



Guidelines Job Evaluation



Job Evaluation Guidelines

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Introduction

"Never doubt that a small group of thoughtful, concerned citizens can change the world. Indeed it is the only thing that ever has."

— Margaret Mead

Nurses have a right to practice in an environment that is conducive to quality care; to expect competitive wages/benefits and to work in a family-friendly environment that promotes the occupational safety and health of its employees. ... The work of nursing personnel and its importance for the life, personal safety and health of persons in their care demands measures that encourage and promote the full development and implementation of negotiating mechanisms between employers, nurses and their representatives. ... The principles of equal pay for work of comparable value and pay equity should be applied. These principles should be supported by gender-neutral job classification and performance evaluation tools, and non-discriminatory access to education and promotion opportunities.

ICN Position Statement¹

Although remuneration has not traditionally been a factor in attracting people to the profession of nursing, there is no doubt that financial considerations increasingly influence the recruitment and retention of nurses worldwide. For a new generation of nurses, wages represent a primary consideration as they determine the direction of their professional lives. Retaining nurses is increasingly dependant on the ability to offer them competitive salaries. Findings from the annual ICN Nurses Wage Survey repeatedly highlight that nurses are by and large paid less for their work than professionals in comparable occupations, such as physicians, physiotherapists, teachers and accountants. Nurses are in high demand and universally short in supply. Despite this, salaries and working conditions often remain unattractive, and more importantly, uncompetitive. Research indicates that many nurses are underpaid because job-related skills are not treated as professional assets but as *qualities intrinsic to being a woman*.² Forty years after the Equal Pay Act men still earn, on average, 22 percent an hour more than women in the UK.³ According to the U.S. Census Bureau female physicians' wages average 63 cents for every dollar earned by their male colleagues.⁴

A recent study conducted by researchers at Carnegie Mellon University examines women's negotiating skills and found that women of all ages are less likely to initiate salary negotiation and more likely to accept what their employer or prospective employer offered.⁵ When job evaluation systems are gender-biased and fail to capture or value the work of nurses and other women workers, this perpetuates existing wage inequities. It is important that the nursing profession, dominated by women, define the nature of its work and assist in the development of relevant evaluation tools that are objective, transparent, and non-discriminatory. The profession should not tolerate complacency about the lack of equitable rewards for women and must hold leadership accountable for redressing unconscionable gender differences in salary.

As witnessed by the nursing profession, the pay gap between men and women workers will not disappear through educational achievement or qualifications alone. The social

* There are a number of different ways of calculating the gender pay gap. The UK Government's preferred measure compares the pay of all men and women in work (full- and part-time) and looks at the median. By this measure, the gender pay gap is 22.0 per cent.

partners, including national nurses associations and professional unions, must urgently undertake a systematic reform of cultural attitudes, employment policies and institutional structures that perpetuate direct and indirect discriminatory practices against women.⁶ This monograph is prepared to draw nurses' attention to job evaluation planning. It is designed to give good practice guidance to evaluators in the field on how to formulate, implement and measure job evaluation plans. The objectives of this monograph are to:

- Provide nurses and national nurses associations (NNAs) with information on the definition and importance of job evaluation.
- Describe the steps in a job evaluation process.
- Define remuneration and discuss the importance of equality for nurses when developing a job evaluation plan.
- Identify the potential roles of the NNAs in the ongoing development of job evaluation planning.
- Provide guidance to practitioners in organisations on how to formulate, implement and maintain job evaluation plans which are free of sex bias.

Definition and Importance of Job Evaluation

Job evaluation is a technique to provide a systematic, rational, and consistent approach to defining the relative worth of jobs within an organisation. This process is based on the assessment of the relative importance of the tasks involved. It is not concerned with the volume of work, or with the person doing it, or with determining pay. It is used in order to provide the basis for an equitable and defensible pay structure, particularly in determining equal pay for work of equal or comparable value.⁷ Through its focus on the nature of jobs, job evaluation provides a practical means of implementing this principle. It also offers a convenient method for revealing discriminatory practices in any organisation before a complaint is made.⁸

It is important to note that job evaluation is not performance evaluation. Job evaluation determines the relative value of a job to the organisation while performance evaluation determines the relative value of an individual / employee to the organisation. It is the job that is being evaluated, not the person who is doing that job.⁹ This process assesses the qualitative aspects of the job, not the quantitative aspects. In other words, it is not the amount of work allocated to a job which is primarily measured, but its relative demands, complexity and responsibility and the competency required to carry out the job effectively.¹⁰

The technique of job evaluation has developed largely as a response to various pay administration problems encountered in large-scale modern enterprises. With large numbers of workers being employed, clear rules for payment are essential if labour costs are to be accurately estimated and controlled and meaningful personnel policies to be followed. Therefore, an objective, transparent and systematic way of calculating the worth of jobs must be mutually agreed upon between employers and employees. A systematic job evaluation is an aid to reveal the values that consciously or unconsciously discriminate against female occupations.¹¹

Those in charge of an organisation often consider an analysis of the job evaluation process for the following reasons:¹²

- Determining pay and grading structures
- Ensuring a fair and equal pay system
- Deciding on benefits provision, i.e. bonuses
- Comparing pay rates against the external market
- Undergoing organisational development in times of change
- Undertaking career management and succession planning
- Reviewing all jobs post-large scale changes, especially if roles have also changed.

Job evaluation develops a means of providing competence-based pay progression, an approach that would bring equity to those working in an organisation and, importantly, offer a means to support lifelong learning and career progression. Therefore, government, employers and workers should all recognise that an effective job evaluation plan offers a reliable and valid tool to review jobs and their inherent worth in terms of salaries and benefits for competent individuals.

Steps in the Job Evaluation Process

There are many variations of job evaluation methods. Some are more complicated than others. The choice of an evaluation method is important and will depend on the number and type of jobs to be evaluated and available resources. However, they all basically follow the same approach, which is to value each job based on a common set of factors.

1. Job identification

The first step in the job evaluation process is to conduct a job analysis, to examine and analyze the tasks and activities necessarily entailed by a job. Job analysis begins by establishing a list of all the positions in a given population in order to group those that are identical or essentially the same “job”. This process is called “job identification”. This process will require exact information on the nature of each job, such as the content and level of the jobholder’s responsibilities, and the surroundings and conditions in which the job will be performed. Information to be gathered includes personal characteristics (i.e. knowledge, skills and individual abilities) that the job holder must retain to perform these tasks.

Although job evaluation is based on factual evidence, these data must be interpreted so it is important that those who have to make judgements on the evidence presented are trained to do so appropriately.¹³

To ensure the process of job evaluation is going smoothly, someone needs to be appointed to take charge. This is the central project person — the *project manager* or *project coordinator*. A project manager will need assistance from others with various expertise and together they form a *project group* or *working group*. In addition, a number of people are needed to take responsibility for the project’s implementation — a *steering group* or *steering committee*.

2. Job description

The information obtained by job analysis is then recorded concisely in a “job description”. The job description is a summary of the most important features of a job, including the general nature of the work performed and level of the work performed. Ideally, the job descriptions should be written so that any reader, whether familiar or not with the job, can see *what* the worker does, *how* the worker uses various methods, procedures, tools or information sources to carry out the tasks, and *why* the worker performs those work activities for the completion of tasks. Since the purpose of the job description is to enable jobs to be evaluated by comparison with each other, it usually has a standardized format, and typically includes three broad categories: (1) identification, (2) work performed, and (3) performance requirements.¹⁴ The degree of precision and the kind of information required vary in different methods.

3. Methods

The next step in the job evaluation process is to select or design a method of evaluating jobs. Four basic methods have traditionally been used: ranking, classification, factor comparison, and point-rating. A more detailed description on these methods of job evaluation is presented in the next section. No matter which method is used, the result of the evaluation procedure is the ranking of jobs in order of importance. After this stage, it is usual to group into different grades those jobs to which substantially the same values have been ascribed.

4. **Wage determination**

Translating grades into wage levels is the logical culmination of any job evaluation process. However, the level and range of wages are not fixed as a direct consequence of job evaluation, which is normally concerned only with the relative positions of jobs; the determination of these tends to be influenced by wider considerations of overall wage policy, including comparisons with external rates. In general, the level and range of wages are determined by bargaining between the management and workers or the worker's representatives, unions or professional associations.

5. **Evaluation**

Lastly, as enterprises evolve, work organisation changes with time, thus affecting job content and job-evaluated structures. As a final stage, it is therefore necessary to establish appropriate procedures for monitoring, evaluating and revising the job evaluation plan and for the settlement of appeals and disputes.

Avoiding gender bias

The process of job evaluation should be reviewed very closely to avoid gender discrimination. Strongly ingrained attitudes still exist about what work is appropriate to each sex. These attitudes can lead to acceptance of a grading and pay structure based on possibly discriminating current or past practices. Gender bias in job evaluations can occur when assumptions are made about the skills, responsibilities and demands involved in a job – and these assumptions are coloured by stereotypes about the people who usually do that work. Gender bias may also occur when characteristics traditionally associated with women (e.g. caring skills) are less heavily weighted than attributes traditionally associated with men (e.g. technical expertise) although both are required for a given job.

According to the International Labour Organization, discrimination in employment or occupation may be direct or indirect. **Direct discrimination** exists when laws, rules or practices explicitly cite a particular ground, such as sex, race, etc. to deny equal opportunities. For instance, if a wife, but not a husband, must obtain the spouse's consent to apply for a loan or a passport needed to engage in an occupation, this would be direct discrimination on the basis of sex.

Indirect discrimination occurs where rules or practices appear on the surface to be neutral but in practice lead to exclusions. Requiring applicants to be a certain height could disproportionately exclude women and members of some ethnic groups, for example. Unless the specified height is absolutely necessary to perform the particular job, this would illustrate indirect discrimination.¹⁵

Job Evaluation Methods

There are four basic methods of job evaluation, which can be categorised into either quantitative or non-quantitative, and that examine job content with a view to comparing jobs directly or indirectly. **Ranking** involves creating a hierarchy of jobs by comparing jobs on a global factor that presumably combines all parts of the job; the **classification** method defines categories of jobs and fits jobs into these categories; the **factor comparison** method involves job to job comparisons on several specific factors; and the **point-rating** method compares jobs by rating scales of specific factors. Since the first two methods are looking at the whole job as an entity, they are categorised as non-analytical or non-quantitative; the last two methods involve an analysis and evaluation of job requirements according to different factors, e.g. skill, responsibility and effort; they are categorised as analytical or quantitative methods of job evaluation.

Ranking method

Ranking is a simple method which ranks the jobs in an organisation from highest to lowest. Jobs are considered as a whole and compared with each other by means of comparatively simple job descriptions. This method is one of the easiest to administer. Jobs are compared to each other based on the overall worth of the job to the organisation. This value is usually based on judgements of skill, effort (physical and mental), responsibility (supervisory and fiscal), and working conditions. This method relies on job descriptions or job titles for the positions to be ranked. Once evaluated, each job is placed in a 'felt fair' rank order. It is considered the simplest method since there is no attempt to break down or analyze the job in any way. It is therefore easy to understand and implement, particularly with a small number of jobs.

Steps in the development of the ranking method

1. Obtain job information. Prepare descriptions for every job in the organisation.
2. Select raters and jobs to be rated. Raters must know the organisation well, and be trained to make unbiased judgements, and become familiar with the rating procedure. If there are many jobs to be ranked, the process can start by identifying key jobs, or ranking jobs by department and later combining the ranking.
3. Select remuneration factors (more detailed information later in this document). Although ranking is referred to as a 'whole job approach', different raters may use different bases to rank jobs. It may be wise to appoint certain key attributes of the jobs to be the most important basis for comparison.
4. Rank jobs. Although straight ranking may be feasible for a limited number of jobs (20 or less), paired comparison tends to produce more consistent results. Simply place job titles with their job descriptions in mind on 3x5 inch index cards then pair them comparing the titles by relative importance to the organisation.
5. Combine ratings. If several raters are involved in ranking the jobs independently, any differences will need to be negotiated and a consensus reached.

Advantages

- A relatively simple method.
- A method with relatively little cost and less time involved for the introduction and maintenance of the system.

Limitations

- Information on jobs involved may be insufficient. The evaluators may not be very clear on every job description.

- There are no well-defined standards of ranking and the differences between jobs may not be equal.
- There are no safeguards against strong subjective influences. Every evaluator may have different bases of comparison.
- Since there is no standard used for comparison, new jobs would have to be compared with the existing jobs to determine their appropriate rank. In essence, the ranking process would have to be repeated each time a new job is added to the organisation.

Classification method

The job classification method involves defining a number of classes or grades of jobs and fitting jobs into them. It is a method whose main characteristic is that the various grades and their structure are established before the jobs are ranked — all jobs are classified into an existing grade/category structure or hierarchy. Each level in the grade/category structure has a description and associated job titles. To ensure equity in job grading, a common set of grading standards and instructions may be used. Because of differences in duties, skills and knowledge, and other aspects of trades and labour jobs, grading standards are developed mainly along occupational lines.

Job classification is the most used form of non-analytical job evaluation because it is simple, easily understood and at least, in contrast to whole-job ranking, it provides some standards for making judgements in the form of the grade definitions. The United States civil service, for example, uses a very comprehensive classification system based on legally defined salary grades and scales which cover practically all government jobs.

Steps in the development of the classification method

1. Obtain job information. Prepare descriptions for every job in the organisation.
2. Select key jobs based on certain remuneration factors, e.g. knowledge and skills, effort, responsibility and working environment. Key jobs can be analyzed first and ranked. Distinguishable job features are then identified and used in developing grade descriptions.
3. Determine the number of grades. It will depend on an organisation's tradition, job diversity and promotion policies to decide number of classes in an organisation. More grades in the system allow for more promotion opportunities; fewer grades however, permit more management flexibility and a simpler pay structure.
4. Develop grade descriptions. By defining grades in sufficient detail, the raters can easily slot jobs into the different categories. Usually, titles of benchmark / key jobs are used as examples of jobs that fall into a grade.
5. Classify jobs. The raters then can compare various jobs in each grade. The two extreme positions within each class (highest and lowest) will be identified and the others placed accordingly. The jobs considered to be sufficiently similar will receive the same pay; jobs in other classes/ grades or steps within a given grade are considered dissimilar enough to have different pay.

Advantages

- A fairly simple method but demanding slightly more work than ranking. It may be relatively easy to secure agreement about the classification of most jobs.
- A system that is flexible under changing circumstances or in adapting to completely new jobs.
- The class/grade structure exists independent of the jobs. Therefore, new jobs can be classified more easily than the ranking method.

Limitations

- A difficult method to administer if a large number of classes/grades and steps are involved.
- A method prone to frequent ambiguity since it involves the difficulty of writing grade level descriptions, and the judgment required in applying them.
- Some jobs may appear to fit within more than one grade/category.

Therefore, the ranking method can be called job to job evaluation, in which a job is compared with another job to decide whether it should be valued more, less or the same. On the other hand, the classification method can be called job to scale, in which judgements are made by comparing a whole job with a defined hierarchy of job grades, which involves matching a job description to a grade description.

Factor comparison method

The factor comparison method compares jobs on several factors to obtain a numerical value for each job and arrive at a job structure. A set of remuneration factors is identified as determining the worth of jobs. Typically remuneration factors include knowledge and skills, effort, responsibility and working environment. It begins with the ranking of jobs in each of these factors. The ranking is usually transformed into relative values that determine the ultimate job value for a given organisation. Hence, wage differentials are in some cases, directly related to the ranking. The process starts with “key jobs” or “benchmark jobs” which are scored factor by factor and ranked according to the total value.

Steps in the development of the factor comparison method

1. Analyze jobs. Job descriptions are written in terms of the remuneration factors the organisation selected.
2. Select key jobs. The major criterion for selecting key jobs is the essential correctness of the wage rate; therefore, the jobs selected should represent the entire range of jobs to be evaluated. Usually, 15 to 25 key jobs are selected.
3. Rank key jobs. Job evaluation committee members can rank the jobs based on the remuneration factors individually, then consensus must be built among committee members.
4. Distribute wage rates across factors. The jobs are then priced and the total pay for each job is divided into pay for each factor. For example, if a nurse is paid for 20 dollars per hour, her payment may be divided by: \$6 for knowledge and skills, \$6 for effort, \$5 for responsibility and \$3 for working environment conditions.
5. Construct the job-comparison scale. This begins by establishing the rate of pay for each factor for each benchmark job. Then, slight adjustments may need to be made to the matrix to ensure equitable dollar or currency weighting of the factors.
6. Use the job-comparison scale to evaluate the remainder of the jobs. The other jobs in the organisation are then compared with the benchmark jobs and rates of pay for each factor are summed to determine the rates of pay for each of the other jobs.

Advantages

- The value of the job is expressed in monetary terms.
- It can also be applied to newly created jobs.
- The wage structure can be widely differentiated.

Limitations

- It is a complicated and sophisticated approach.
- Its application is a lengthy and time-consuming procedure.

- The standard used for determining the pay for each factor may have built in biases that would affect certain groups of employees (such as females or minorities).

Point-rating method

The point-rating method involves rating each job on several remuneration factors and adding the scores on each factor to obtain a point total for a job. This method is an extension of the factor comparison method. Again, it uses clearly defined factors, such as mental requirements, physical requirements, skill requirements, responsibility and working conditions — the five universal remuneration factors. Under each factor, several divisions called degrees or levels are developed based on levels of skills, responsibilities and effort involved in order to do the job. Jobs are then analyzed factor by factor and points in each degree or level awarded accordingly. A total point score is arrived at for the specific job by adding together the points obtained for each factor. The total point score determines the position of the job in the hierarchy. Jobs are then grouped by total point scores and assigned to wage/salary grades so that similarly rated jobs can be placed in the same wage/salary grade.

For example, the United Kingdom (UK) National Health Service Job Evaluation (NHS JE) system for all health care jobs was proposed by the Department of Health (DoH) in 2003 and revised in 2004. NHS Job Evaluation is used as a means of comparing one job with another. It does this by breaking down jobs into their various components (called factors). Once factors are identified these are, in turn, broken down into various levels of responsibility. The job evaluation scheme will determine a new "rank order" of jobs in the NHS and therefore of pay.

Since the point-rating method is an extension of the factor comparison method, the steps in building this plan are very similar:¹⁶

Steps in the development of point rating method

1. Analyze jobs. As in all other job evaluation methods, all jobs must be analyzed and all job descriptions written.
2. Select remuneration factors. After job information is available, the next step is to select remuneration factors. This step is especially important since the factors are used for developing the organisation's new pay scale.
3. Define remuneration factors. Factors must be defined in sufficient detail to permit raters to use them as yardsticks to evaluate jobs.
4. Determine and define factor degrees / levels. Determining the degrees/ levels would be like determining the inch marks on a ruler, it is necessary first to decide the number of divisions, then to ensure that they are equally spaced or represent known distances, and finally to see that they are carefully defined. The number of degrees depends on the actual range of factors in the jobs.
5. Determine points for factors and degrees/levels. Usually each remuneration factor will be assigned different weights based on its value of importance. Factor weights may be assigned by committee judgement or statistically. Then, the total points possible in the plan need to be decided. Applying the weights assigned to this total yields the maximum value for each factor. Using 1,000 as an example, a factor carrying 50% of the weight has a maximum value of 500 points; if there is 10 degrees / levels involved in this factor, then, each level will have the value 50 points.
6. Write a job evaluation manual. In the light of its complex nature, it is very important to write a job evaluation manual. This manual conveniently consolidates the factor and degree/level definitions and the point values which contribute to a more transparent evaluation process.

Advantages

- A systematic approach is possible.
- It is a method relatively easy to understand and to operate.
- It can be applied to a wide range of jobs.
- It can be applied to newly created jobs.

Limitations

- It is relatively inflexible in critical areas.
- It is a relatively time-consuming procedure.
- The standard used for determining the pay for each factor may have built in biases that would affect certain groups of employees (such as females or minorities).

Table 1: Comparative Job Evaluation Methods

Method	Advantages	Limitations
Ranking	<ul style="list-style-type: none"> – Relatively simple – Less cost and time involved for introduction and maintenance 	<ul style="list-style-type: none"> – Information on jobs involved may be insufficient – No well-defined standards of ranking and the differences between jobs may not be equal – No safeguards against strong subjective influences – New jobs would need to be compared with existing jobs to determine their appropriate rank
Classification	<ul style="list-style-type: none"> – Fairly simple method but demanding slightly more work than ranking – Flexible under changing circumstances or adapting to completely new jobs – Class/grade structure exists independent of the jobs 	<ul style="list-style-type: none"> – Difficult method to administer if large number of classes/grades and steps involved – Method prone to frequent ambiguity – Some jobs may appear to fit within more than one grade/category
Factor comparison	<ul style="list-style-type: none"> – Value of the job expressed in monetary terms – Can also be applied to newly created jobs – Wage structure can be widely differentiated 	<ul style="list-style-type: none"> – Complicated and sophisticated approach – Lengthy application and time-consuming procedure – Standard used for determining the pay for each factor may have built in biases that would affect certain groups of employees (such as females or minorities).
Point method	<ul style="list-style-type: none"> – Systematic approach possible – Relatively easy to understand and operate – Applicable to wide range of jobs. – Can be applied to newly created jobs 	<ul style="list-style-type: none"> – Relatively inflexible in critical areas – Relatively time-consuming procedure – Standard used for determining the pay for each factor may have built in biases that would affect certain groups of employees (such as females or minorities)

Definition of Remuneration Factors for Nursing

No matter which method your organisation chooses, it is important to develop the indicating factors which reveal the important attributes of various jobs in the organisation. These attributes are the determinants that the organisation is 'paying for', which aspects of jobs place one job higher in the job hierarchy than another. These yardsticks are called **remuneration factors**. Currently, most job evaluation systems cover knowledge and skills, effort, responsibility and working environment as remuneration dimensions. However, the number and definition of factors in each dimension may vary. Internationally, job evaluation systems tend to be built around the five principal factors listed in Table 2.

Table 2: Skill, effort, responsibility, working conditions and freedom to act

New Zealand ¹⁷	Sweden ¹⁸	United Kingdom ¹⁹
<u>Knowledge and Skills</u>		
1. Knowledge and understanding	1. Education and experience	1. Knowledge, training and experience
2. Physical skills	2. Physical skills	2. Physical skills
3. Mental skills	3. Knowledge and skills updating	3. Analytical and judgment skills
4. Communication skills	4. Communication skills	4. Communications and relationship skills
5. Human relations skills	5. Application of knowledge	5. Planning and organisational skills
<u>Effort</u>		
1. Physical demands	1. Physical effort	1. Physical effort
2. Mental demands	2. Concentration	2. Mental effort
3. Emotional demands	3. Emotional effort	3. Emotional effort
<u>Responsibility</u>		
1. Responsibility for information and material resources	1. Responsibility for material assets and information	1. Responsibilities for information resources
2. Responsibility for supervision	2. Financial responsibility	2. Responsibilities for financial and physical resources
3. Responsibility for well-being	3. Responsibility for staff management	3. Responsibilities for research and development
4. Responsibility for planning, organisation and development	4. Impact on the well-being of the public	4. Responsibilities for patient / client care

5. Planning and coordination

5. Responsibilities for policy and service development implementation
6. Responsibilities for human resources

Working conditions / environment

1. Hazards
2. Environment

1. Hazards
2. Working conditions
3. Work pressure and stress

1. Working conditions

Freedom to act

1. Freedom to act

See Appendix III, factor definitions used in NHS of UK.

Equal Remuneration and Job Evaluation

Job evaluation is the main mechanism available to ensure compliance with the principle of equal pay for work of equal value. In order to avoid discrimination, it is necessary to pay close attention to every step in the process. Job evaluation has aroused considerable interest as a practical way of implementing the principle of equal remuneration for men and women. According to the International Labor Organization (ILO), Equal Remuneration Convention, 1951, rates of remuneration should be established “without discrimination based on sex”, and men and women should receive equal remuneration for “work of equal value”. It is generally recognised that the application of these laws is far from satisfactory and partially because “work for equal value” is not easily defined. Job evaluation, when properly done, appears to be one of the only means available to advance equal remuneration for men and women.

A contemporary job evaluation system must be both gender neutral and modern. Gender discrimination may occur at a number of stages along the way.

Recommendations to decrease the risk for discrimination include:

- *Selecting factors:* Factors must be chosen systematically, irrespective of the worker’s sex, and clearly defined.
- *Gender neutral weighting:* Factors are given different weights according to their importance. Weighting can have a considerable impact on the final outcome of a job evaluation. If factors that benefit traditionally female jobs are accorded less weight, the job evaluation system is not gender neutral, even if a balance has been achieved between factors.
- *Gender neutral job descriptions:* Acquire an accurate description of the demands and responsibilities the work entails. The differences that exist between how women and men describe their jobs may affect the job evaluation. Questionnaires used as a basis for job descriptions must be carefully worded and gender-neutral.
- *Evaluation:* When evaluating jobs, it is important to ensure the members involved are comprised of both women and men and represent different age groups. There must be a mechanism that allows for different interpretations to be discussed and a consensus reached.²⁰

International Classification of Nursing

The International Standard Classification of Occupations (ISCO) is a tool for organising jobs into a defined set of groups according to the tasks and duties undertaken in the job. ISCO-08 (2008 the most recent volume replacing the 1988 and 1968 versions) has been developed to facilitate international comparisons of occupational statistics and to serve as a model for countries developing or revising their national occupational classifications.²¹ The ISCO organises occupations in a hierarchical, four layer structure, built on the basis of the type of work performed as reflected in the level, and in the specialisation, of the skills needed to execute a job. Jobs are grouped into occupations according to the degree of similarity in their constituent tasks and duties. For example, the following nursing jobs are grouped together in ISCO-88 to form the occupation unit groups:

- 222: **Nursing and midwifery professionals** (1st level/generally well trained workers in jobs that normally require a university or advanced-level degree).
- 322: **Nursing and midwifery associate professionals** (2nd level/generally requiring skills at a tertiary non-university educational qualification level).
- 532: **Personal care workers in health services** (support worker).²²

NNAs are strongly encouraged to become active in the process of providing feedback in the discussions/negotiations with competent authorities regarding the classification of nursing personnel. Using this system of classification, comparability issues may arise. For example, while physicians are unambiguously identified among the professional major group, the classification of nurses and midwives is less clear, crossing two major groups where they could be recorded: 'nursing and midwifery professionals' (code 222) or 'nursing and midwifery associate professionals' (code 322). This distinction was designed to reflect differences in tasks and duties that may be a consequence of differences in work organisation as well as in education and training.

Use of ISCO-08 to the greatest detail possible would greatly improve cross-national comparability and facilitate use of health workforce information for informed decision making. Maintaining the professional status of the 1st level professional nurse in discussions and negotiations with the competent authorities requires on-going diligence and a strong voice, especially when health sector reform is being developed.

Taxonomy for Job Evaluation

Frequently, nurses have job descriptions that inadequately describe their role and fail to differentiate between the role of the registered nurse, other categories of nursing personnel and other health care workers. It is therefore essential that as professional nurses we use the most appropriate terminology to describe the work we do. A taxonomy is required that is capable of describing a set of relationships between various categories or levels relating to those competencies required of nursing personnel at each level of the continuum of care.

Many organisations use job evaluation systems that are on the whole based on complexity and level of education. Unless nurses describe their work accurately it is more difficult to ensure a correct level of reward. Documented data that reflects nursing practice represents the knowledge and skills that belong uniquely to nursing as well as the knowledge that nursing shares in collaboration with other disciplines. Colleagues, health team members and patients benefit when standard terminology is used to describe and assign nursing roles and functions.

Developing standardised nursing taxonomy will serve as a tool when drafting job descriptions and articulating nurses' contributions to the health of patients. It is important to identify the generic skills and use the associated verbs linked to the role performed – see ICN's *Describing the nursing profession: Dynamic language for advocacy*.²³

National Nurses Associations' Role in Job Evaluation

The objectives of national nurses associations (NNAs) can be categorised in three major areas: protection of the public, advancement of the profession, and safeguarding the professional, social and economic interests of nurses. As presented previously, in many countries the monetary value of nursing often ranks lower than for comparative professions. If adequate numbers of qualified nurses are to be recruited and retained in active practice, equal pay is central to the further development of nursing. It is important that the nursing profession define the nature of its work and assist in the development of relevant evaluation tools.

The following roles are proposed for NNAs to assess, advocate and ensure the job evaluation systems developed and used in their own countries are appropriate and non-discriminatory.

1. Lobby for policy decisions influencing job evaluation.
It is the responsibility of nursing leadership to encourage the development of the profession and of nursing services. Stimulating discussion on relevant job evaluation issues, reinforcing positive initiatives and attacking negative positions, is useful as well as vital. If a job evaluation exercise is to be undertaken, NNAs should be involved in the preparation stages, as well as throughout the entire study process, in order to ensure that the objectives and methodology selected are non-discriminatory. NNAs must be positioned as expert resources on job evaluation by developing clear policy positions. NNA printed policy statements, supported by data from relevant publications, research studies, and respected opinions, should be widely disseminated.
2. Analyse the situation.
Job evaluation is a complex and often long-term process. Nurses represent a large number of health care workers, frequently mobile and employed throughout the geographic territory and at all levels of the health sector. NNAs must first analyse the current nursing status. Are the nurses being paid fairly? Is the job evaluation system presently applied gender-neutral and non-discriminatory?
3. Identify the specific categories of personnel to be included in the evaluation.
The complexity of the nursing profession's infrastructure is compounded by its interdependent relationship with a multitude of other professionals and various client populations to develop clear job descriptions. NNAs must articulate the role of nurses in health care delivery using action verbs that describe the wide range of nursing functions and interventions. NNAs must sensitize public and health partners to the role and functions of nurses, assist in the development of standard job descriptions that can be adapted to specific job requirements, and negotiate (as a nurses' union or working with labour organisations) representing nurses in collective bargaining and local negotiations).
4. Participate in data gathering.
NNAs must facilitate access to appropriate sources of data (e.g. registering body, universities and field research results) and encourage their members to cooperate in the generation of useful data. Information is a source of power and NNAs must take advantage of their broad membership base and communication network to participate at various levels of research and data dissemination. If possible, NNAs may initiate or sponsor nursing research in these areas. Collecting all related materials in job

evaluation assists the development of guidelines for job evaluation to be used in health sector organisations. NNAs can mobilise members to advocate the association's position, showing strength through unity. And finally, NNAs can keep members informed and provide good feedback on the impact of job evaluation.

5. Monitor and evaluate the implementation of the job evaluation plan.
NNAs must monitor and evaluate the application of the system(s) used by various organisations and the results of job evaluations carried out. Undertaking annual reviews of the results and providing feedback sending strong messages for future improvement will ensure the credibility and viability of job evaluation systems.

Conclusion

In conclusion, this monograph has introduced job evaluation as a systematic approach to defining the relative worth of jobs within an organisation. This method can provide a positive contribution in resolving some problems of gender based discrimination. It is important to remember that evaluations are subjective and are influenced and revised over time. The general view of what is acceptable and what is discriminatory will also change over time. Jobs evolve and new jobs are created. So it is with job evaluations – they must be dynamic and flexible and adaptable to local conditions if they are to be useful. The practice of job evaluation will be successful when participants are trained in job evaluation, there is transparency when designing and planning job evaluation projects, there is good communication throughout the project, careful documentation of processes and results, and ongoing monitoring and evaluation of outcomes by gender. Hospitals and other health facilities interested in recruiting and retaining nurses would be wise to adopt a job evaluation system capable of sensing the work-related values held by the employees within the organisation and develop reward structures that mirror the level of staff competencies.

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Appendices

Appendix 1: Job Evaluation Questionnaire

Source: James Cook University, Queensland Australia:
cms.jcu.edu.au/hr/forms/index.htm

REQUEST FOR POSITION DESCRIPTION EVALUATION

1. **Is this a new position?**

No

Yes

2. **Is this position to be advertised? If so, please attach all relevant documentation.**

No

Yes

3. **Is this Position Description being submitted for re-evaluation? If so, please attach current report/documentation.**

No

Yes

4. **Please specify the Level, from 1 to 10, of present grading.**

5. **Position Number**

If you do not know this, please contact the person in your Division responsible for staffing matters or Human Resources Office.

6. **Title of the Position**

This should arise out of, and be consistent with, the description of the main purposes of the job below.

7. **Where is the Position located?**

8. **Is the Position currently occupied?**

No

Yes

Name of occupant:

Staff Number:

CONTACT NAME FOR ENQUIRIES: _____

HUMAN RESOURCES USE ONLY - JOB EVALUATION PROCESS

Job Evaluation Committee Evaluation:

Date

Committee Members:

Document Scan Number:

Comments:

GENERAL STAFF POSITION DESCRIPTION
Human Resources

The information provided in this document should give an accurate description of the position and its requirements, and be based on the General staff classification criteria.

GENERAL INFORMATION ABOUT THE JOB

This section is intended to provide general information about the job, such as where it is located, what decisions have been made about it and who is currently occupying it.

1 Position Number

If you do not know this, please contact the person in your Division/Office responsible for staffing matters or Human Resources office.

2 Local Title of the Job

This should arise out of, and be consistent with, the description of the main purposes of the job below.

3 Where is the Job located?

Office/Division

--

Main Purpose(s) of the Job (Focus):

This should be a short statement of 1 to 5 sentences explaining why the job exists.

--

STATEMENT OF DUTIES

List of Tasks or Duties:

List the most important or time-consuming tasks or duties first. The list is assumed to include the general requirement 'Any other duties, consistent with the employee's classification/qualifications, as directed by the supervisor' and this need not be written in.

	% of Position

ORGANISATIONAL RELATIONSHIPS

These questions ask about direct and indirect reporting relationships. If another person is supervised by you, they report direct to you. Those they supervise report indirectly to you.

Organisational Relationships:

Please complete a diagram below which shows where the position fits in the work unit, that is the title of the positions directly above, below and next to the position.

Describe the position/s which report directly to the position described in this document?

Please highlight one

No

Yes How many positions?

Please list them:

Staff Directly Supervised	Continuing Staff	Non-continuing Staff	Casual Staff

Are there any other jobs which report indirectly to this position?

Please highlight one

No

Yes How many?

Please provide a written response in relation to the position's impact and reporting relationships with other areas of the University and outside organisations.

SUPERVISION RECEIVED & LEVEL OF INDEPENDENCE

Supervision and Independence Required in the Job:

Supervision and Independence is the extent to which a staff member is able (or allowed) to work effectively without supervision or direction. Please describe and provide typical examples.

Financial Delegation:

If this position is responsible for the control of funds, show the level of financial delegation which is assigned to the position:

JUDGEMENT & PROBLEM SOLVING

Judgement and Problem Solving Required in the Job:

Judgement is the ability to make sound decisions, recognising the consequences of decision taken or actions performed. Please provide typical examples.

Problem solving is the process of defining or selecting the appropriate course of action where alternative courses of action are available. Please give examples of the more complicated problem solving required in this job. Please provide typical examples.

Recourse to Higher Level

Please give examples of the level at which the incumbent is expected/able to refer, or seek advice/assistance on, problems to another person. Please provide typical examples.

TRAINING & QUALIFICATIONS NEEDED TO DO THIS JOB

14 *Formal Educational Qualifications and Skills and Knowledge required to do this Job:*

Care should be taken to list educational qualifications which are really needed to do this job – i.e. those without which the job could not be done. Specifying

unnecessary qualifications is likely to discriminate against EEO groups who are less likely to have such qualifications. Desirable qualifications may be listed but the absence of these will not prevent an applicant from being appointed. Definitions of formal educational attainments are attached at A. Also include skills and knowledge genuinely required to do the job.

Essential

Desirable

SIGNATURE PAGE

Prepared By: _____ / /
(Date)

Supervised By: _____ / /
(Date)

Approved By: _____ / /
(If applicable) Director (Date)

Authorised By: _____ / /
(Mandatory) (Date)

Occupant: _____ / /
(if job currently filled) (Date)

Appendix II. Job Description for Nurses

Source: South London and Maudsley NHS TrustSource

Job Details

Job Title: Primary Nurse
Grade:
Hours:
Department:
Location:
Reports to:
Responsible for:
Prof Accountable To: Director of nursing

Job Purpose:

The post holder collaboratively assesses the needs of service users, plans, implements and evaluates the care given and maintains records associated with this process. This may include the co-ordination of care of service users liaising with other members of the multidisciplinary team where necessary. The post holder will carry out nursing procedures to a standard that ensures safe and effective care, and complies with the Nursing and Midwifery Council's Code of Professional Conduct.

Communications and Working Relationships:

COMMUNICATION WITH FREQUENCY

Service users and carers: Daily
Professional colleagues: Daily
Supervisor and supervisees: At least monthly

Facts and Figures:

The Lishman unit is a specialized provision that aims to investigate, and deliver treatment packages to clients with complex Neurological and psychiatric presentations. It comprises 10 beds for Neuropsychiatry and 7 beds for the acquired brain injury service. There are two distinct multidisciplinary teams for each service, and the postholder will be required to function as a primary nurse for clients within each specialty.

Key Responsibilities:

- 1) To assess needs, plan, implement and monitor care in collaboration with the service user, carers, and other members of the multidisciplinary team.
- 2) To implement care that meets the mental, physical, spiritual, psychological and social needs of the service user, and that is sensitive to age, culture, race, gender, ethnicity, social class, sexuality and disability.
- 3) To administer medication and psychological treatments with knowledge of contraindications and side effects, and relating accurate information to service users in a format they are able to understand.
- 4) To demonstrate an understanding of the distress caused by, and social and personal consequences of mental illness for service users and their carers.
- 5) To actively encourage service users to work towards self-determination and freedom of choice within legal, ethical and professional constraints.
- 6) To work within policy, professional and legal frameworks at all times. This requires

knowledge of NMC Code of Professional Conduct, risk assessment and child protection protocols, Mental Health Act and CPA, and Trust clinical policies.

Person Specification. Verified at interview **(I)**, by application form **(A)** or by a test **(T)**

Essential

Education/ Qualifications: RMN. (A/I)

Experience:

Ability to assess, plan, implement & evaluate care.

An ability to develop a therapeutic relationship. (A/I)

Knowledge:

A knowledge and understanding of the needs of people with mental health problems.

Skills and Abilities:

Demonstrates an ability to develop social relationships. (I)

Ability to present information both written and oral and communicate this effectively. (A/I)

An ability to develop ones own practice using the supervision process. (I)

Flexible in one's approach to interventions. (I)

Desirable

Education/ Qualifications:

Mentorship Training. (A/I)

Other professional development. (A/I)

Experience:

Experience of shift co-ordination. (I)

Experience of supervising and mentoring junior staff and students. (A/I)

Knowledge:

Experience of racial awareness/diversity training. (I)

Skills and Abilities:

IT skills. (I)

Clinical skills relevant to the post applied for. (A/I)

Skilled in the communication of sensitive issues. (I)

Skilled in supervision of others, and in providing critical and constructive feedback. (I)

Appendix III. Factors Definition

Source: NHS (2004). Job Evaluation Handbook (Second Edition)

- 1. Communication & relationship skills:** This factor measures the skills required to communicate, establish and maintain relationships and gain the cooperation of others. It takes account of the skills required to motivate, negotiate, persuade, make presentations, train others, empathize, communicate unpleasant news sensitively and provide counselling and reassurance. It also takes account of difficulties involved in exercising these skills.
- 2. Knowledge, training and experience:** This factor measures all the forms of knowledge required to fulfil the job responsibilities satisfactorily. This includes theoretical and practical knowledge; professional, specialist or technical knowledge; and knowledge of the policies, practices and procedures associated with the job. It takes account of the educational level normally expected as well as the equivalent level of knowledge gained without undertaking a formal course of study; and the practical experience required to fulfil the job responsibilities satisfactorily.
- 3. Analytical and judgmental skills:** This factor measures the analytical and judgmental skills required to fulfil the job responsibilities satisfactorily. It takes account of requirements for analytical skills to diagnose a problem or illness and understand complex situations or information; and judgmental skills to formulate solutions and recommend/decide on the best course of action/treatment.
- 4. Planning and organizational skills:** This factor measures the planning and organizational skills required to fulfil the job responsibilities satisfactorily. It takes account of the skills required for activities such as planning or organizing clinical or non-clinical services, departments, roles, meetings, conferences and for strategic planning. It also takes account of the complexity and degree of uncertainty involved in these activities.
- 5. Physical skills:** This factor measures the physical skills required to fulfil the job duties. It takes into account hand-eye co-ordination, sensory skills (sight, hearing, touch, taste, and smell), dexterity, manipulation, requirements for speed and accuracy, keyboard and driving skills.
- 6. Responsibilities for patient/client care:** This factor measures responsibilities for patient/client care, treatment and therapy. It takes account of the nature of the responsibility and the level of the jobholder's involvement in the provision of care or treatment to patients/clients, including the degree to which the responsibility is shared with others. It also takes account of the responsibility to maintain records of care/treatment/advice/tests.
- 7. Responsibilities for policy and service development Implementation:** This factor measures the responsibilities of the job for development and implementation of policy and/or services. It takes account of the nature of the responsibility and the extent and level of the jobholder's contribution to the relevant decision making process, for instance, making recommendations to decision makers. It also takes account of whether the relevant policies or services relate to a function, department, division, directorate, the whole trust or employing organization, or wider than this; and the degree to which the responsibility is shared with others.
- 8. Responsibilities for financial and physical resources:** This factor measures the responsibilities of the job for financial resources (including cash, vouchers, checks, debits and credits, invoice payment, budgets, revenues, income generation); and physical assets (including clinical, office and other equipment; tools and instruments; vehicles, plant and machinery; premises, fittings and fixtures; personal possessions of patients/clients or others; goods, produce, stocks and supplies). It takes account of the nature of the responsibility (e.g. careful use, security, maintenance, budgetary and

ordering responsibilities); the frequency with which it is exercised; the value of the resources; and the degree to which the responsibility is shared with others.

- 9. Responsibilities for human resources (HR):** This factor measures the responsibilities of the job for management, supervision, coordination, teaching, training and development of employees, students/trainees and others in an equivalent position. It includes work planning and allocation; checking and evaluating work; undertaking clinical supervision; identifying training needs; developing and/or implementing training programs; teaching staff, students or trainees; and continuing professional development (CPD). It also includes responsibility for such personnel functions as recruitment, discipline, appraisal and career development; and the long term development of human resources. The emphasis is on the nature of the responsibility, rather than the precise numbers of those supervised, coordinated, trained or developed.
- 10. Responsibilities for information resources:** This factor measures specific responsibilities of the job for information *resources* (e.g. computerized; paper based; microfiche) and information systems (both hardware and software, e.g. medical records). It takes account of the nature of the responsibility (security; processing and generating information; creation, updating and maintenance of information databases or systems); and the degree to which it is shared with others. It assumes that all information encountered in the NHS is confidential.
- 11. Responsibilities for research and development:** This factor measures the responsibilities of the job for informal and formal clinical or non-clinical research and development (R & D) activities underpinned by appropriate methodology and documentation, including formal testing or evaluation of drugs, or clinical or non-clinical equipment. It takes into account the nature of the responsibility (initiation, implementation, oversight of research and development activities), whether it is an integral part of the work or research for personal development purposes; and the degree to which it is shared with others.
- 12. Freedom to act:** This factor measures the extent to which the jobholder is required to be accountable for own actions and those of others, to use own initiative and act independently; and the discretion allowed to the jobholder to take action. It takes account of any restrictions on the jobholder's freedom to act imposed by, for example supervisory control; instructions, procedures, practices and policies; professional, technical or occupational codes of practice or other ethical guidelines; the nature or system in which the job operates; the position of the job within the organization; and the existence of any statutory responsibility for service provision.
- 13. Physical effort:** This factor measures the nature, level, frequency and duration of the physical effort (sustained effort at a similar level or sudden explosive effort) required for the job. It takes account of any circumstances that may affect the degree of effort required, such as working in an awkward position or confined space.
- 14. Mental effort:** This factor measures the nature, level, frequency and duration of the mental effort required for the job (e.g. concentration; responding to unpredictable work patterns, interruptions and the need to meet deadlines).
- 15. Emotional effort:** This factor measures the nature, level, frequency and duration demands of the emotional effort required to undertake clinical or non-clinical duties that are generally considered to be distressing and/or emotionally demanding.
- 16. Working conditions:** This factor measures the nature, level, frequency and duration of demands arising from inevitably adverse environmental conditions (such as inclement weather, extreme heat/cold, smells, noise, and fumes) and hazards, which are unavoidable (even with the strictest health and safety controls), such as road traffic accidents, spills of harmful chemicals, aggressive behaviour of patients, clients, relatives, and caregivers.



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