framework. Performance reviews will be linked to the key responsibilities outlined in the new job profiles.'

A new digital dashboard was posted on the workers' intranet. This displayed the following elements.

- **A job classification scheme.** A clear table showing job titles (e.g. sous chef) mapped to their corresponding job group (e.g. group 5).
- **Pay ranges and complementary and variable pay components.** The pay ranges for each job grade and the available complementary and variable pay components were listed, with a clear indication of the gender-neutral criteria for their allocation.
- **Pay gap progress.** An annually updated bar chart showing the overall gender pay gap in the organisation, with a target line for its reduction. For example, the chart initially showed a 7 % gap, with the first update showing that this had been reduced to 4 %.

A formal complaints process was established, which allows workers to submit queries or challenges regarding their job classification or pay through a dedicated portal or through their trade union representatives. A subcommittee of the job evaluation committee will review all complaints within 30 days.

5.3. Templates

The following templates are available for download in an editable format from the [web version of the toolkit](#) on EIGE's Gender Mainstreaming Platform.

5.3.1. Project outline template

Gender-neutral job evaluation and classification: project outline

This document is the blueprint for our organisation's gender-neutral job evaluation and classification process. It outlines the goals, scope, timeline and responsibilities, and the resources needed to carry out and monitor the process effectively.

Information about the organisation

Name of the organisation	[Insert name]
Start date	[Month/year]
Person responsible	[Name]

What we want to achieve

[Write two or three clear goals for your job evaluation and classification]

Goal	Description	Timeline	Measurement
Goal 1	[For example, conduct a gender-neutral job evaluation and classification system across all job roles in the organisation]	[For example, to be completed by the 31 May 2026]	[For example, 100 % of job descriptions revised using objective job evaluation criteria]
Goal 2			
Goal 3			

What will be covered

- Whole organisation
- Specific roles [List jobs that will be evaluated]

Criteria for evaluating only selected job roles: [Explain why you chose this scope for your job evaluation and classification]

Timeline

Activity	Timeline
Preparing for the gender-neutral job evaluation and classification	
Getting started (Tool 0 and Tool 1)	*[Insert dates]*
Designing and implementing a gender-neutral job evaluation and classification	
Gathering job information (Tool 2)	*[Insert dates]*
Conducting your job evaluation(s) (Tool 3 or Tool 4 or Tool 5)	*[Insert dates]*
Adjusting job titles and descriptions (Tool 6)	*[Insert dates]*
Monitoring and following up on the gender-neutral job evaluation and classification	
Tracking progress and planning follow-up actions (Tool 7)	*[Insert dates]*

Job evaluation committee

Name	Responsibilities
1. *[Insert name]*	*[Insert responsibilities]*
2. *[Insert name]*	*[Insert responsibilities]*
3. *[Insert name]*	*[Insert responsibilities]*
4. *[Insert name]*	*[Insert responsibilities]*
...	

Allocated resources

Financial resources	
Staffing costs	*[Insert budget for internal time allocation and backfill arrangements]*
Supporting resources	*[Insert budget for communication materials]*
Contingency	*[Insert amount – recommended 10–15 % of total budget]*
Total budget	*[Insert total financial allocation]*
Human resources	
Evaluation committee	*[Insert their allocated time commitment]*
HR team	*[Insert their allocated time commitment]*
...	
Technical resources	
Secure communication channels	*[Insert methods to be used for confidential communications]*
...	

Approval and sign-off

This project outline has been reviewed and approved by the following stakeholders.

Job role	Name	Signature	Date
[Insert job role, e.g. CEO]	*[Insert name]*	_____	_____
[Insert job role, e.g. HR director]	*[Insert name]*	_____	_____
[Insert job role, e.g. trade union representative]	*[Insert name]*	_____	_____

Last updated: *[Insert date]*

Next review date: *[Insert date]*

5.3.2. Sample worker questionnaire

This questionnaire collects information about your job for our organisation's gender-neutral job evaluation and classification process. Your responses will help us to assess skills, responsibility, effort and working conditions across our organisation.

Your input will help us to:

- create or update a profile of your job's requirements,
- ensure that your job is correctly recognised and valued,
- support fair, objective pay practices.

Please answer thoroughly. Your responses are confidential and will be aggregated with those from other workers in the same job for analysis. Completing this should not take more than 45 minutes. The information will be used only for job evaluation and classification purposes and may be complemented with interviews.

Tips for filling out this questionnaire
• Focus on the requirements of your job, not on your personal performance. • For 'select one' questions, choose the option that best represents your typical duties. • For 'check all that apply' questions, select every option relevant to your job. • Consider the minimum requirements needed for your job, not your personal qualifications or skills. • Examples are sometimes provided to help guide your responses, but do not feel limited by them.

Job information

Please begin by providing basic information about your current job. This creates the foundation for understanding your job within the organisation and helps to establish the context for the following detailed assessment.

Job information
Job title:
Department/unit:
Who do you report to? (Include job title.)
Do you supervise others? ☐ Yes ☐ No. If yes, how many and what jobs?

Factor 1: skills (1/4)

These questions assess the knowledge and skills needed for your job. Focus on what the job requires, not your personal qualifications.

Knowledge
What level of knowledge is primarily required for your job? (Select one.)
☐ Basic general knowledge and skills to carry out simple tasks
☐ Basic factual knowledge of a field of work and skills to solve routine problems
☐ Knowledge of facts, principles and general concepts in your field
☐ Factual and theoretical knowledge in broad contexts within a field of work
☐ Comprehensive, specialised knowledge within your field and awareness of its limits
☐ Advanced knowledge, with critical understanding of theories and principles
☐ Highly specialised knowledge, including of the newest ideas in the field
☐ Knowledge at the most advanced frontier of your field and where fields overlap
☐ Not applicable
Does your job require you to undertake ongoing learning or development to stay current?
☐ Yes, regular professional development or continuing education is needed
☐ Yes, occasional updates are required
☐ No, the required knowledge is stable
☐ Not applicable
How much autonomy do you have in applying your professional knowledge? (Select one.) Note: this refers to the extent to which you apply knowledge independently or make decisions based on expert judgement.
☐ Limited autonomy (following prescribed procedures with minimal independent judgement)
☐ Some autonomy (making routine decisions within established frameworks)
☐ Moderate autonomy (adapting approaches within general guidelines; some independent judgement)
☐ Significant autonomy (regularly making independent judgements based on expertise)
☐ Full autonomy (serving as the recognised authority; establishing standards or approaches for others)
☐ Not applicable
What formal education, certifications, training or equivalent experience are typically required for your job? Examples include technical certificates, specialised training, relevant work experience, demonstrated skills in the field or formal education in a related discipline.

5. Supporting materials

Interpersonal and communication skills
How would you describe the level of interpersonal and communication skills required in your job? (Select one.)
☐   Basic communication skills to convey simple information
☐   Basic interaction with colleagues or customers in structured settings
☐   Effective communication with different audiences and managing interactions
☐   Advanced skills to manage complex interactions and mediate and negotiate conflicts
☐   Strong skills to lead communication strategies and influence decisions
☐   Not applicable
Who do you regularly communicate with as part of your job? (Check all that apply.)
☐   Immediate team members
☐   Other departments within the organisation
☐   Management
☐   External clients / customers / patients
☐   External stakeholders (e.g. suppliers, partners)
☐   The general public
☐   People with diverse backgrounds or needs
☐   Not applicable
To what extent do you have autonomy in your communication and interaction with others? (Select one.)
☐   Limited: I follow guidelines or instructions on how to communicate with others, with little room for personal discretion.
☐   Moderate: I have some freedom in choosing how to communicate, but my approach is usually guided by policies or set frameworks.
☐   High: I have considerable autonomy in selecting communication methods and managing relationships, including influencing how and when interactions take place.
☐   Full: I have full autonomy to decide the communication approach, including leading or shaping discussions, determining the tone and managing interactions independently.
☐   Not applicable
What types of communication do you regularly engage in? (Check all that apply.)
☐   Written (emails, reports, documentation)
☐   Verbal (meetings, presentations, one-on-one discussions)
☐   Visual (charts, graphs, demonstrations)
☐   Interactive (facilitating, training, negotiating, conflict resolution)
☐   Specialised (multilingual/cross-cultural, technical specifications, safety protocols)
☐   Persuasive (influencing decisions, gaining cooperation, motivating others)
☐   Supportive (counselling, coaching, providing emotional support)
☐   Educational (teaching, explaining complex concepts, technical training, knowledge transfer)
☐   Not applicable

Problem-solving

What level of problem-solving does your job require? (Select one.)

☐ Routine, following predefined methods

☐ Standard problems with predefined solutions and some flexibility

☐ Variable problems, requiring judgement and some research (e.g. adapting existing procedures for unusual situations, researching best practices for new challenges, synthesising information from multiple sources)

☐ Non-standard, solving problems that do not have a predefined solution, which require significant judgement and the adaptation of methods (e.g. handling unusual situations with limited precedent or applying general rules to new contexts)

☐ Complex problems, requiring significant analysis, critical thinking and innovative solutions

☐ Not applicable

How frequently do you encounter problems that require your judgement or analysis? (Select one.)

☐ Rarely (a few times a year or less)

☐ Occasionally (monthly or a few times per quarter)

☐ Regularly (weekly or multiple times per month)

☐ Frequently (daily or almost daily)

☐ Constantly (multiple times during each workday)

☐ Not applicable

How much independence do you have in solving problems? (Select one.)
Note: this refers to your authority to choose or develop solutions.

☐ I follow established procedures (solutions are predetermined; limited need to make independent decisions).

☐ I select from predefined solutions but with some discretion (choose from a range of established options based on circumstances).

☐ I adapt existing methods to new situations (modify known approaches to fit unique situations).

☐ I develop new approaches when existing methods don't apply (create solutions when standard approaches are not effective).

☐ I create innovative solutions for unique problems (develop entirely new methodologies or approaches).

☐ Not applicable.

Planning and organisational skills

What type and level of planning and organising does your job require? (Select one.)

☐ Limited planning required: my job involves minimal planning with tasks largely assigned or predefined.

☐ Basic skills to organise my own work: I organise my tasks and prioritise them on a day-to-day basis.

☐ Moderate skills to handle multiple tasks: I manage several tasks or projects simultaneously, balancing priorities and deadlines.

☐ Advanced skills to manage complex overlapping tasks: I handle multiple interrelated tasks, coordinating with others and adapting to changing priorities.

☐ High-level skills to formulate strategic plans: I develop long-term strategies, managing complex planning processes involving multiple stakeholders or teams.

☐ Not applicable.

5. Supporting materials

What types of planning activities are part of your job? (Check all that apply.)

☐ Day-to-day scheduling of tasks

☐ Project planning

☐ Resource allocation

☐ Budget planning

☐ Strategic planning

☐ Coordinating schedules of others

☐ Other (please specify):

☐ Not applicable

Physical skills

Note: this section focuses on physical skills such as manual precision or hand–eye coordination. This is different from physical effort, which is covered in a later section and refers to how physically demanding the work is.

What level of physical skills is required in your job? (Select one.)

☐ Minimal physical skills (basic hand–eye coordination for tasks like filing or operating simple office equipment)

☐ Basic physical skills with some dexterity requirements (handling objects with care, operating standard equipment or performing routine physical tasks with moderate precision)

☐ Moderate physical skills with dexterity and coordination, requiring precision and/or speed (operating specialised equipment, performing precise physical tasks or maintaining physical control in varied situations)

☐ High-level physical skills with detailed coordination, techniques or detailed coordination under demanding conditions (performing complex physical manipulations requiring training and practice, e.g. detailed assembly work or specialised equipment operation)

☐ Expert-level physical skills involving precise dexterity, coordination, endurance or speed (performing highly refined movements requiring extensive training and experience, e.g. detailed craftsmanship, delicate calibrations or surgical-level precision)

☐ Not applicable (my job requires no specific physical skills beyond basic movements such as typing or walking)

What types of precision movements or coordination does your job require? (Check all that apply.)

☐ Fine motor skills (e.g. detailed handwriting, administering injections, suturing, assembling small components, delicate food preparation, textile handwork)

☐ Manual dexterity (e.g. manipulating objects with hands, assembling components, handling tools)

☐ Hand–eye coordination (e.g. aligning objects visually while manipulating them, operating controls while watching displays)

☐ Precise movements (e.g. carefully controlled physical actions, exact positioning of objects or tools)

☐ Operation of tools or equipment requiring accuracy (e.g. calibrated instruments, specialised machinery, measurement devices)

☐ Specialised techniques requiring physical precision (e.g. specific physical methodologies or protocols requiring training)

☐ Other (please specify):

☐ Not applicable

Factor 2: responsibility (2/4)

This section examines your responsibilities for people, equipment, information and finances, and the impact of your decisions.

Responsibility for people
What is the extent of your responsibility for managing people in your job? (Select one.)
☐ Limited (guidance, training, support for well-being)
☐ Moderate (supervising, coordinating, monitoring well-being)
☐ Substantial (team leadership, management, ensuring well-being)
☐ Full (complete responsibility for performance and outcomes or overall well-being of others)
☐ Not applicable (no direct responsibility for others)
Do you informally support or mentor colleagues? (Check all that apply.)
☐ I share knowledge or expertise with colleagues when asked.
☐ I regularly help new team members to learn processes and systems.
☐ I provide ongoing guidance or coaching without formal authority.
☐ I offer emotional support or advice on managing work-related stress.
☐ I act as a go-to person for specialised knowledge or troubleshooting.
☐ Not applicable.
To what extent does your job involve responsibility for the care and well-being of others? (Select one.)
☐ Limited: I provide occasional emotional support or assist others with specific tasks related to their well-being (e.g. listening to colleagues or offering guidance on work-related stress).
☐ Moderate: I am regularly involved in supporting the emotional or physical well-being of others, such as mentoring colleagues, helping with personal challenges or offering guidance on work–life balance.
☐ Substantial: I have significant responsibility for the well-being of others, such as caring for children or those in vulnerable situations, managing the emotional or psychological needs of patients or clients, or ensuring the physical well-being of team members.
☐ Full: I am responsible for the complete well-being of others, including their emotional, psychological and physical health, either directly or through managing a team, or through providing childcare, long-term care or healthcare.
☐ Not applicable: my job does not involve responsibility for the well-being or care of others.
To what extent does your job require you to coordinate or collaborate with colleagues from different departments? (Select one.)
☐ Minimal: collaboration mainly within my own team
☐ Moderate: regular coordination with one or two other departments, contributing to joint efforts
☐ Substantial: frequent collaboration across multiple departments, requiring relationship building and influencing without authority
☐ Extensive: leading cross-functional initiatives, coordinating diverse stakeholders and taking responsibility for outcomes requiring multi-departmental input
☐ Not applicable

5. Supporting materials

Taking into consideration all your responsibilities, what is the maximum impact of your decisions? Select the option that best describes the widest impact your decisions typically have.

☐ Minimal impact, affecting only the immediate work area (e.g. decisions about your own work scheduling or procedures)

☐ Moderate impact on team performance or workflow (e.g. task assignments that affect how team members coordinate)

☐ Significant impact on department operations or client relationships (e.g. decisions that change departmental procedures or affect service quality)

☐ Major impact on organisational performance or strategy (e.g. decisions affecting business direction or significant resources)

☐ Critical impact on multiple stakeholders, including external parties (e.g. decisions affecting organisational survival, public safety or organisational reputation)

☐ Not applicable

Responsibility for goods and equipment

What level of responsibility for goods and equipment do you have? (Select one.)

☐ Limited responsibility for low-value tools/materials

☐ Some responsibility for equipment/stock

☐ Moderate responsibility for valuable equipment

☐ Considerable responsibility for valuable resources

☐ Full responsibility for high-value equipment/resources

☐ Not applicable

If applicable, briefly note the main equipment or goods that you are responsible for:
Examples include computer equipment, vehicles, patient care equipment, classroom supplies, kitchen appliances, manufacturing tools, retail inventory and maintenance equipment.

Responsibility for information

What level of responsibility do you have for managing sensitive or confidential information? (Select one.)

☐ Low (handling basic non-sensitive data)

☐ Moderate (managing general information with occasional confidentiality)

☐ High (handling sensitive information requiring special care)

☐ Full (complete responsibility for highly confidential or proprietary information – information owned by the organisation that gives it a competitive advantage)

☐ Not applicable

What types of information are you responsible for? (Check all that apply.)

☐ Personal/health data

☐ Confidential business/legal information

☐ Technical/research information

☐ Intellectual property (e.g. patents, copyright, trademarks, designs, trade secrets)

☐ Other (please specify):

☐ Not applicable

Responsibility for financial resources
What level of financial responsibility do you have? (Select one.)
☐ Very limited responsibility
☐ Limited responsibility for small budgets
☐ Moderate responsibility for significant resources
☐ Considerable responsibility for large budgets
☐ Full responsibility for organisational finances
☐ Not applicable
What is the approximate annual value of the financial resources that you are responsible for?   Note: consider the budgets, procurement authority or financial decisions you manage. Adapt thresholds to the context of your organisation or industry.
☐ Less than EUR 10 000 (e.g. small operational expenses)
☐ EUR 10 000–EUR 50 000 (e.g. team supplies, minor equipment purchases)
☐ EUR 50 000–EUR 250 000 (e.g. departmental budget, significant procurement decisions)
☐ EUR 250 000–EUR 1 000 000 (e.g. large departmental budgets, capital expenditures)
☐ Over EUR 1 000 000 (e.g. divisional or organisational financial responsibility)
☐ Not applicable

Factor 3: effort (3/4)

These questions measure the mental, emotional and physical effort your job requires. Consider typical demands and periodic high-effort situations, not your personal capabilities.

Mental effort
How would you rate the mental focus and effort required for your tasks? (Select the option that best represents your regular work experience.)
☐ Low (tasks that require little mental focus)
☐ Moderate (tasks that require concentration for extended periods)
☐ High (tasks requiring sustained mental effort throughout the day)
☐ Very high (constant critical thinking, decision-making under pressure)
☐ Not applicable
What types of mental effort does your job require? (Check all that apply.)
☐ Sustained concentration
☐ Analytical thinking
☐ Critical decision-making
☐ Multitasking
☐ Processing complex information
☐ Creative thinking
☐ Strategic planning
☐ Other (please specify):
☐ Not applicable

131

How often do you need to maintain high levels of concentration or mental effort? (Select one.)
☐ Occasionally (a few times per week, for short periods of 30 minutes or less)
☐ Regularly (daily, for periods of up to 1–2 hours)
☐ Frequently (daily, for extended periods of 2–4 hours)
☐ Constantly (throughout most of the workday, requiring sustained focus)
☐ Not applicable

Describe a situation that requires significant mental effort in your job (optional).

Examples include analysing data to identify patterns, finding solutions when standard approaches don't work, managing competing priorities with tight deadlines, coordinating care needs for multiple individuals, adapting instructions to different learning styles.

Psychosocial and emotional effort

Note: these questions focus on the emotional energy required to manage your own emotions and responses in your work.

Which statement best describes the emotional demands of your job? (Select one.)
☐ Minimal emotional demands with infrequent need to manage emotions
☐ Occasional need to manage emotions in specific situations
☐ Regular need to maintain professional demeanour despite emotional situations
☐ Frequent handling of emotionally charged situations requiring significant self-regulation
☐ Constant emotional management in high-stress or sensitive environments
☐ Not applicable

If your job involves emotional effort, which of the following apply? (Check all that apply.)
☐ Supporting people through difficult situations or crises
☐ Maintaining a positive demeanour regardless of your personal feelings
☐ Managing difficult emotions of others (e.g. fear, anger, distress)
☐ Building trust with vulnerable individuals
☐ Delivering sensitive or unwelcome information
☐ Balancing emotional needs of multiple stakeholders
☐ Not applicable

Physical effort

Note: this section measures the physical exertion, strength and stamina required in your job, as distinct from the physical dexterity and coordination covered earlier.

What level of physical effort is required in your job? (Select the option that best describes your job.)
☐ Low (occasional walking, standing; mostly seated work)
☐ Moderate (regular movement with occasional light lifting, under 5 kg)
☐ High (frequent movement, regular lifting, 5–10 kg)
☐ Very high (constant movement, frequent lifting, 10–15 kg)
☐ Extreme (continuous demanding physical activity, regular heavy lifting, over 15 kg)
☐ Not applicable (no physical effort beyond basic office activities)

What types of physical activities does your job involve? (Check all that apply.)
☐ Sedentary/static work (sitting/standing for extended periods)
☐ Moving around (walking, climbing stairs)
☐ Physical handling (lifting, carrying, pushing, pulling)
☐ Postural demands (bending, stooping, reaching)
☐ Repetitive movements
☐ Other (please specify):
☐ Not applicable
If your job involves lifting, select the option that best describes your typical lifting activities.
☐ Occasional light lifting (under 5 kg for short periods)
☐ Regular moderate lifting (5–15 kg for moderate periods)
☐ Frequent moderate to heavy lifting (15–25 kg)
☐ Sustained heavy lifting (over 15 kg for extended periods)
☐ Not applicable (no lifting required)

Factor 4: working conditions (4/4)

This section covers your working environment, including physical conditions, psychological factors, schedules and travel requirements. Consider typical conditions, not rare occurrences.

Environment (physical, psychological or emotional)
What level of exposure to physical or emotional stress do you face in your job?
☐ Low (minimal exposure to physical or psychological stress)
☐ Moderate (occasional exposure to physical or mental stress)
☐ High (regular exposure to both physical and mental stress)
☐ Extreme (constant exposure to hazardous or emotionally demanding conditions)
☐ Not applicable
What physical conditions are present in your work environment? (Check all that apply.)
☐ Noise
☐ Dust or dirt
☐ Chemicals or fumes
☐ Extreme temperatures
☐ Poor lighting
☐ Confined spaces
☐ Heights
☐ Radiation
☐ Biological hazards
☐ Moving equipment or machinery
☐ Other (please specify):
☐ Not applicable

What workplace stress factors do you experience in your work environment? (Check all that apply.)

☐ Monotonous or isolating work

☐ High-pressure work environment (deadlines, pace)

☐ Emotionally distressing content or situations

☐ Digital/technological stress (e.g. system failures during critical tasks such as accessing healthcare records or production line monitoring, expectations of constant connectivity, technical difficulties during remote work, frequent adaptation to new software or systems, screen fatigue, information overload)

☐ Other (please specify):

☐ Not applicable

What types of challenging interactions might you encounter in your job? (Check all that apply.)
Note: these questions focus on specific external situations that may create psychological strain.

☐ Dealing with distressed individuals

☐ Handling complaints or criticisms

☐ Managing conflicts between others

☐ Facing verbal aggression or hostility

☐ Risk of discrimination or harassment

☐ Exposure to traumatic situations or information

☐ Not applicable

How frequently might you encounter these challenging interactions?

☐ Rarely (a few times per year)

☐ Occasionally (monthly)

☐ Regularly (weekly)

☐ Frequently (daily)

☐ Not applicable

Organisational environment

Which of the following working time arrangements apply to your job? (Check all that apply.)

☐ Regular, predictable working hours with little need for adjustment

☐ Occasionally adjusted hours (evening/weekend work)

☐ Frequently changing schedules (shifts, rotating hours)

☐ On-call periods or emergency response

☐ Work during holidays or special occasions

☐ Extended hours/overtime

☐ Not applicable

What travel is typically required in your job? (Check all that apply)

☐ Occasional local travel (within city/region)

☐ Regular local travel

☐ Occasional domestic/international travel with overnight stays

☐ Frequent travel (multiple locations or long distances)

☐ Not applicable

Does your job involve remote or hybrid working arrangements? (Select the option that best applies.)
☐ No remote work: my job must be performed entirely on-site.
☐ Limited remote work: my job requires occasional remote work with minimal additional demands.
☐ Regular hybrid: my job requires me to manage split work environments, transitioning between home/ office setting and maintaining consistent communication across platforms.
☐ Primarily remote: my job requires extensive self-direction and technological troubleshooting, maintaining visibility within teams and managing blurred work–home boundaries.
☐ Not applicable.

How often do work demands impact your personal life?
☐ Rarely (almost never required to think about work outside working hours)
☐ Occasionally (a few times per month and/or occasional evening emails or calls)
☐ Frequently (weekly and/or regular evening or weekend work required)
☐ Constantly (daily and/or work regularly extends beyond normal hours or requires significant personal adjustments)
☐ Not applicable

Final remarks

When you look at your current job description, does it adequately reflect your job content? If not, please expand upon this point and tell us what should be added.

Share one example that best illustrates the most demanding aspect of your job. Examples include handling multiple urgent requests at once, resolving conflicts among team members, providing care in emergency situations, making decisions with incomplete information, coordinating complex schedules and ensuring safety compliance under challenging conditions.

Are there any important aspects of your job that this questionnaire has not covered? (Optional.) Examples include unique responsibilities, specialised skills, challenges specific to your job, innovative aspects of your work and combinations of responsibilities that make your job distinctive.

Thank you for completing this questionnaire. Your input is valuable to our job evaluation and classification process. If you have questions or need clarification on any part of this questionnaire, please contact [contact person / department] at [contact information].

5.3.3. Sample interview guide

Hello, I'm [your name]. Thank you for taking the time to speak with me today. This interview is part of our gender-neutral job evaluation and classification process.

I'll ask you some questions about your job, focusing on the skills, responsibility, effort and working conditions it involves. The aim is to gather more information to complement earlier questionnaire responses and help us to better understand your job.

5. Supporting materials

During this interview, we will focus on what your job requires and what another worker in the same position would also be expected to do. We will not discuss your performance or that of others.

The interview should take around 30 to 45 minutes. Nothing you share will be used for performance appraisal, and everything you tell me will be kept confidential and used only for the purposes of this job evaluation and classification process.

Do you have any questions before we start?

Opening questions

- Can you describe a typical workday?
- What aspects of your job do you believe are least visible or least understood by others in the organisation?
- Can you describe a recent accomplishment that demonstrates the unique value of your job?
- How would you describe the impact of your job on the success of your organisation or team?

Responsibilities

- Of all your responsibilities, which do you believe has the greatest impact on organisational success? Why?
- Can you share a specific example of a high-stakes situation you managed and how your handling of it affected outcomes?

Skills and competencies

- What skills do you regularly use that are not immediately apparent in your job description?
- Can you tell me about a time when you used specialist knowledge that was really important in getting the job done well?
- Can you also describe a situation in which you relied more on soft skills, such as communication, teamwork, problem-solving or empathy?
- In what ways does your job require emotional labour or interpersonal management that may be undervalued?

Effort and working conditions

- What are the most challenging aspects of your job that might not be obvious to others from reading your job description or looking at your workspace, including exposure to risks and dangers?
- How do you handle competing priorities or conflicting demands? Could you share a specific example?
- How do you manage unexpected changes or disruptions in your work environment? Could you share a specific example of how you have had to adapt?
- What recovery time or strategies do you need after particularly demanding periods of work that might not be formally recognised as part of your job?

Comparative value

- Have you observed any patterns in how certain types of work or skills are valued differently in terms of pay across the organisation?

Thank you very much for your time and thoughtful responses today. The information you've shared provides valuable insights into your job that will help to ensure our job evaluation and classification process is fair and comprehensive.

Do you have any final questions or comments before we conclude?

5.3.4. Sample interview invitation for the job evaluation process

Dear *[worker name]*,

You have been invited to participate in a follow-up interview as part of our gender-neutral job evaluation and classification process.

This follows the job evaluation questionnaire you recently completed. The interview is designed to help us gather additional insights about your job and to complement your questionnaire responses.

Our goal is to ensure fair and equal pay practices across the organisation by assessing each job on the basis of its requirements and demands, not on individual performance.

Taking part in this interview is completely voluntary. If you choose to participate, the conversation will take about 30 to 45 minutes, and we'll focus on exploring aspects of your job that might not be immediately visible or fully captured in written responses.

Thank you for considering being part of this important process.

Interview details

- Date: *[insert date]*
- Time: *[insert time]*
- Location: *[insert location or link]*
- Interviewer: *[insert name and title]*

Important reminders

- This is not a performance review. We will focus on what your job requires, not on your individual capabilities or performance.
- All information shared will be kept confidential. The responses will be anonymised for further analysis.
- Your responses will be used only for the job evaluation and classification process.
- Please confirm your availability by *[insert date]*. If the proposed time doesn't work, please contact me to arrange an alternative.

If you have any questions before the interview or would like to discuss any concerns, please don't hesitate to let me know.

Thank you for your valuable contribution to this important process.

Kind regards,

[Your name] [your title] [organisation name]

5.3.5. Sample invitation to complete the job evaluation questionnaire

Dear *[worker name / all staff]*,

As part of our commitment to ensuring equal pay for equal work or work of equal value, we are conducting a gender-neutral job evaluation and classification process.

This important initiative will help us to assess all jobs fairly and objectively on the basis of the skills, responsibility, effort and working conditions they involve.

The focus is on what your job requires, not your personal performance or how well you do your job.

Your input is essential to help us to:

- update or create accurate profiles of each job's requirements;
- ensure that all jobs are properly recognised and valued;
- support fair and equal pay practices across our organisation.

We kindly ask you to complete a questionnaire about your job. This questionnaire should not take you more than 45 minutes to complete. It covers:

- the skills required for your job;
- the responsibilities your job entails;
- the mental, emotional and physical effort your job demands;
- the working conditions of your job.

Before you begin, please take a moment to read the instructions at the start of the questionnaire carefully.

Your individual responses will be kept strictly confidential. All of your information will be combined with other responses and used only for the job evaluation and classification.

No individual answers will be identifiable in any reports or outcomes.

The questionnaire is available from *[include here instructions for accessing the questionnaire (e.g. online link / physical location)]*. Please complete the questionnaire by *[insert date]*.

If you have any questions or need help, please contact *[insert name]* at *[insert contact]*.

Your participation is key to ensuring that this process accurately reflects the true nature of all jobs in our organisation. Thank you in advance for your time and thoughtful responses.

Kind regards,

[Your name] [your title] [organisation name]

5.3.6. Job profile template

Job profile

Job title:	Department:	
	Reports to:	
Job purpose: *(Briefly describe)*		
Skills:		
Responsibilities:		
Effort required:		
Working conditions:		

5.3.7. Standard job description template

Job description

Job information

Job title:	*[Insert gender-neutral job title]*
Department:	*[Insert department]*
Reports to:	*[Insert job role, not person]*
Level:	*[Insert appropriate grade/level]*
Location:	*[Insert location]*
Working pattern:	*[Insert full-time / part-time / flexible options]*
Date created/ revised:	*[Insert date]*
Validated by:	*[Insert responsible persons at the management and workers' representative levels]*

Purpose of the job

[Provide a clear, concise summary (two or three sentences) of why this job role exists and its contribution to organisational objectives. Focus on the function, not the person. Avoid gender-biased terms or stereotypes.]

Key responsibilities

[List five to eight primary responsibilities, starting the bullet points with action verbs. Avoid gender-biased language or stereotypical assumptions. Focus on what needs to be done, not how.]

Area of responsibility 1:	*[Action verb] [specific task/duty] to achieve [specific outcome]*
Area of responsibility 2:	*[Action verb] [specific task/duty] to achieve [specific outcome]*
Area of responsibility 3:	*[Action verb] [specific task/duty] to achieve [specific outcome]*
Area of responsibility 4:	*[Action verb] [specific task/duty] to achieve [specific outcome]*
Area of responsibility 5:	*[Action verb] [specific task/duty] to achieve [specific outcome]*
…	…

Required qualifications, skills and experience

[Fill in the table with the essential criteria, qualifications, experience, knowledge/skills and desirable criteria for the job. Focus on the requirements and expectations of the job, not on the current or past job holder's personal performance or background.]

Essential criteria	*[List only genuinely essential requirements. Consider whether each requirement is truly necessary for effective job performance or whether its inclusion might discourage diverse candidates. Use objective, measurable criteria wherever possible.]*
Qualifications	*[Insert specific qualifications required, avoiding over-specification.]*
Experience	*[Insert specific experience required, focusing on skills rather than years.]*
Knowledge/skills	*[Insert specific skills required for the job, according to the factor plan. Consider emotional labour, coordination, multitasking, communication across diverse groups, cultural awareness, informal problem-solving and other skills, if applicable.]*
Desirable criteria	*[List preferred but not required qualifications, skills or experience.]*

Competencies and behaviours

[List four to six key competencies required for success in the job, using gender-neutral language. Focus on observable behaviours rather than personality traits. Focus on what the job requires, not what the job holder brings.]

Competency 1: *[e.g. problem-solving]*	*[Insert specific observable behaviour]*
Competency 2: *[e.g. communication]*	*[Insert specific observable behaviour]*
Competency 3: *[e.g. teamwork]*	*[Insert specific observable behaviour]*
Competency 4: *[e.g. planning and organisation]*	*[Insert specific observable behaviour]*
…	…

Decision-making authority

[Describe the level of autonomy and decision-making responsibility. Specify the decisions the job holder can make independently and those that require approval. Focus on what the job requires, not on the job holder's individual capabilities.]

Decision-making responsibility 1:	*[Insert responsibilities]*
Decision-making responsibility 2:	*[Insert responsibilities]*
...	...

Key relationships

Internal:	*[Insert key internal working relationships]*
External:	*[Insert key external working relationships]*

Physical/environmental demands

[List all working conditions, including sensory demands (e.g. noise, smell), physical postures, emotional strain, client behaviour, shift work or isolation. Include frequency, duration and intensity (e.g. 'daily exposure to emotionally distressed clients'). Include only genuine requirements and consider reasonable accommodations.]

Basic salary and complementary and variable pay components

Basic salary range:	*[Insert salary range rather than a fixed amount]*
Complementary and variable pay components:	*[List key complementary and variable pay components]*

Equal opportunities statement

[Insert your organisation's equal opportunities statement. See the following example.]

[Organisation name] is committed to ensuring equal pay for equal work and work of equal value between women and men. Our aims are that our workforce will be truly representative of all sections of society and that each worker feels respected and able to give their best. The job requirements and salary range for this job have been established through a gender-neutral job evaluation and classification process. This process objectively assesses the skills, responsibility, effort and working conditions required for each job. This systematic approach ensures fair pay regardless of who performs the work. We welcome applications from all qualified candidates regardless of their sex, race or ethnicity, disability, religion/belief, sexual orientation, gender identity or age.

5.4. Key terms explained

By-level gender pay gap

Pay differences between women and men working in different jobs at the same organisational level (e.g. mid level or senior level), where jobs have comparable value but receive different pay (OECD, 2022). For example, at the same pay grade, women may work in administrative coordination jobs, while men are in logistics or operations, with the latter being paid more, despite similar levels of skill and responsibility. Women are also more concentrated in jobs ranked lower within each level of seniority, further widening the gap.

Direct discrimination

A situation in which one person is treated less favourably on the grounds of sex than another person is, has been or would be treated in a comparable situation (Article 3(1), Pay Transparency Directive).

Equal pay

The principle that all workers must receive the same remuneration for the same work or for work of equal value, without discrimination based on sex. It applies to basic or minimum wage or salary and any other compensation (see the definition of pay), whether provided directly or indirectly, in cash or in kind, that a worker receives directly or indirectly (complementary and variable components) in respect of her or his employment from her or his employer. Equal pay requires that pay is determined according to the same objective, gender-neutral criteria for women and men performing the same work or work of equal value (Article 157, TFEU; Pay Transparency Directive).

Equal work or work of equal value

Work determined to be of equal value according to non-discriminatory and objective gender-neutral criteria – based on skills, responsibility, effort and working conditions. Any other factors relevant to a specific job can also be included in this assessment. Assessment of value should be based on objective, gender-neutral criteria agreed upon with workers' representatives where such representatives exist. These criteria should be applied in an objective, gender-neutral manner that excludes any direct or indirect discrimination based on sex (Article 3, Article 4(4), Pay Transparency Directive).

Equality body

Body or bodies designated by a Member State to promote, analyse, monitor and support the equal treatment of all persons without discrimination on the grounds of sex. These bodies may form part of agencies responsible at the national level for the defence of human rights or the safeguarding of individuals' rights. Their competencies include providing independent assistance to victims of discrimination in pursuing their complaints, conducting independent surveys concerning discrimination, publishing independent reports, making recommendations on any issue relating to such discrimination and exchanging information, at the appropriate level, with corresponding European bodies (Article 20, Equal Treatment Directive, replaced by provisions of Article 23 of Directive 2024/1500 on standards for equality bodies in the field of equal treatment and equal opportunities between women and men in matters of employment and occupation, and amending Directives 2006/54/EC and 2010/41/EU).
To learn more, visit the European Directory of Equality Bodies.

Factor and subfactor plan

The plan of criteria against which the relative value of jobs will be evaluated. It includes a set of factors broken down into subfactors that capture specific job characteristics. Factors and subfactors are typically divided into levels. Each level is assigned a point value, creating a scoring framework for evaluating jobs (Armstrong et al., 2003).

Factors and subfactors

A **factor** is a key criterion used in analytical job evaluation to assess the demands and characteristics of a job (ILO, 2008). It represents a broad area of job content that contributes to the overall value of the work. Four factors are considered essential and sufficient for gender-neutral job evaluation:
- skills,
- effort,
- responsibility,
- working conditions.

These criteria must be used to assess whether workers are in a comparable situation with regard to the value of their work and must be applied uniformly to all jobs being evaluated, enabling objective comparisons across diverse jobs or positions (Article 4(4), Pay Transparency Directive). If appropriate, any other factors that are relevant to the specific job may be taken into account. Relevant soft skills must not be undervalued (Article 4(4), Pay Transparency Directive). Factors need to be agreed with workers' representatives where such representatives exist.

Each of the four factors can be broken down into **subfactors**, capturing the characteristics of jobs in greater detail. Subfactors must meet three conditions: they should be appropriate to the sector concerned, methodological and without gender bias (European Commission, 2013).

Gender

Social attributes and opportunities associated with being female and male and the relationships between women and men and between girls and boys. These attributes, opportunities and relationships are socially constructed and are learned through socialisation processes. They are context-/time-specific and changeable (EIGE, n.d.-c).

Gender-based pay discrimination

Any difference in pay between workers performing the same work or work of equal value that is based on sex and cannot be justified by objective, gender-neutral and bias-free criteria. It includes situations in which workers are paid differently due to pay structures, practices or job evaluation systems that result in disadvantage to one sex (Article 4, recital 17, Pay Transparency Directive).

Gender bias

Prejudiced actions or thoughts based on the gender-based perception that women are not equal to men in rights and dignity (EIGE, n.d.-a).

Gender-inclusive language

An inclusive and practical tool for advancing gender equality and an essential skill for those involved in development and policymaking. It ensures that women and men are represented fairly and equally, that language reflects balanced access to opportunities and responsibilities and that it challenges gender stereotypes while supporting inclusive decision-making processes (EIGE, 2024).

Gender-neutral job classification and evaluation

The process of assessing and ranking jobs within an organisation on the basis of objective, gender-neutral criteria, to determine the job's relative value, which then informs the classification of similar jobs into job groups or pay grades. When job evaluation and classification systems are not designed to be gender-neutral, they may unfairly prioritise skills, responsibilities or jobs typically associated with men, while undervaluing those more commonly performed by women. This can lead to gender-based pay discrimination, highlighting the need for fair and unbiased methods to evaluate and determine pay (Pay Transparency Directive).

Gender pay gap

The difference in average pay levels between women and men workers, expressed as a percentage of the average pay level of male workers' earnings (Article 3(1), Pay Transparency Directive).

Gendered language

A type of language in which words, such as nouns, pronouns or job titles, are assigned a gender, usually masculine or feminine (Jakiela et al., 2018). For example, in English, terms such as 'fireman' or 'chairman' reflect male defaults, while alternatives such as 'firefighter' or 'chairperson' are gender-neutral. In many other EU languages, such as French, German or Spanish, even everyday nouns such as 'teacher' or 'friend' change form depending on whether they refer to a woman or a man. Because gender is embedded in the way people speak, gendered language can shape perceptions of gender roles and has been linked to stronger stereotypes and the lower participation of women in the workforce.

Indirect discrimination

A situation in which an apparently neutral provision, criterion or practice would put persons of one sex at a particular disadvantage compared with persons of the other sex, unless that provision, criterion or practice is objectively justified on the basis of a legitimate aim, and the means of achieving that aim are appropriate and necessary (Article 3(1), Pay Transparency Directive).

Intersectional discrimination

Discrimination based on a combination of sex and any other ground or grounds of discrimination protected under Directive 2000/43/EC implementing the principle of equal treatment between persons irrespective of racial or ethnic origin, the Race and Ethnicity Equality Directive, and Directive 2000/78/EC establishing a general framework for equal treatment in employment and occupation, the Equality Directive, which further protect from discrimination based on religion or belief, disability, age or sexual orientation (Article 3(1), Pay Transparency Directive).

Job classification

The process of grouping jobs into levels or grades according to their overall value to the organisation. Each grade is defined by a set of characteristics, such as the type of work, its complexity and the level of responsibility involved. Jobs are then compared against these grade definitions and placed in the most suitable category (Armstrong et al., 2003).

Job description

A document that describes a job within an organisation, covering the purpose of the job, the area it relates to, the functions and duties involved, the experience needed to perform the job and the job environment. Job descriptions define what needs to be done, what qualifications and skills are required and the working conditions (ELA, 2022).

Job evaluation

A systematic process for establishing the relative worth of jobs within an organisation (Armstrong, 2018).

Job profile

A summary of a job's main duties, responsibilities, required qualifications and working conditions. It is developed on the basis of information collected about the job and serves as the basis for assigning points to a job during the job evaluation process (ILO, 2008).

Job role

The overall function or purpose of a job within an organisation, defined in terms of the key contributions expected from the job holder (Armstrong, 2018). It encompasses the main responsibilities, the knowledge and skills required, the level of decision-making authority and the typical effort and conditions under which the work is carried out.

Joint pay assessment

A process in which employers, in collaboration with workers' representatives, examine and evaluate the reasons behind pay disparities between women and men workers in a specific job category (Article 10(1)(a), Pay Transparency Directive). A joint pay assessment is required when an employer's pay reporting reveals a difference of at least 5 % in average pay between women and men in the same category of workers (Article 10(1)(a)) and this gap cannot be justified based on objective, gender-neutral grounds or has not been remedied within six months.

This mechanism builds on earlier transparency obligations. Under Article 7 of the Pay Transparency Directive, workers have the right to request and receive information on their own pay and on the average pay levels for colleagues doing the same or equivalent work, broken down by sex. Article 9 requires employers to report on gender pay gaps and related indicators by category of workers, which serves as the basis for determining whether a joint pay assessment will be triggered.

Levels

Positions on a scale that measures the intensity, frequency, duration or other dimensions of a subfactor. These levels make it possible to distinguish between the requirements of different jobs (ILO, 2008).

Like-for-like gender pay gap

Pay differences between women and men doing the same job or work of comparable value, without objective justification. Examples are if:
- a woman and a man working in the same job as data analysts, with the same responsibilities and experience, receive different salaries (same work);
- a payroll officer (a woman) and an IT support technician (a man) are paid unequally, even though both roles require similar levels of technical skill, problem-solving and responsibility (work of equal value).

These gaps reflect unequal pay for equivalent contributions and often underpin wider pay disparities across levels and departments within an organisation (Workplace Gender Equality Agency, 2016; OECD, 2023).

Organisation-wide (or department-wide) gender gap

Overall average pay differences between all women and men across an organisation or department (OECD, 2022).

Pay

Not only salary (ordinary basic or minimum wage) but also any benefits in addition to the ordinary basic or minimum wage or salary that the worker receives directly or indirectly in respect of their employment from their employer, whether in cash or in kind. Complementary and variable components in addition to the salary may include, but are not limited to, bonuses, overtime pay, travel facilities, housing and food allowances, pay for attending training, payments in the case of dismissal, statutory sick pay, statutory required pay and occupational pensions (Article 3, Pay Transparency Directive).

Pay level

Gross annual pay and the corresponding gross hourly pay (Article 3(b), Pay Transparency Directive). A difference in average pay level between women and men of at least 5 % in any category of workers is used as a criterion to determine whether a joint pay assessment is needed.

Pay progression

The process of how a worker moves to a higher pay level. Criteria related to pay progression can include, among other factors, individual performance, skills development and seniority (recital 35, Pay Transparency Directive).

Pay structure

A system used by employers to determine and manage worker pay, taking into account wages, salaries and any additional benefits, whether in cash or in kind, that a worker receives directly or indirectly from their employer (Pay Transparency Directive).

Progression factor

The difference, usually given as a percentage, between pay grade midpoints in a pay structure. It is also referred to as midpoint progression or midpoint differential (adapted from (ERI, n.d.).

Scoring

Determining each level of a job for each factor, which is worth a certain number of points. The total points that a particular job collects is called the point score (Armstrong, 2018).

Sex

Biological characteristics that define humans as female or male (EIGE, n.d.-d).
For the purposes of EU equality legislation on equal pay between women and men for equal work or work of equal value, discrimination on the basis of sex includes discrimination against individuals who intend to undergo, are undergoing or have undergone gender reassignment (see recital 5, Pay Transparency Directive, and recital 3, Equal Treatment Directive (recast)).

Weighting

A process in which some factors or subfactors are weighted (assigned a value) higher than others when determining their relative importance and attributing a numerical value to each (ILO, 2008).

Workers

Based on the Pay Transparency Directive, all individuals who receive pay under various forms of employment relationships, encompassing both full-time and part-time work, regardless of contractual terms and other categories (including fixed-term contracts, persons with a contract of employment or employment relationship with a temporary agency and workers in management jobs who have an employment contract or employment relationship as defined by law, collective agreement and/or practice in force in each Member State), provided that they fulfil relevant criteria (this includes domestic workers, on-demand workers, intermittent workers, voucher-based workers, platform workers, workers in sheltered employment, trainees and apprentices) (recital 18, Pay Transparency Directive). The Pay Transparency Directive also applies to employment applicants within the scope of Article 5, regulating pay transparency for job applicants.

6. Legislation

Consolidated version of the Treaty on the Functioning of the European Union (OJ C 326, 26.10.2012, p. 47), ELI: http://data.europa.eu/eli/treaty/tfeu_2012/oj).

Consolidated version of the Treaty on the Functioning of the European Union, Article 157 (OJ C 115, 9.5.2008, p. 117, ELI: https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX%3A12008E157).

Council Directive 75/117/EEC of 10 February 1975 on the approximation of the laws of the Member States relating to the application of the principle of equal pay for men and women [replaced by Directive 2006/54/EC] (OJ L 45, 19.2.1975, p. 19, ELI: http://data.europa.eu/eli/dir/1975/117/oj).

Directive 2006/54/EC of the European Parliament and of the Council of 5 July 2006 on the implementation of the principle of equal opportunities and equal treatment of men and women in matters of employment and occupation (recast) (OJ L 204, 26.7.2006, p. 23, ELI: http://data.europa.eu/eli/dir/2006/54/oj.

Directive (EU) 2023/970 of the European Parliament and of the Council of 10 May 2023 to strengthen the application of the principle of equal pay for equal work or work of equal value between men and women through pay transparency and enforcement mechanisms (OJ L 132, 17.5.2023, p. 21, ELI: http://data.europa.eu/eli/dir/2023/970/oj.

ILO (International Labour Organization), Constitution of the International Labour Organization, 1919, https://normlex.ilo.org/dyn/nrmlx_en/f?p=1000:62:0::NO:62:P62_LIST_ENTRIE_ID:2453907:NO.

ILO, C100 – Equal Remuneration Convention, 1951, https://normlex.ilo.org/dyn/nrmlx_en/f?p=NORMLEXPUB:12100:0::NO::P12100_Ilo_Code:C100.

7. References

Acas (Advisory, Conciliation and Arbitration Service) (2014), *Job Evaluation: Considerations and risks*, https://www.acas.org.uk/job-evaluation-considerations-and-risks-advice-booklet.

Alidrisi, H. (2021), 'An innovative job evaluation approach using the VIKOR algorithm', *Journal of Risk and Financial Management*, Vol. 14, No 6, 271, https://doi.org/10.3390/jrfm14060271.

Amand-Eeckhout, L. (2025), *Healthcare in the EU: Addressing urgent labour shortages and ensuring quality jobs*, European Parliamentary Research Service, https://www.europarl.europa.eu/thinktank/en/document/EPRS_ATA(2025)767231.

Arabadjieva, K. and Zwysen, W. (2022), *Gender Inequality in Performance-related Pay*, European Trade Union Institute, Brussels, https://www.etui.org/publications/gender-inequality-performance-related-pay.

Armstrong, M. (2018), *Armstrong's Job Evaluation Handbook – A guide to achieving fairness and transparency in pay and reward*, Kogan Page, London.

Armstrong, M., Cummins, A., Hastings, S. and Wood, W. (2003), *Job Evaluation – A guide to achieving equal pay*, Kogan Page, London (Advisory, Conciliation and Arbitration Service).

BMBFSFJ (Federal Ministry for Education, Family Affairs, Senior Citizens, Women and Youth) (Germany) (2020), *Gleichstellungscheck für kleine und mittlere Unternehmen*, Berlin, https://www.bmbfsfj.bund.de/bmbfsfj/service/publikationen/gleichstellungscheck-fuer-kleine-und-mittlere-unternehmen-155342.

CITE (Commission for Equality in Labor and Employment) (2018), *Guia para Avaliação de Postos de Trabalho, com base em critérios objetivos, comuns a homens e mulheres*, Lisbon, https://cite.gov.pt/documents/14333/297943/CITE+-+Guia+de+avaliação+de+diferenças+remuneratórias.pdf/2a55800d-328a-465f-ad63-12853d3da9d6.

Chordiya, R. and Hubbell, L. (2023), 'Fostering internal pay equity through gender neutral job evaluations: A case study of the federal job evaluation system', *Public Personnel Management*, Vol. 52, No 1, pp. 25–47, https://doi.org/10.1177/00910260221124866.

De Luca, S. (2023), *Women in the Digital Sector*, European Parliamentary Research Service, https://www.europarl.europa.eu/RegData/etudes/ATAG/2023/739380/EPRS_ATA(2023)739380_EN.pdf.

Department of Labour (New Zealand) (2008), *Gender Bias in Job Evaluation: A resource collection, Wellington*, https://www.employment.govt.nz/assets/uploads/documents/fair-work-practices/gender-bias-in-job-evaluation.pdf.

EIGE (European Institute for Gender Equality) (2024), *Words Matter: Supporting gender equality through language and communication*, Vilnius, https://eige.europa.eu/publications-resources/publications/words-matter-supporting-gender-equality-through-language-and-communication.

EIGE (n.d.-a), 'Glossary and thesaurus – gender bias', EIGE website, https://eige.europa.eu/publications-resources/thesaurus/terms/1320?language_content_entity=en#:~:text=europa.eu/taxonomy/term/1320%3Flanguage_content_entity%3Den.

EIGE (n.d.-b), 'Glossary and thesaurus – indirect discrimination', EIGE website, https://eige.europa.eu/publications-resources/thesaurus/terms/1260.

EIGE (n.d.-c), 'Glossary and thesaurus – gender', EIGE website, https://eige.europa.eu/publications-resources/thesaurus/terms/1046.

EIGE (n.d.-d), 'Glossary and thesaurus – sex', EIGE website, https://eige.europa.eu/publications-resources/thesaurus/terms/1048.

ELA (European Labour Authority) (2022), 'Record of processing operations on personal data – DPR-ELA-2024-0021 ELA job descriptions', Ares(2022)1489054, https://www.ela.europa.eu/sites/default/files/2025-04/ELA_Job_decriptions_record_public.pdf.

Equality and Human Rights Commission (2014), *Gender-neutral Job Evaluation Schemes – An introductory guide*, https://www.equalityhumanrights.com/sites/default/files/gd.13.101-1_gender_neutral_jes-ig_18-03-14_final.pdf.

ERI (Economic Research Institute) (n.d.), 'Compensation glossary – midpoint progression', ERI website, https://www.erieri.com/glossary/term/midpoint-progression.

European Commission (2013), 'Annex 1: Gender-neutral job evaluation and classification systems', in: Commission Staff Working Document – Accompanying the document Report from the Commission to the Council and the European Parliament on the application of Directive 2006/54/EC of the European Parliament and of the Council of 5 July 2006 on the implementation of the principle of equal opportunities and equal treatment of men and women in matters of employment and occupation, SWD(2013) 512 final, https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52013SC0512.

European network of legal experts in gender equality and non-discrimination (2018), 'Employer obliged to reconsider conditions 13th month payment for female workers', https://www.equalitylaw.eu/downloads/4594-hungary-employer-obliged-to-reconsider-conditions-13th-month-payment-for-female-workers-pdf-149-kb.

Federal Anti-Discrimination Agency (Germany) (2018), *Diskriminierung in Stellenanzeigen*, Berlin, https://www.antidiskriminierungsstelle.de/SharedDocs/downloads/DE/publikationen/Expertisen/diskriminierung_in_stellenanzeigen.pdf?__blob=publicationFile&v=3.

Fütty, T. J., Höhne, M. S. and Llaveria Caselles, E. (2020), *Gender Diversity in Employment and Occupation – Employers' needs and options to implement anti-discrimination policies*, Federal Anti-Discrimination Agency, Berlin, https://www.antidiskriminierungsstelle.de/SharedDocs/downloads/EN/publikationen/gender_diversity_i_employment_a_occupation.pdf?__blob=publicationFile&v=1.

Glasgow City Council (n.d.), 'About job evaluation', https://www.glasgow.gov.uk/article/12142/About-Job-Evaluation.

ILO (International Labour Organization) (2008), *Promoting Equity – Gender-neutral job evaluation for equal pay: A step-by-step guide*, International Labour Office, Geneva, https://www.ilo.org/publications/promoting-equity-gender-neutral-job-evaluation-equal-pay-step-step-guide.

ILO (2013), *Equal Pay – An introductory guide*, International Labour Office, Geneva, https://www.ilo.org/publications/equal-pay-introductory-guide-0.

Institute for the Equality of Women and Men (2006), *Sekseneutrale functieclassificatie Handleiding*, Brussels, https://igvm-iefh.belgium.be/sites/default/files/downloads/Functieclassificatie_handleiding.pdf.

Jakiela, P. and Ozier, O. (2018), *Gendered Language*, World Bank, Washington DC, http://documents.worldbank.org/curated/en/405621528167411253.

Jefferson, T. and Austen, S. (2015), 'Understanding links between gender and pay: An important role for heterodox economics', *Journal of Australian Political Economy*, Vol. 75, pp. 115–132, https://www.researchgate.net/publication/283111174_Understanding_links_between_gender_and_pay_An_important_role_for_heterodox_economics.

Kustova, I. and Urban, P. (2024), 'The gender-blind assumptions of the EU's green transition require a reality check', Centre for European Policy Studies website, 2 February 2024, https://www.ceps.eu/the-gender-blind-assumptions-of-the-eus-green-transition-require-a-reality-check/.

Ministry of Labour and Social Economy and Ministry of Equality (Spain) (2022), *Job Evaluation Tool – User guide*, https://www.igualdadenlaempresa.es/asesoramiento/herramientas-igualdad/docs/Job_Evaluation_Tool_User_Guide.pdf.

Németh, B., Lőrincz, L. and Felföldi, T. (2024), 'The gender pay gap among young academics: The role of precarious employment, childbearing and horizontal segregation', *Learning and Teaching*, Vol. 17, No 3, pp. 81–111, https://doi.org/10.3167/latiss.2024.170305.

New Zealand Government (2021a), *Te Orowaru – Questionnaire*, https://oecd-opsi.org/wp-content/uploads/2023/03/Questionnaire-Te-Orowaru-1.pdf.

New Zealand Government (2021b), *Te Orowaru – Factor plan*, https://oecd-opsi.org/wp-content/uploads/2023/03/Factor-Plan-Te-Orowaru-1.pdf.

NHS (National Health Service) Staff Council (2024), *NHS Job Evaluation Handbook*, https://www.nhsemployers.org/system/files/2025-07/nhs-job-evaluation-handbook-22.pdf.

OECD (Organisation for Economic Co-operation and Development) (2021), *Pay transparency tools to close the gender wage gap*, OECD Publishing, Paris, https://www.oecd.org/en/publications/pay-transparency-tools-to-close-the-gender-wage-gap_eba5b91d-en.html.

OECD (2022), *Same Skills, Different Pay: Tackling gender inequalities at firm level*, OECD Publishing, Paris, https://www.oecd.org/content/dam/oecd/en/publications/reports/2022/11/same-skills-different-pay_af307ff8/a4d18506-en.pdf.

OECD (2023), *Reporting Gender Pay Gaps in OECD Countries – Guidance for pay transparency implementation, monitoring and reform*, OECD Publishing, Paris, https://www.oecd.org/en/publications/reporting-gender-pay-gaps-in-oecd-countries_ea13aa68-en.html.

Pardon, D., Vergeylen, Y., Van Eeghem, J. and Rijmenams, C. (2010), *Checklist – Gender neutrality in job evaluation and classification*, Institute for the Equality of Women and Men, Brussels, https://igvm-iefh.belgium.be/sites/default/files/media/documents/39%20-%20Checklist_ENG.pdf.

Pay Equity Office (Canada) (2022), *Pay Equity Solution for Small Business – Do-it-yourself toolkit*, Queen's Printer for Ontario, https://payequity.gov.on.ca/diytoolkit/.

Pillinger, J. (2021), *Pay transparency and role of gender-neutral job evaluation and job classification in the public services*, European Federation of Public Service Unions and European Trade Union Institution, https://www.epsu.org/sites/default/files/article/files/GP_Pay%20transparency%20and%20role%20 of%20gender%20EPSU-ETUI%20report%20June%202021.pdf.

Scottish Joint Council for Local Government Employees (2024), *Job Evaluation Scheme*, 3rd edition, https://staffupdates.glasgow.gov.uk/media/8033/Job-Evaluation-scheme-3rd-edition/pdf/SJC_Job_ Evaluation_Scheme_3rd_Edition_Amended_-_23_April_2024.pdf?m=1729773057193.

Unison Bargaining Support Group (2023), *Negotiating Job Evaluation Schemes*, Unison, https://www. unison.org.uk/content/uploads/2019/12/Job-evaluation-schemes-November-2023.pdf.

Wagner, I. (2022), 'Equal pay for work of equal value? Iceland and the Equal Pay Standard', *Social Politics: International Studies in Gender, State & Society*, Vol. 39, No 2, pp. 477–496, https://doi.org/10.1093/sp/ jxaa032.

Workplace Gender Equality Agency (2012), *Guide to Australian standards on gender-inclusive job evaluation and grading*, https://www.wgea.gov.au/sites/default/files/documents/Guide%20to%20 Australian%20Standards%20on%20gender-inclusive%20job%20evaluation%20and%20grading.pdf.

Workplace Gender Equality Agency (2016), *Guide to Gender Pay Equity – Practical steps to improve pay equity between women and men in your organisation*, Sydney, https://www.wgea.gov.au/sites/default/ files/documents/guide-to-gender-pay-equity.pdf.

GETTING IN TOUCH WITH THE EU

In person
All over the European Union there are hundreds of Europe Direct centres. You can find the address of the centre nearest you online (european-union.europa.eu/contact-eu/meet-us_en).

On the phone or in writing
Europe Direct is a service that answers your questions about the European Union. You can contact this service:
— by freephone: 00 800 6 7 8 9 10 11 (certain operators may charge for these calls),
— at the following standard number: +32 22999696,
— via the following form: european-union.europa.eu/contact-eu/write-us_en.

FINDING INFORMATION ABOUT THE EU

Online
Information about the European Union in all the official languages of the EU is available on the Europa website (europa.eu).

EU publications
You can view or order EU publications at op.europa.eu/en/publications. Multiple copies of free publications can be obtained by contacting Europe Direct or your local documentation centre (european-union.europa.eu/contact-eu/meet-us_en).

EU law and related documents
For access to legal information from the EU, including all EU law since 1951 in all the official language versions, go to EUR-Lex (eur-lex.europa.eu).

Open data from the EU
The portal data.europa.eu provides access to open datasets from the EU institutions, bodies and agencies. These can be downloaded and reused for free, for both commercial and non-commercial purposes. The portal also provides access to a wealth of datasets from European countries.