

Home Support Sector Pay Equity Program

2012

Women's Issues Branch

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Home Support Sector

Pay Equity Program

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We'd also like to thank the Office of Human Resources, Department of Social Development and the Department of Education and Early Childhood Development for their continuous support and commitment towards achieving pay equity for all the sectors involved in pay equity programs.

The Branch also recognizes and appreciates the support, guidance and expertise provided by the Commission de l'équité salariale, Province of Quebec.

Lastly, we'd sincerely like to thank the New Brunswick Home Support Association and all the home support workers who completed a job analysis questionnaire (JAQ). Without you, this process would not have been successful. Again, we sincerely appreciate your invaluable input into the process.

Thank you!

INTRODUCTION

In June 2005, the Government of New Brunswick released Facing the Economic Imperative: New Brunswick's Five Year Wage Gap Action Plan. This innovative plan outlines the strategies that New Brunswick will employ to reduce the Wage Gap.

The fourth goal of the Action Plan is to Increase the Use of Pay Equity Practices. In order to achieve this, government will:

- Work with partners to develop information and tools regarding pay equity practices that are practical in New Brunswick work places,
- Implement pay equity in all Parts of the public service, and
- Develop internal recognition programs for leaders in pay equity implementation.

By 2010, the goal is for more employers to implement gender-sensitive job evaluation, and to decrease the wage gap between male and female workers.

In 2006, government committed to establishing government as a model employer by starting job evaluations to extend pay equity to workers providing contracted services to government. Job evaluations will be conducted for Child Care Sector, Home Support Sector and Transition House Sector. In June 2009, the government made a commitment to implement a pay equity program targeting Human Service Workers who work in the Community Residences Sector.

The goals of bringing about pay equity and reducing the wage gap in this province are in keeping with the government's agenda. By addressing the wage gap, pay equity, and the underemployment of women in New Brunswick, we will not only increase the number and productivity of women in the workforce but also address skills and labour shortages.

What is the wage gap?

Wage gap represents the difference between the average wages earned by men and the average wages earned by women.

The wage gap is caused by outdated societal attitudes and beliefs about the place and value of women in the work place and the behaviours these attitudes and beliefs foster.

Here are the contributors to the wage gap:

1. the balance between work and family obligations for working women;
2. the job/industry clustering of working women; and
3. the undervaluation of traditional female occupations.

The undervaluation of traditional female occupations:

New Brunswick employers typically offer lower wages for “women’s work,” which encompasses most of the occupations that women are encouraged to enter.

In some cases, women’s work is paid less than men’s work of equal value. Pay equity addresses this issue by using a non-discriminatory job evaluation system and pay equity analysis.

What is pay equity?

Pay equity is defined by the principle of equal pay for work of equal value. The objective of a pay equity analysis is to compare the value of the work performed mainly or traditionally by women with the value of the work performed mainly or traditionally by men. If the jobs of women and men are of comparable value, then they should be paid the same.

What are the benefits of pay equity?

There are many advantages to implementing a pay equity program in a given workplace. Such a program results in the following:

- recognizing previously undervalued aspects of jobs;
- establishing clear and up-to-date job descriptions;
- establishing clear and up-to-date pay ranges; and
- clearly defined hiring criteria.

Inequitable remuneration has economic and social consequences for both women and men.

Job Evaluation and Pay Equity Process

The aim of the job evaluation and pay equity analysis process was to determine if any pay inequities exist for Home Support Workers working for Home Support Agencies contracted by government. The steps used to determine if any pay inequities exist are as follows:

- 1. Communication**
- 2. Establish Committees**
- 3. Identify Job Classes**
- 4. Job Evaluation Methodology**
- 5. Job Analysis Questionnaires**
- 6. Develop Job Descriptions**
- 7. Develop Typical Male Job Classes**
- 8. Job Evaluation Process**
- 9. Weighting of Factors and Sub-Factors**
- 10. Point Value of Factors and Sub-Factors**
- 11. Determine Value of Each Job Class**
- 12. Pay Equity Analysis**

This report will outline in detail the steps that were followed in achieving Pay Equity for Home Support Workers working for Home Support Agencies contracted by government.

1. Communication

In the summer of 2007 the Women's Issue's Branch began discussions with the Department of Social Development concerning Home Support Workers working for Home Support Agencies contracted by government.

In our discussions, it was identified that in New Brunswick there were approximately 3000 Home Support Workers working in approximately 48 Home Support Agencies contracted by government. The Department of Social Development through the Long Term Care, Disability Support Program allocates \$13.13/hour to Home Support Agencies contracted by the Province of New Brunswick for home support services. The Department of Social Development also pays Home Support Agencies contracted by government a transportation allowance of 3 to 4% of the total monthly hourly billing.

The Department of Social Development was able to provide the Women's Issues Branch with a list of Home Support Agencies contracted by government, in order to invite Home Support Workers to an information session in their respective regions. Due to confidentiality issues, access to the names and addresses of the individual Home Support Workers was unavailable.

The goal of the information sessions was to give Home Support Workers an overview of the Job Evaluation and Pay Equity Process and to invite them to participate in this important initiative.

The information sessions were held in both official languages throughout the province in February of 2008.

<i>Region</i>	<i>Date</i>
Edmundston	February 4, 2008
Campbellton	February 5, 2008
Saint John	February 12, 2008
Woodstock	February 13, 2008
Moncton	February 20, 2008
Miramichi	February 21, 2008
Tracadie-Sheila	February 25, 2008
Bathurst	February 26, 2008
Fredericton	February 28, 2008

Communication

Home Support Workers participation in the information sessions were as follows:

Participation Pay Equity Information Session

<i>Region</i>	<i>Home Support Workers*</i>	<i>Number of Participants</i>	<i>Percentage of Home Support Workers</i>
Moncton	653	28	4%
Saint John	583	101	17%
Fredericton	845	138	16%
Edmundston	317	0	0%
Restigouche	54	3	6%
Chaleur	61	5	8%
Miramichi	85	18	21%
Peninsula	197	34	17%
Total	2795	327	12%

**Estimated number of Home Support Workers per region.*

Every participant was provided with a pamphlet that contained information on the Pay Equity Program and was asked to submit their names if they were interested in participating on the Joint Steering Committee or the Joint Job Evaluation Committee.

A website was established for Home Support Workers to allow them the opportunity to receive updated information on the Pay Equity process, the ability to sign up for newsletters as well as to indicate their desire to participate on one of the committees.

Since our initial discussion with the Department of Social Development, as at April 2010, there are approximately 3200 Home Support Workers working in one of approximately 48 Home Support Agencies contracted by government. The Long Term Care, Disability Support Program allocates \$15.00/hour to Home Support Agencies contracted by the Province of New Brunswick for home support services. The Department of Social Development also pays Home Support Agencies contracted by government a transportation allowance of 4 to 5% of the total monthly hourly billing.

2. Establish Committees

Joint Steering Committee

In May 2008, the Women's Issues Branch established the Home Support Worker Joint Steering Committee. The committee consists of representation from Government, Home Support Agency owner/operators and Home Support Workers. It was important to have representation from all regions of New Brunswick in both official languages.

The Home Support Worker Joint Steering Committee members are:

Home Support Worker owners/operators

Region	Name
Fredericton	Pat Burgess
Miramichi	Kimberly Tompkins
Fredericton	Nancy Sills

Home Support Workers

Region	Name
Moncton	Rolande Doiron
Fredericton	Mary West
Péninsule Acadienne	Robert Doiron

Government Representatives

Department	Name
Women's Issues Branch	Nicole McCarty
Social Development	Joan McCarthy
Office of Human Resources	Lori Anne McCracken

The role of the Joint Steering Committee was to:

- Establish Terms of Reference
- Appoint a Joint Job Evaluation Committee
- Approve the job evaluation methodology
- Determine the weighting of factors and sub-factors
- Approve the job analysis questionnaires
- Approve the job descriptions
- Approve the job evaluation
- Approve typical male job classes
- Approve the pay equity analysis
- Report finding and recommendations to the government of New Brunswick

Establish Committees

Joint Job Evaluation Committee

In June 2008, the Women's Issues Branch established the Home Support Worker Joint Job Evaluation Committee. The committee consists of representation from Government, Home Support Agency owner/operators and Home Support Workers. It was important to have representation from all regions of New Brunswick in both official languages.

The Home Support Worker Joint Job Evaluation Committee members are:

Home Support Agency owners/operators:

Region	Name
Restigouche	Nathalie Arseneau White
Fredericton	Darlene Hood
St. Stephen	Trudy Higgins
Moncton	Marie Anderson

Home Support Workers

Region	Name
Moncton	Olivier Maltby
Péninsule Acadienne	France Richardson
Woodstock	Nadine Draus
Miramichi	Mary Goguen
Chaleur	Linda Theriault
Chaleur	Nancy Comeau
Edmundston	Louise Charette

Government Representatives

Department	Name
Women's Issues Branch	Anne Soles
Women's Issues Branch	Jessica Gerges
Social Development	Jamie Howie

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The role of the Joint Job Evaluation Committee was to:

- Establish Terms of Reference
- Develop the job evaluation methodology
- Develop the job analysis questionnaires
- Develop job descriptions
- Evaluate the job classes
- Develop typical male job classes
- Conduct a pay equity analysis
- Prepare the final report and develop recommendations

3. Identify Job Classes

A job class means a grouping of jobs that have the following three characteristics in common:

- similar duties and responsibilities;
- similar qualifications (education and experience); and
- same remuneration (same maximum rate of pay).

Therefore, if a position does not share the three characteristics described above with other positions, it constitutes a job class by itself.

It was determined that the following Job Class would be evaluated under the Pay Equity Program for Home Support Workers:

<i>Job Class</i>	<i>Definition</i>
Home Support Worker	For the purpose of this initiative, a home support worker is defined as person employed by a Home Support Agency contracted with the Province of New Brunswick who provides approved home support services to seniors and to adults with disabilities, under the Long Term Care Program or the Disability Support Program. Home support workers provide in-home supports to individuals and families in the areas of personal care, activities of daily living and home and family management, but does not include medical, nursing or rehabilitation services. The goal is to promote, maintain, strengthen or restore the individual’s well-being in the home and/or the family’s ability to provide support.

4. Job Evaluation Methodology

A Job Evaluation Methodology is a tool used to determine the relative worth of a job class within an organization. It is used for analyzing and comparing different job classes and placing them in a ranking order according to the overall demands of each job class. It is not concerned with the volume of work, with the person doing the job 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 value.

A Job Evaluation methodology enabled the Joint Job Evaluation Committee to assign a relative value to the job classes based on four main factors: required qualifications, job related responsibilities, effort required to perform tasks, and working conditions in which tasks are performed.

In order for the Joint Job Evaluation Committee to conduct an exhaustive, balanced analysis, the four main factors were broken down into 10 sub-factors. The Committee considered all of the major aspects of the overall demands of each job class.

<i>Factors</i>	<i>Sub-factors</i>
Required Qualifications	<ul style="list-style-type: none">• Education• Experience• Dexterity and Coordination
Responsibilities	<ul style="list-style-type: none">• Accountability/Decision Making• Communication/Interpersonal Relations• Supervision
Required Effort	<ul style="list-style-type: none">• Intellectual Effort• Concentration and Sensory Attention• Physical Effort
Working Conditions	<ul style="list-style-type: none">• Unpleasant or Hazardous Environmental Conditions

The following is the Job Evaluation Methodology used to evaluate the job classes for Home Support Sector.

Home Support Sector

Pay Equity Program

HOME SUPPORT SECTOR

Joint Job Evaluation Methodology

between
Home Support Workers and
The Government of New Brunswick

Home Support Sector

Joint Job Evaluation Methodology

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Introduction

The purpose of Job Evaluation for Home Support Workers is to establish the relative value of jobs within the Home Support Industry by means of a systematic and detailed analysis and rating of the job content. **Job evaluation does not measure nor reflect the performance, gender or qualifications of the individual in the job.**

Systematic job analysis and evaluation is based on two criteria:

- Certain identifiable factors are present in all jobs but to a varying degree.
- These identifiable factors can be measured or evaluated.

This system recognizes four factors – required qualifications, responsibility associated with the job, effort required to do the work and working conditions in which the duties are performed. In order to do a thorough and balanced analysis this system defines 10 sub-factors. These sub-factors will allow you to consider all of the important facets of the work carried out.

<i>Factors</i>	<i>Sub-factors</i>
Required Qualifications	<ul style="list-style-type: none"> • Education • Experience • Dexterity & Coordination
Responsibilities	<ul style="list-style-type: none"> • Accountability / Decision Making • Communication / Interpersonal Relations • Supervision
Required Effort	<ul style="list-style-type: none"> • Mental Effort • Concentration & Sensory Attention • Physical Effort
Working Conditions	<ul style="list-style-type: none"> • Unpleasant or Hazardous Environmental Conditions

You will be able to identify, for each of the 10 sub-factors, the degree that corresponds to each job class. It will provide guidelines, explanation and notes which will help the Joint Job Evaluation Committee apply this tool consistently and fairly for all jobs that have been identified.

The challenge, over the course of this exercise, is to determine the value of the job classes by taking a close look at **the requirements and characteristics of female jobs, as they are often overlooked.**

Required Qualifications

Education

This sub-factor measures the level of **education** required to perform the tasks.

The levels are expressed in terms of the theoretical knowledge acquired:

- through traditional education, and
- through all other recognized training: e.g. training provided by a company, a professional body, etc.

Consider the minimum level required to perform the tasks.

<i>Degree</i>	<i>Description</i>
1	Less than High School.
2	Less than High School with related training.
3	High School or equivalent.
4	High School or equivalent with related training.
5	High School plus one-year post-secondary program. (i.e. Certificate)
6	High School plus two-year post-secondary program. (i.e. Diploma)
7	Undergraduate degree in a related field.

Examples:

- CPR and First Aid training
- Home Care training

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This sub-factor measures the required **experience**, which includes:

- the minimum amount of prior experience required to learn the practical knowledge needed for the job, and
- the time required to become familiar with the job: to learn the techniques, methods, practices, processes, etc.

Here, you consider experience acquired in any related work, or in any pertinent life experience.

Consider the minimum experience REQUIRED to carry out the duties.

<i>Degree</i>	<i>Description</i>
1	Less than 3 months.
2	From 3 months to less than 6 months.
3	From 6 months to less than 12 months.
4	From one (1) year to less than two (2) years.
5	From two (2) years to less than three (3) years.
6	From three (3) years to less than five (5) years.
7	Five (5) years or more.

Examples:

- Practical experience required by the job but acquired as part of the family structure or volunteer/community work with adults with disabilities and seniors
- Practical experience in document management (i.e. recording observations, completion of forms)
- Practical experience in interpersonal relationships
- Prior experience in Home Support

Required Qualifications

Dexterity & Coordination

This sub-factor measures the level of **dexterity** and **coordination** needed to carry out the tasks, taking into account the speed of performance required.

Dexterity is the skill of using fingers and hands, performing accurate movements to pick up objects, button, dress, grasp, position, move or assemble objects, writing

Coordination is the combination of movements or muscular control used to perform a very coordinated action, driving vehicles, transferring clients, vacuuming, changing diapers, sewing

<i>Degree</i>	<i>Description</i>
1	Job requires tasks that demand co-ordination of gross motor skills, where speed is a minor consideration.
2	Job requires tasks that demand the co-ordination of gross motor skills, where speed is a moderate consideration OR Co-ordination of gross and fine motor skills, where speed is a minor consideration.
3	Job requires tasks that demand the co-ordination of gross motor skills, where speed is a major consideration OR Co-ordination of gross and fine motor skills, where speed is a moderate consideration OR Co-ordination of fine motor skills, where speed is a minor consideration.
4	Job requires tasks that demand the co-ordination of gross and fine motor skills, where speed is a major consideration OR Co-ordination of fine motor skills, where speed is a moderate consideration.
5	Job requires tasks that demand the co-ordination of fine motor skills, where speed is a major consideration.

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Fine motor skills means using small muscles, i.e. writing, dressing adults, opening small containers, taking pills out of blister packs, assembling objects, changing diapers, picking up small objects

Gross motor skills means using large muscles, i.e. using long-handled tools such as mops and brooms, folding laundry, lifting/transferring adults, climbing/bending, driving a vehicle, bathing clients

Dexterity & Coordination

Sub-factor Chart:

<i>Dexterity</i>	<i>Speed</i>		
	<i>Minor</i>	<i>Moderate</i>	<i>Major</i>
Gross	1	2	3
Gross/Fine	2	3	4
Fine	3	4	5

Speed is determined by the necessity of performing tasks within a specific period of time.

Minor – Speed is required at a regular pace.

Moderate – Speed is required at a regular pace but other tasks are at least as important such as precision of movements.

Major – The speed with which tasks are undertaken is central to the nature of the work.

Examples:

- Dexterity required by fine motor skills (i.e. writing, buttoning, zipping, moving objects, etc.)
- Coordination and dexterity required for driving a vehicle, changing diapers, lifting and manoeuvring/manipulating special equipment (i.e. wheelchairs, walkers, vacuum cleaners etc.)

Responsibilities

Accountability/ Decision Making

This sub-factor measures the level of **responsibility related to the accountability** assumed during the performance of duties.

The level is established on the basis of the direct consequences of decisions and actions on the success of a program or activity, at the administrative level (organization, loss of time, deadlines, confidentiality, etc.), service level (quality of services offered, image and reputation, etc.), or human level (physical and mental health and safety of others).

Consider the regular and routine decisions and actions to establish the level.

<i>Degree</i>	<i>Description</i>
1	Consequences of decisions and actions very limited . Very low level of responsibility.
2	Consequences of decisions and actions limited . Low level of responsibility.
3	Consequences of decisions and actions moderately significant . Level of responsibility moderate .
4	Consequences of decisions and actions significant . Level of responsibility is high .
5	Consequences of decisions and actions are major . Level of responsibility is very high .

Examples:

- Responsibility for confidentiality
- Responsibility for record keeping (i.e. incident reports)
- Responsibility for the health, safety and well-being of others
- Responsibility to follow the Home Support Services Standards

Responsibilities

Communication/ Interpersonal Relations

This sub-factor measures the level of **responsibility with regard to the communication** assumed during the performance of duties.

Establish the level on the basis of the type of communication that must be carried out to do the work.

Consider verbal or written communications or sign language that must be carried out:

- **Within the service:** with clients, client's family, co-workers, or manager/supervisor,
- **Outside the service:** government representatives, Extramural, etc.

<i>Degree</i>	<i>Description</i>
1	Exchanging: Exchanging factual and/or work-related information.
2	Explanation and interpretation: Explaining and/or interpreting information and/or ideas.
3	Discussions: Discussing problems with a view of obtaining consent, cooperation and/or coordination of activities.
4	Collaborating and advising: Collaborating with individuals in order to guide them by drawing on one's professional experience and specialized knowledge.
5	Persuading and negotiating: Presenting arguments to convince people to take certain measures or make decisions for the purpose of coming to an agreement or a solution.

Examples:

- Communicate positively with clients to enhance their daily living (i.e. guide, help, comfort, nurture, etc.)
- Communicate positively with client's family or guardians
- Communicate effectively with manager/supervisor and other co-workers
- Collaborate with service providers (Extramural, social workers, physiotherapist)
- Record and present clear and concise documentation.

This sub-factor measures the extent to which an employee is required to **supervise** the work of other staff, but not clients.

Establish the level according to the nature of the responsibility (helping, coordinating, or supervising) and the number of persons coordinated or supervised.

<i>Degree</i>	<i>Description</i>
1	Helping: Orienting other staff in their work, as needed; showing them work methods, techniques, and procedures, etc.
2	Coordinating: Assigning, distributing, and ensuring that the work of <u>less than 5 persons</u> complies with the standards or specifications received.
3	Coordinating: Assigning, distributing, and ensuring that the work of <u>5 persons or more</u> complies with the standards or specifications received.
4	Supervising: planning work, establishing requirements, evaluating performance, and taking disciplinary measures for <u>less than 5 persons</u> .
5	Supervising: planning work, establishing requirements, evaluating performance, and taking disciplinary measures for <u>5 persons or more</u> .

This sub-factor measures the **intellectual effort** required for the performance of tasks.

The level of intellectual effort depends on:

- the complexity of the job: complexity of the situations to be dealt with, difficulties or problems to solve, quantity and newness of the information to process, learn, the degree of reasoning, creativity, and analysis required to deal with situations, etc.;
- the degree of independence and judgment required for organizing and completing the job.

<i>Degree</i>	<i>Description</i>
1	Work consists of very routine tasks with little or no choice as to the procedures used in achieving results.
2	Work consists of semi-routine tasks with few choices as to what procedures should be followed. Requires some judgment in making minor decisions.
3	Work consists of somewhat complex tasks with some choices as to what procedures should be followed. Requires a moderate level of judgment in selecting appropriate procedures and standards.
4	Work consists of complex tasks with several choices as to what procedures should be followed. Requires the use of considerable judgment in adapting procedures and standards to fit facts and conditions.
5	Work consists of difficult and complex tasks. Requires a high level of judgment where answers and solutions can only be found after careful thought and analysis.

Required Effort

Concentration & Sensory Attention

This sub-factor measures the duration and frequency of mental, visual and/or listening concentration required on the job. It includes the choice of action available to seek relief or perform less demanding tasks.

- Concentration includes activities such as: listening, interpreting, reading, watching, driving, or when a combination of the five senses, (sight, taste, smell, touch and hearing) are required in the course of doing the job that could result in mental/sensory fatigue.
- Consider components such as interruptions and the requirements for simultaneous processing of information, (e.g., maintaining concentration despite frequent interruptions or changes in work priorities.)

*Duration means how long you have to perform the activities each time.
Time is measured as follows:*

Short	Up to and including one (1) hour each time
Intermediate	Over one (1) hour and up to and including two (2) hours
Long	In excess of two (2) hours

*Frequency means how often you perform these activities.
Frequency is measured as follows:*

Occasional	Once in a while, most days
Frequent	Several times a day
Almost Continuous	Most working hours

Concentration & Sensory Attention

Identification of the level of Concentration and Sensory Attention required for the job:

<i>Degree</i>	<i>Description</i>
1	Occasional periods of short duration
2	Frequent periods of short duration OR Occasional periods of intermediate duration
3	Almost continuous periods of short duration OR Frequent periods of intermediate duration OR Occasional periods of long duration
4	Almost continuous periods of intermediate duration OR Frequent periods of long duration
5	Almost continuous periods of long duration

Sub-factor Chart:

<i>Frequency</i>	<i>Duration</i>		
	<i>Short</i>	<i>Intermediate</i>	<i>Long</i>
Occasional	1	2	3
Frequent	2	3	4
Almost Continuous	3	4	5

Examples:

- Concentration and attention required when dealing with requests for attention from client
- Concentration and attention required due to interruptions or distractions that occur during the performance of duties
- Concentration and attention required when preparing meals and feeding clients.

This sub-factor measures the level of **physical effort** required during the regular performance of duties.

Physical effort is:

- the amount of energy used to move more or less heavy weights or to walk, climb, stir, etc.;
- the energy utilized to maintain a unchanging work position (working in a standing or sitting position without the possibility of moving) or to perform accurate or repetitive movements (frequently lifting and moving light weights, etc.)

You must consider the **type** of physical effort, as well as the **duration** in order to establish a level.

Types of Physical effort:

Light	Sitting, driving, walking on even surfaces, lifting weights up to 10kg / 22lbs
Medium	Standing, climbing stairs, walking on uneven surfaces, lifting weights from 10kg / 22lbs up to 25kg / 55lbs
Heavy	Stooping, kneeling, crouching, lifting weights over 25kg / 55lbs

Duration of Physical effort:

Short	Up to and including one (1) hour, occasionally
Intermediate	Over one (1) hour and up to and including two (2) hours, occasionally, OR Up to and including one (1) hour, frequently
Long	In excess of two (2) hours, occasionally, OR Over one (1) hour and up to and including two (2) hours, frequently

*** Occasionally = 2 to 3 times per week ***

Frequently = Everyday

Physical Effort

Identification of the level of physical effort required for the job:

<i>Degree</i>	<i>Description</i>
1	Light activity of short duration
2	Light activity of intermediate duration OR Medium activity of short duration
3	Light activity of long duration OR Medium activity of intermediate duration OR Heavy activity of short duration
4	Medium activity of long duration OR Heavy activity of intermediate duration
5	Heavy activity of long duration

Sub-factor Chart:

<i>Frequency</i>	<i>Duration</i>		
	<i>Short</i>	<i>Intermediate</i>	<i>Long</i>
Light	1	2	3
Medium	2	3	4
Heavy	3	4	5

Working Conditions *Unpleasant or Hazardous Environmental Conditions*

This sub-factor measures the level of **unpleasant or hazardous environmental conditions** in which the work is usually performed.

These are linked to the following:

- physical environment: heat, noise, smells, repulsive matter, etc.;
- psychological environment: tight deadlines, difficult human relations, etc.

Consider the **number** and **frequency** of the unpleasant or hazardous environmental conditions to establish the level.

Determine the level of requirements related to the performance of duties.

<i>Degree</i>	<i>Description</i>
1	Very low level of unpleasant or hazardous environmental conditions.
2	Low level of unpleasant or hazardous environmental conditions.
3	Moderate level of unpleasant or hazardous environmental conditions.
4	High level of unpleasant or hazardous environmental conditions.
5	Very high level of unpleasant or hazardous environmental conditions.

Examples:

- Exposure to an unclean, unhealthy, uncomfortable and unsafe environment
- High stress level resulting from constant, conflicting and changing demands (i.e. burnout, mental fatigue, etc.)

5. Job Analysis Questionnaire

A Job Analysis Questionnaire (JAQ) is essential for providing all of the information required to analyze the nature of the work according to the factors and sub-factors used in the Job Evaluation Methodology. The purpose of the JAQ is to help incumbents describe their job responsibilities and outline the conditions under which they carry them out so it may be analyzed.

It is important to understand that a job analysis is not based on the person doing the job, but the job itself. While job analysis data may be collected from incumbents through interviews or questionnaires, the product of the analysis is a job description and not a description of the person.

The JAQ's are completed by the incumbents and then approved by their immediate supervisor. It is imperative that the supervisor agrees with the contents of the job and has the opportunity to add his/her comments. Once the supervisor has approved the JAQ it is submitted to the person responsible for evaluating the jobs.

A JAQ for Home Support Workers was developed by the Joint Job Evaluation Committee and approved by the Joint Steering Committee.

It was important that the Questionnaire be user friendly, therefore, it was decided that the Joint Job Evaluation Committee develop the description of key work activities. The participants were given the opportunity to indicate any other key work activities that were not identified on the list.

As stated earlier in the report, the JJEC did not have access to names and addresses of individual Home Support Workers, therefore invitations to complete the JAQ's had to be sent to the Home Support Agencies. The owner/operators received a covering letter asking them to distribute the invitations to the required number of employees in their agency. In order to receive the required amount of JAQ's, invitations were sent to 496 (15%) Home Support Workers to complete the JAQ in November and December 2008. The Home Support Workers were invited to participate in an information session and were given the JAQ to be completed, approved by their immediate supervisor and returned to the Joint Job Evaluation Committee. Participants were given 2 weeks to complete the JAQ.

Unfortunately, the information sessions were not well attended and therefore the targeted amount of JAQ's was not distributed.

The Joint Steering Committee determined along with a representative from the NB Home Support Association, that in order to receive the targeted amount of JAQ's the questionnaires would be mailed directly to the Home Support Agencies. The JSC enclosed a letter to the owner/operators of the Home Support Agencies asking them to distribute them to the targeted number of Home Support Workers in their agencies. The participants were asked to return the JAQ's within 2 weeks. The Joint Job Evaluation Committee received 764 completed JAQ's which represented 23.4% of the Home Support Workers working for Home Support Agencies contracted by government.

Job Analysis Questionnaire

The Job Analysis Questionnaire information sessions were held in the following regions

<i>Region</i>	<i>Date</i>
Campbellton	November 24, 2008
Bathurst	November 25, 2008
Caraquet	November 26, 2008
Edmundston	December 1, 2008
Woodstock	December 2, 2008
Moncton	December 10, 2008
Miramichi	December 11, 2008
Saint John	December 16, 2008
Fredericton	January 12, 2009

Home Support Workers participation in the information sessions was as follows:

<i>Region</i>	<i>Home Support Workers Invited</i>	<i>Number of Participants</i>
Moncton	107	12
Saint John	126	59
Fredericton	135	33
Edmundston	47	10
Restigouche	12	6
Chaleur	48	25
Miramichi	10	2
TOTAL	485	147

Submitted Job Analysis Questionnaires by Region:

<i>Region</i>	<i>Home Support Workers</i>	<i>Submitted JAQ's</i>
Moncton	377	109
Saint John	421	205
Fredericton	467	212
Edmundston	155	58
Restigouche	39	25
Chaleur	167	125
Miramichi	114	30
TOTAL	1740	764 (23.4%)

The following is a copy of the Job Analysis Questionnaire that Home Support Workers completed.

Home Support Sector

Pay Equity Program

HOME SUPPORT SECTOR

Job Analysis Questionnaire

INTRODUCTION

This Job Analysis Questionnaire is intended to collect information so that we can determine if Home Support Workers working in government contracted Home Support Agencies are being paid appropriately.

While at work, you perform a set of duties that:

- require skills,
- involve various types of responsibilities,
- require efforts (physical and intellectual), and
- require you to operate under certain working conditions.

Steps to Follow:

1. Please read the Job Analysis Questionnaire carefully, and complete each section (Please print). If you find that some questions do not relate to your job, please write in "N/A" - not applicable.
2. The information you provide should relate to the job as it is presently or related work that you have performed in the past.
3. In completing each section, be as specific and concise as you can.

Once you have completed the Job Analysis Questionnaire, please send it to the Women's Issues Branch using the self addressed stamped envelope given to you. You may wish to keep a copy.

If you require assistance, please call our toll free number 1-888-576-4444 or by email at nbwagegap@gnb.ca.

Job Analysis Questionnaire

Please complete the following information:

<i>Region:</i>							
<input type="checkbox"/>	Moncton	<input type="checkbox"/>	Saint John	<input type="checkbox"/>	Fredericton	<input type="checkbox"/>	Edmundston
<input type="checkbox"/>	Restigouche	<input type="checkbox"/>	Chaleur	<input type="checkbox"/>	Miramichi	<input type="checkbox"/>	Acadian Peninsula

<i>Language of Work:</i>					
<input type="checkbox"/>	English	<input type="checkbox"/>	French	<input type="checkbox"/>	Both

<i>Location of Work:</i>					
<input type="checkbox"/>	Urban (City or town)	<input type="checkbox"/>	Rural (Outside city or town)	<input type="checkbox"/>	Both

Job Analysis Questionnaire

The following section lists key work activities that are performed by Home Support Workers for the client. Please place a checkmark (✓) next to the activities that apply to your job:

Meal Preparation, Feeding & Kitchen Activities

- Assisting clients with creating menu and grocery shopping lists
- Preparing meals according to Canada's Food Guide
- Preparing foods according to the client's dietary needs (i.e. diabetics, puree or soft diet)
- Assisting in feeding (i.e. spoon feeding, straw feeding)
- Ensuring that a client gets adequate fluids
- Monitoring client during meal time (i.e. choking, swallowing)
- Encouraging client to take meal replacements (i.e. Boost, Ensure)
- Reporting any changes to feeding and drinking habits (i.e. monitoring for proper nutrition)
- Monitoring for unsafe foods (i.e. spoiled or contaminated foods)
- Cleaning surfaces of kitchen appliances
- Disposing of garbage
- Washing client's dishes

Job Analysis Questionnaire

Housekeeping for Clients

- Doing laundry as required in the client's home
- Doing laundry as required in a residential home (apartment building)
- Doing laundry at a Laundromat or other arrangements
- Ironing
- Folding and putting laundry away
- Vacuuming
- Dusting
- Mopping and sweeping floors
- Cleaning and disinfecting bathroom/commode
- Changing and making beds

Bathing and Grooming

Assisting clients with:

- Dressing
- Bathing
- Sponge baths
- Make-up
- Hair care (shampoo/setting/combing)
- Shaving
- Nail care
- Mouth and denture care

Job Analysis Questionnaire

Toileting, Urinary and Bowel Management

- Changing adult diapers/incontinence pads
- Emptying catheter bags
- Caring for bedridden clients (i.e. cleaning feces, urine)
- Reminding clients to use washroom
- Reporting bowel or urinary changes (i.e. evidence of blood)

Transferring and Mobility

Encouraging and/or assisting clients with transfer:

- On and off toilet or commode
- Bed to chair
- In and out of bathtub/shower
- Transferring clients with special equipment (i.e. Hoyer lift, transfer belt, etc.)
- Assisting and encouraging clients with mobility

Medical Treatments/Emergencies

- Reminding/assisting clients with taking medications
- Reporting and monitoring client's medical changes (including mental or physical changes, signs of drug abuse, evidence of falls, abuse and neglect, etc.)

Social Interaction

- Accompanying clients for walks, outings, errands, etc.
- Providing companionship to clients (reading, puzzles, cards, crafts and board games)

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Job Analysis Questionnaire

Please place a checkmark (✓) next to the activities that you do and indicate how often you do them:

Key Activity	How often		
	Once	Sometimes	Daily
<input type="checkbox"/> Pet care (i.e. feeding pets, changing litter box, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Carrying firewood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Cooking and cleaning for extended family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Massaging the throat (delegated function)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Tube feeding (delegated function)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Administering enemas/suppositories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Changing ostomy bags	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Hand washing laundry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Hanging clothes to dry indoors or outdoors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Sorting and arranging clothes according to season	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Scrubbing/waxing floors on hands and knees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Administering medication (medicated creams, eye drops, suppositories, oral meds, nitro patch, monitoring of blood thinners)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Blood sugar testing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Dressing change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Filling insulin syringes/Injecting insulin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Grocery shopping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Mending client's clothing and household items (i.e. bedding, curtains, buttons, hems, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Changing light bulbs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Cleaning windows indoors and that can be reached without using a ladder or step stool	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Accompanying clients to medical appointments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Applying Thrombo Embolism Deterrent (TED) stockings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Controlling oxygen levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Using a suction machine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Postural drainage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Job Analysis Questionnaire

Required Qualifications

Education:

What is the minimum level of education or formal training required to do this job?

Please note that this question is *not* referring to the education that you have, but what is required for the job.

(Please check one box only.)

- Less than High School
- Less than High School with related training
- High School or equivalent
- High School or equivalent with related training
- High School plus one-year post-secondary program (i.e. Certificate)
- High School plus two-year post-secondary program (i.e. Diploma)
- Undergraduate Degree in related field

Other courses/training required, please specify:

Job Analysis Questionnaire

Experience:

What do you think is the **minimum** amount of experience that is required for a new person to have the skills needed to do this job?

Experience may be acquired in any related work or in any pertinent life experience.

- Less than 3 months.
- From 3 months to less than 6 months.
- From 6 months to less than 12 months.
- From one (1) year to less than two (2) years.
- From two (2) years to less than three (3) years.
- From three (3) years to less than five (5) years.
- Five (5) years or more.

Job Analysis Questionnaire

Dexterity and Coordination:

Place a checkmark (✓) in the chart below of the activities that you do in your job and place a checkmark (✓) indicating how often you do them.

Frequency:

- **Sometimes** – Once in a while, when necessary
- **Often** – Several times a day or at least five days per week

<i>Activity Examples (check (✓) all that apply)</i>		<i>Sometimes</i>	<i>Often</i>
<input type="checkbox"/>	Writing	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Dressing clients	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Opening small containers	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Taking pills out of blister packs	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Putting together objects	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Changing diapers	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Picking up small objects	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Using long handled tool such as mops and brooms	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Folding laundry	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Lifting/transferring clients	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Climbing/bending	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Driving a vehicle	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Bathing clients	<input type="checkbox"/>	<input type="checkbox"/>

Job Analysis Questionnaire

Responsibilities

Accountability / Decision Making:

For each situation, please place a checkmark (✓) in the column that describes your job.

<i>When there is a situation you have not come across before, do you (check all responses that apply)</i>	<i>Never</i>	<i>Sometimes</i>	<i>Often</i>	<i>Most of the Time</i>	<i>Not Applicable</i>
Ask your manager/supervisor what to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask co-workers for help in deciding what to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Read manuals and figure out what to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Decide with your manager/supervisor what to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Check guidelines and past practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Decide what to do based on your related experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<i>If you have to make a decision do you get help from others? If so, please give examples.</i>	<i>Never</i>	<i>Sometimes</i>	<i>Often</i>	<i>Most of the Time</i>	<i>Not Applicable</i>
Manager/Supervisor Example:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Co-workers Example:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health and Other Professionals (i.e. Extramural, Social Workers) Example:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other, please specify:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Job Analysis Questionnaire

Communication / Interpersonal Relations:

Type of Communication

1. To exchange information.
2. To explain information or ideas.
3. To discuss problems with people in order to get approval, cooperation and/or coordinating activities.
4. Working with people and giving them advice in order to help them by using your professional experience and specialized knowledge.
5. Presenting arguments to convince people to take certain steps or to make decisions in order to come to an agreement or a solution.

Place a checkmark (✓) in the chart below of the people you talk with while working and using the information above, tell us what type of communication you have with them.

<i>People you talk with (check (✓) all that apply)</i>	<i>Type of Communication</i>					
	1	2	3	4	5	6
Co-workers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Manager/Supervisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Family members/guardians	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social workers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health and Other Professionals (i.e. Extramural, Social Workers, Mental Health, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community (i.e. church groups, landlords, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emergency Personnel (Police, Fire Department and Ambulance)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lifeline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hospital, doctor's office, telecare	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inspectors (i.e. Public Health, Fire Prevention)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Others (please specify):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Job Analysis Questionnaire

Supervision:

Do your job duties involve one or more of the following activities on a regular basis? If so, place a checkmark (✓) beside the activity and please provide an example.

<i>Activity</i>	<i>Example</i>
Provide orientation to others	
Provide advice to others on how to carry out job duties	
Assign and/or check work of others	
Supervise a work group	
Coach/mentor work of others	
Ensure that work complies with standards and procedures	
Schedule staff/coordinate replacements	
Evaluate staff performance	
Establish staff's workplan	
Responsible for taking disciplinary measures	

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Which statement best describes your responsibility for supervising the work of others?

- No responsibility for supervision of other staff
- Supervise other staff who do essentially the same work
- Supervise other staff who hold different positions within the same area of activity
- Other, please specify: _____

How many employees do you supervise? _____

Job Analysis Questionnaire

Required Effort

Intellectual Effort:

Place one checkmark (✓) next to the statement that best describes your job. Please consider how much judgment and thought is required to do your job, as well as how hard the duties are to do. Also think about whether procedures and standards are available to help you in making decisions.

- Job duties are very routine with little or no choice as to the procedures used in achieving results
- Job duties are semi-routine with few choices as to what procedures should be followed. Requires some judgment in making minor decisions.
- Job duties are somewhat complex with some choices as to what procedures should be followed.
- Requires a moderate level of judgment in selecting appropriate procedures and standards.
- Job duties are complex with several choices as to what procedures should be followed. Requires the use of considerable judgment in adapting procedures and standards to fit facts and conditions.
- Job duties are difficult and complex. Requires a high level of judgment where answers and solutions can only be found after careful thought and analysis.

Job Analysis Questionnaire

Please provide examples to support/describe the choice made on the previous page:

Example 1

Example 2

Example 3

What is the most difficult aspect of your job?

Job Analysis Questionnaire

Concentration and Sensory Attention:

In the table below, please place a checkmark (✓) indicating the activities in your job that requires concentration and sensory attention (seeing, tasting, smelling, touching, and hearing) and then place a checkmark (✓) indicating how long and how often you perform these activities.

Duration means **how long** you have to perform the activity each time.

Frequency means **how often** you perform these activities.

- **Sometimes** - Once in a while, most days
- **Often** - Several times a day
- **Always** - Most working hours

Job Analysis Questionnaire

Activities Requiring Concentration & Sensory Attention (check (✓) all that apply)	Duration (cumulative)			Frequency			N/A
	Up to and including 1 hr	Over 1 hr up to 2 hrs	More than 2 hrs	Sometimes	Often	Always	
Preparation of written material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dealing with requests for attention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Driving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concentration on precise work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meal preparation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supervising clients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Active listening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oral communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transferring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical activities with clients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Medication assistance (i.e. blister packs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Job Analysis Questionnaire

Concentration and Sensory Attention (con't):

In performing your job duties, please provide examples where you perform two or more activities at once (i.e. listening and reading, observing and speaking, observing and writing) and/or where your attention must be shifted from one job duty to another.

Example 1

Example 2

Example 3

Physical Effort:

In the table below, please place a checkmark (✓) indicating the activities in your job that requires physical effort and then place a checkmark (✓) indicating how often and how long you perform these activities.

Frequency means **how often** you perform these activities.

- **Sometimes** – 2 to 3 times per week
- **Always** – Everyday

Duration means **how long** you have to perform the activity each time.

Physical Activity (check (✓) all that apply)	Frequency		Duration		Working Conditions (Please provide an example)
	Sometimes	Often	Up to and including 1 hr	Over 1 hr up to 2 hrs	
	More than 2 hrs	More than 2 hrs	More than 2 hrs	More than 2 hrs	
Transferring clients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Lifting, pushing, pulling, holding or moving light weights/objects (less than 10kg/22lbs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Lifting, pushing, pulling, holding or moving medium weights/objects (from 10kg/22lbs up to 25kg/55lbs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Lifting, pushing, pulling, holding or moving heavy weights/objects (more than 25kg/55lbs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Bending over, hunching, squatting, kneeling, climbing over, crawling, reaching, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Working while seated (can get up from time to time).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Working while standing (including walking).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Physical Effort (continued):

Frequency means **how often** you perform these activities.

- **Sometimes** – 2 to 3 times per week
- **Always** – Everyday

Duration means **how long** you have to perform the activity each time.

Physical Activity (check (✓) all that apply)	Frequency		Duration		Working Conditions (Please provide an example)
	Sometimes	Often	Up to and including 1 hr	Over 1 hr up to 2 hrs More than 2 hrs	
Performing repetitive motions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Maintaining one position.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Bringing a person who is agitated or experiencing a crisis under control.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Working in confined spaces and/or awkward positions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Mopping/sweeping/vacuuuming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Bathing/dressing clients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Climbing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Dealing with equipment (i.e. wheelchairs, oxygen tanks, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Job Analysis Questionnaire

Working Conditions

Unpleasant or Hazardous Environmental Conditions:

Please check (✓) the unpleasant or Hazardous Environmental Conditions that you are exposed to and specify how often they occur.

Frequency table:

1. Rare (seldom)
2. Sometimes (weekly, monthly, etc)
3. Often (several times daily)
4. Always (almost all of the time)

✓	<i>Unpleasant or Hazardous Environmental Conditions</i>	<i>Frequency (1, 2, 3 or 4) or N/A</i>
	Noisy environment Noise level such as loud televisions and radios..	
	Repulsive matter and odors Vomit, waste matter, blood, animal feces, etc.	
	Confidentiality of information Stress caused by the confidential nature of information.	
	Time constraints Tight, numerous, simultaneous, peak period, unforeseen deadlines.	
	Unpleasant or demanding verbal interactions Interactions that are difficult, conflictual, hostile that require patience, comfort, tact, diplomacy.	
	Situations involving violent physical interactions E.g. blows, bites, kicks, spits etc.	
	Unpredictable schedule and tasks E.g. multiple unpredictable tasks and hours of work.	
	Dust, vapours, and chemical odors Requires ventilation or wearing of protective equipment or a protective apparatus, mildew.	
	Hazardous materials, contaminants, contagious tissues Close contact with, near work, or handled, such as cleaning products, blood, etc.	

Job Analysis Questionnaire

Unpleasant or Hazardous Environmental Conditions (con't):

Frequency table:

1. Rare (seldom)
2. Sometimes (weekly, monthly, etc)
3. Often (several times daily)
4. Always (almost all of the time)

✓	<i>Unpleasant or Hazardous Environmental Conditions</i>	<i>Frequency (1, 2, 3 or 4) or N/A</i>
	Significant temperature variations or bad weather Going from indoor to outdoor, storms, etc.	
	High or low temperatures Which make the situation uncomfortable or unpleasant.	
	Difficult visual conditions (lighting, darkness, glare) Which strain the eyes.	
	Driving motor vehicles Exposure to traffic, accidents and weather conditions.	
	Confined areas Where air circulation makes it difficult to be there a long time.	
	Limited space Which restricts actions/motions.	
	Dirt, grease On skin or clothing.	
	Split shifts/ Shift work	
	Physical Environment Unsafe structures, isolated homes, animals.	
	Physical, mental and sexual abuse	
	Other (specify):	

Job Analysis Questionnaire

Respondent Identification

Questionnaire Number

--	--

Respondent's Name (First and Last): _____

I hereby confirm that the information I have supplied in this questionnaire accurately reflects my job to the best of my knowledge.

Date

Respondent's signature

Note

We may have to contact you to get further information on your job. Please indicate:

Phone number (work): _____

Fax number: _____

E-mail address: _____

This identification sheet will be detached from the questionnaire prior to evaluation.

5

****Please mail Job Analysis Questionnaire to:
Women's Issues Branch
Executive Council Office
P.O. Box 6000, 551 King Street
Fredericton, NB
E3B 5H1**

6. *Develop Job Descriptions*

Job descriptions are essential in order to evaluate the content of a job in relation to other jobs within the organization. Job descriptions clearly define job responsibilities and expectations. They keep employees focused on their job and they can be used for recruitment, orientation, and performance evaluation purposes.

A job description is a summary of the major duties and responsibilities of a position. It also includes to whom the position reports to, required qualifications, required effort and the working conditions.

A job description contains the following information:

1. Position Identification
2. Main Functions
3. Duties
4. Required Qualifications
5. Other
6. Working Conditions

The Joint Job Evaluation Committee summarized the results of the completed JAQ's, created job summaries, and developed job descriptions for each job class. The Job Descriptions were then presented to the Joint Steering Committee for approval.

The following is the approved job descriptions developed for Home Support Workers working for Home Support agencies contracted by government.

Develop Job Description

Home Support Worker - Job Description

Job Purpose:

A Home Support Worker provides support services to individuals with restricted functioning levels, loss of autonomy, and/or with disabilities. They are employed to provide assistance to clients to allow them to remain in the comfort and security of their own home. They provide assistance in the areas of personal care, activities of daily living, meal preparation, household management and maintenance, medication management, socialization and transportation. The Home Support Worker is responsible to meet and understand the physical, emotional, social and spiritual needs of the client.

Job Duties:

A Home Support Worker may carry out some or all of the following duties:

- Administer personal care to clients with a variety of physical and/or cognitive limitations, such as aid in ambulation, transferring, personal hygiene, bathing and skin care, toileting, dressing, positioning/turning bedridden clients, etc.
- Plan and prepare nutritious and economical meals according to Canada's Food Guide, cultural and religious practices, and any allergies and/or medical conditions. Assist and/or feed clients when necessary
- Remind and/or assist with medication as prescribed
- Assist clients with medical equipment and exercises, such as wheelchairs, commodes, range of motion, etc.
- Perform client specific delegated functions such as changing dressings, bowel management, collecting specimens, administering medication, blood sugar testing, mist machines, oxygen tanks, etc.
- Report and monitor client's medical, physical and cognitive changes, such as evidence of falls, abuse and neglect, etc.
- Perform housekeeping and other home management duties, such as laundry, cleaning windows (without using a ladder or step stool), hanging clothes outdoors, mending and sorting clothes or household items, etc.
- Accompany and assist clients to medical appointments, errands, walks, outings, etc.
- Provide companionship and stimulation to the client
- Complete a wide variety of work related forms
- Share concerns and observations regarding the client and collaboratively determine the best course of action
- Other duties as deemed necessary

Qualifications:

Work at this level requires a High School diploma or equivalent and successful completion of the Personal Support Worker program, or equivalent training program as approved by the department of Social Development and a minimum of 3 months related experience.

Develop Job Description

Other:

- Department of Social Development prior contact and criminal record check
- Adhere to agency policies and procedures
- Good communication, written and interpersonal skills
- Ability to work well with clients, families, agencies and community services
- Ability to make effective decisions during emergency situations
- Ability to work independently in unfamiliar and uncontrolled situations
- Ability to freely lift up to 25kg / 55lbs
- Ability to work in confined spaces and awkward positions
- Coordination of gross and fine motor skills
- Valid New Brunswick driver's license may be required

Working Conditions:

Home Support Workers may be exposed to noisy, unclean, unhealthy, uncomfortable, and unsafe working environments. The incumbent will be dealing with clients who may have potentially infectious conditions as well as clients that may be aggressive or violent. They will also have to deal with repulsive matter and odors such as vomit, blood and feces. Home Support Workers may be required to travel to multiple clients, during their work day and accompany clients to appointments, under various weather conditions. Split shifts and shift work may also be a requirement of the job. Often, Home Support Workers have limited time to complete multiple tasks. Maintaining confidentiality of information is a difficult and stressful aspect of the job.

7. *Typical Male Job Class Descriptions*

The purpose of the Pay Equity Program for Home Support Workers working for Home Support agencies contracted by government is to determine if any pay inequities exist within the sector.

When conducting a Pay Equity Program you must first identify all the job classes within an organization and then determine the predominantly female job classes and the predominantly male job classes. The result of the evaluation will allow you to compare the value of the job classes that are predominantly male with the job classes that are predominantly female. This process will determine if any pay inequities exist and if required, redress differences in compensation.

It should be noted that there are no male comparators within this sector. In order to conduct a pay equity analysis, New Brunswick opted to follow the Province of Quebec's legislated methodology where a maintenance worker was chosen to be the typical male job class or comparator in situations where none exist.

In order to continue with the Pay Equity Program it was necessary to establish two typical male job classes and integrate them into the Home Support Sector. The typical male job classes are Foreman and Maintenance Worker. These two job classes were chosen because they are general enough to be integrated into any sector. Their job descriptions are such that they can be incorporated into the Home Support sector for analysis.

The following are job descriptions that have been developed for the Foreman and the Maintenance Worker.

Typical Male Job Class Descriptions

Foreman - Job Description

Job Purpose:

A Foreman is responsible for the day to day operations of a Home Support Agency in accordance with Acts, Regulations, Standards, Policies and Procedures. They are responsible to plan, organize, direct, control and evaluate the operations of a Home Support Agency. They are responsible for Financial and Human Resource Management and to ensure the maintenance of the agency. The Foreman is responsible for the health, safety and well-being of staff and clients. The incumbent is responsible to ensure that clients and families are provided with support in the areas of personal care, activities of daily living and home management.

Job Duties:

A Foreman may carry out some or all of the following duties:

- Ensure that policies, standards and regulations are adhered to (Home Support Services Standards, Employment Standards, Public Health Standards, Fire Prevention Standards)
- Develop, implement and revise, as needed, operational policies and guidelines
- Quality assurance of service delivery
- Human Resource management (i.e. job evaluation, disciplinary action, guidance and support, recruitment, professional development)
- Financial management (i.e. budgeting and forecasting, revenues and expenditures, payroll management, monitoring petty cash, cost analysis)
- Planning and conducting meetings (staff, resource professional, case conference)
- Record(s) management (i.e. personnel files, client files)
- Maintain accurate up-to-date client records and reports
- Daily management (i.e. client complaints, staff complaints, replacements, scheduling)
- Crisis management (i.e. communicable diseases, serious illnesses and/or injuries)
- Purchasing, receiving and inventory control of supplies, materials and equipment
- Respond to case managers request for service
- Create and maintain an environment that protects the health, safety and well being of staff
- Coordinate cleaning, ice and snow removal and landscaping operations
- Direct the maintenance and repair of the buildings machinery, equipment and heating, cooling, ventilation, plumbing and electrical systems
- Establish and maintain an open and cooperative relationship with each client and families

Typical Male Job Class Descriptions

Qualifications:

Work at this level requires a High School diploma or equivalent and successful completion of a college program in Business or equivalent training program and a minimum of five (5) years progressive and/or related experience.

Other:

- Demonstrate a sound knowledge of Provincial Acts, Regulations, Standards, Policies and Procedures governing the operation and administration of a Home Support Agency
- Ability to work in a team environment
- Excellent communication, written, problem-solving, decision making and interpersonal skills
- Ability to maintain confidentiality and a high degree of discretion
- Ability to work effectively with others (client, families, employees, government agencies, community partners, and professionals, etc.)
- Ability to remain calm and make timely and effective decisions during emergency situations
- Ability to multitask and prioritize

Working Conditions:

A Foreman works in an environment that is demanding and hectic. They must take precautions to ensure the health and safety of clients and staff. They may be exposed to unpleasant or demanding verbal interactions with clients, families and/or staff. The incumbent may be exposed to noisy, unclean, unhealthy, uncomfortable and unsafe environments when doing the initial assessment of clients. They are responsible to ensure that all information gathered within the Home Support Agency is kept confidential.

Typical Male Job Class Descriptions

Maintenance Worker - Job Description

Job Purpose:

A Maintenance Worker is responsible to clean and maintain the interior and exterior of a Home Support Agency and the surrounding grounds.

Job Duties:

A Maintenance Worker may carry out some or all of the following duties:

- Perform daily cleaning and maintenance tasks
- Sweep, mop, scrub and wax hallways, floors and stairs
- Wash windows, interior walls and ceilings
- Clean and disinfect washrooms and fixtures
- Fill containers and dispensers
- Empty and take out garbage and recycling boxes
- Maintain outdoor area, performing such duties as lawn mowing, snow and ice removal, raking, painting and ground maintenance
- Identify potential or actual health hazards in the agency
- Make minor routine repairs to building, hardware, furniture and other equipment
- Make adjustments and minor repairs to heating, cooling, ventilation, plumbing and electrical systems
- Identify when a tradesperson is required for major repairs
- Move heavy furniture, equipment and supplies
- Ensure that security and safety measures are in place in the agency

Qualifications:

Work at this level requires a High School diploma or equivalent and a minimum of three (3) months related experience. WHMIS training is a requirement of the job.

Other:

- Ability to work independently
- Clear communication, written and interpersonal skills
- Ability to freely lift more than 25kg/55lbs
- Coordination of gross and fine motor skills
- Ability to work in confined spaces and awkward positions
- Handle specialized equipment (snow blowers, lawn mower, maintenance tools, etc.)

Working Conditions:

A Maintenance Worker is exposed to repulsive matter and odors when cleaning washrooms and garbage containers. They are exposed to significant temperature variations while performing outdoor maintenance tasks such as snow and ice removal, mowing the lawn, repairing the building, etc. They are exposed to vapors and odors from paint and other various chemicals. Maintenance Workers are exposed to dust and dirt when making minor repairs to the building, maintaining public and outdoor areas, and when ensuring the proper functioning of the electrical, cooling, heating, ventilating, and plumbing systems.

8. Job Evaluation Process

Once all the relevant information concerning the job classes and job descriptions were approved, the Joint Job Evaluation Committee was able to proceed in evaluating the job classes. The Job Evaluation is based on the Job Evaluation Methodology in section 4 of this Final Report.

In determining the level within each sub-factor, the Joint Job Evaluation Committee (JJEC):

1. Read the definition of the sub-factor
2. Read any relevant information pertaining to the sub-factor in the Job Analysis Questionnaire and/or the Job Description
3. Read the level descriptions for the sub-factor
4. Decided which level of the sub-factor fits the job
5. Recorded the level on the Evaluation form and justified the decision
6. Repeated this process for each sub-factor in the Job Evaluation Methodology.

The above process was followed for every job class within the Home Sector including the Maintenance worker and the Foreman.

Once this process was complete the JJEC underwent a sore-thumbing process wherein they objectively compared their rating decisions to ensure that the value of each job class in relation to each other reflected the hierarchal structure of the Home Support Sector. The comparisons were performed using a factor by factor basis.

The job evaluation forms for each of the job classes were presented to the JSC for their approval.

The following pages are the approved job evaluation forms for each of the job classes.

Job Evaluation Process

Home Support Worker

Required Qualifications

1. <i>Education</i>	4	74
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High School diploma or equivalent and successful completion of the Personal Support Worker program or equivalent training program as approved by the Department of Social Development.

2. <i>Experience</i>	2	26
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A period of three months to six months is necessary in order to develop the knowledge and skills required to carry out the job duties of a Home Support Worker, including the functions delegated by other Health professionals. A Home Support Worker must establish trusting relationships with clients and families in order to ensure the health, safety and well-being of clients.

3. <i>Dexterity and Coordination</i>	3	36
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Muscular coordination and gross motor skills are necessary to transfer clients, to help clients with mobility, to change diapers, to bathe clients, to deal with medical equipment (Hoyer lifts, oxygen tanks, wheelchairs), using long-handled tools (brooms, mops, shovels), driving motor vehicles, assisting clients with exercise routines (walking, range of motion), etc. The use of dexterity and fine motor skills are necessary for dressing and undressing clients, blood sugar testing, changing dressings, writing and documenting, opening small containers or blister packs, putting together objects, sewing and mending, feeding clients, etc. Speed is required at a regular pace but other tasks are at least as important. In emergency situations, the speed with which tasks are undertaken is central to the nature of the work.

Responsibilities

4. <i>Accountability/Decision Making</i>	3	60
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The Home Support Worker's responsibilities in regard to the clients are moderately significant since they are responsible for the health, safety and well-being of a variety of clients. They work independently and usually make decisions based on guidelines and past practices but they have access to support from their agencies and Health and other professionals when dealing with situations that they have not come across before.

Job Evaluation Process

Responsibilities (con't)

5. Communication/Interpersonal Relations	3	60
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Communication/Interpersonal Relations is a very important aspect of the job. The Home Support Worker must communicate effectively with the client in order to determine their needs and to be able to obtain the client's cooperation. The Home Support Worker is required to discuss problems with clients, agencies and Health and other professionals in order to get their approval, cooperation and/or coordination of activities. In emergency situations, the Home Support Worker must be able to explain the situation in order to ensure that appropriate help is received. They must communicate effectively with family members, community service providers and Health and other professionals.

6. Supervision	1	14
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Supervisory responsibilities are not normally part of the job requirement. They may be asked to orient new staff and/or help other staff members to become familiar with their work by showing them work methods, techniques and procedures.

Required Effort

7. Intellectual Effort	3	72
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The work of a Home Support worker is guided by agency policies and procedures but they have some choices as to what procedures should be followed. They have the autonomy to set their own routine with clients and organize their work. There are precedents that cover most situations but they must use their judgment in selecting the appropriate procedures. Some situations that must be dealt with may include, new or unknown elements, therefore they must have the ability to analyze the situation and decide on the best course of action. They are often faced with clients who are in distress, hard to handle or confused and are therefore required to be creative in dealing with various situations. The Home Support Worker is often being trained by other Health professionals on new techniques required for the care of clients such as changing water bottles on oxygen tanks, changing dressings, mobility exercises, taking blood pressure, blood sugar testing, etc.

Job Evaluation Process

Required Effort (con't)

8. Concentration and Sensory Attention	3	72
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The work requires a high level of Concentration and Sensory Attention while supervising, observing, interacting and monitoring the clients to ensure their safety, health and well-being. Interruptions and distractions are frequent while carrying out the various tasks associated with the job. They are required to perform various tasks concurrently such as preparing meals while supervising the client, housekeeping and listening to the client, personal care and transferring clients, driving a vehicle while listening to the client, etc. The duration of uninterrupted time is up to and including one (1) hour, most working hours.

9. Physical Effort	3	72
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A Home Support Worker must be able to freely lift, move, push or pull medium weights up to 25kg/55lbs. They are required to transfer clients from their bed to chair, bath to chair, reposition clients, etc., without proper equipment. They are required to bend over, kneel, climb and hunch over in order to assist clients with personal care, housekeeping (i.e. carrying firewood) and mobility. At times they are in situations where they have to bring a client who is agitated or experiencing a crisis under control. There are also many situations where the Home Support Worker must work in confined spaces and awkward positions such as bathrooms, changing beds, helping clients out of bed, etc. Home Support Workers' physical effort consists of medium activities of intermediate duration.

Working Conditions

10. Unpleasant or Hazardous Environmental Conditions	4	72
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Home Support Workers may be exposed to noisy, unclean, unhealthy, uncomfortable, and unsafe working environments. The incumbent will be dealing with clients who may have potentially infectious conditions as well as clients that may be aggressive or violent. They will also have to deal with repulsive matter and odors such as vomit, blood and feces. Home Support Workers may be required to travel to multiple clients, during their work day and accompany clients to appointments, under various weather conditions. Split shifts and shift work may also be a requirement of the job. Often, Home Support Workers have limited time to complete multiple tasks. Maintaining confidentiality of information is a difficult and stressful aspect of the job. In the event of death or institutionalization of a client, the Home Support Worker is left without employment.

Job Evaluation Process

Foreman

Required Qualifications

1. <i>Education</i>	6	111
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High School diploma or equivalent and successful completion of a college program in Business or equivalent training program.

2. <i>Experience</i>	7	90
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A minimum of 5 years of progressive and/or related experience is necessary in order to develop the knowledge and skills required to carry out the job duties. Experience in Administration, Financial and Human Resource management and building and maintenance management is a requirement of the job.

3. <i>Dexterity and Coordination</i>	2	24
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Dexterity and fine motor skills are necessary to write reports and/or keyboarding, prepare the payroll, pay bills, count money, file, and document. Speed is required at a regular pace.

Responsibilities

4. <i>Accountability/Decision Making</i>	4	80
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A Foreman's managerial responsibilities are significant as they are accountable for all decisions related to the daily and long-term operation of a Home Support Agency (Human Resources, Financial, Programming, Administration, Agency, Acts, Standards, Regulations, etc.). A Foreman is responsible for the health, safety and well-being of each client and staff. They work independently and make decisions based on guidelines and past practices but they may have access to support from other professionals when dealing with situations that they have not come across before.

Job Evaluation Process

Responsibilities (con't)

5. Communication/Interpersonal Relations	5	100
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Communication/Interpersonal Relations is a very important aspect of the job since the Foreman is required to collaborate with individuals in order to guide them by drawing on their professional experience and specialized knowledge. They must communicate clearly and effectively with staff and clients to ensure their cooperation, support, consent and collaboration when informing, implementing programs and strategies, and resolving issues. A Foreman is responsible to ensure that Acts, Regulations, Standards, Policies and Procedures are adhered to. In emergency situations, they must communicate quickly and clearly to ensure the necessary intervention.

6. Supervision	5	70
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A Foreman is responsible for recruiting, orientating, developing work plans, establishing requirements, evaluating performance and determining professional development for staff. They are responsible to motivate staff, promote a respectful workplace and, when necessary, implement progressive disciplinary measures.

Required Effort

7. Intellectual Effort	5	120
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A Foreman is required to interpret and implement Acts, Regulations, Home Support Services Standards, policies and procedures. They are required to use a high level of judgment when developing and implementing internal policies and procedures and ensuring that they are adhered to and revised as required to fit facts and conditions. They are often faced with difficult decisions when dealing with situations that involve staff, clients, extended families, social workers and Extra-mural (i.e. Termination of services, disciplinary action, delegated functions, etc.). A Foreman is required to provide quality services with limited budget and resources. They are responsible to ensure that the programs and agency is maintained to the highest standards in order to ensure that health, safety and the well being of staff and clients.

Job Evaluation Process

Required Effort (con't)

8. Concentration and Sensory Attention	5	120
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The work requires a high level of concentration and sensory attention while supervising, observing, interacting and monitoring staff, mostly from a distance, to ensure their safety, health and well-being. Interruptions and distractions are frequent while trying to complete paperwork and other various tasks associated with the job. They are required to perform various tasks concurrently such as answering the telephone while completing paperwork/keyboarding, observing staff and documenting, listening and writing, talking and keyboarding, meeting with clients and documenting etc.

9. Physical Effort	2	48
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The duties of a Foreman are performed while seated which requires them to maintain one position for long periods of time. They are required to observe the activities within a client's home which would require them to stand for short periods of time.

Working Conditions

10. Unpleasant or Hazardous Environmental Conditions	3	54
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A Foreman works in an environment that is demanding and hectic. They must take precautions to ensure the health and safety of clients and staff. They may be exposed to unpleasant or demanding verbal interactions with clients, families and/or staff. The incumbent may be exposed to noisy, unclean, unhealthy, uncomfortable and unsafe environments when doing the initial assessment of clients and when conducting performance reviews. They are responsible to ensure that all information gathered within the Home Support Agency is kept confidential.

Job Evaluation Process

Maintenance Worker

Required Qualifications

1. <i>Education</i>	3	56
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High School diploma or equivalent is required to carry out the duties of a Maintenance Worker.

2. <i>Experience</i>	2	26
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A minimum of three (3) months of related experience is necessary in order to develop the knowledge and skills required to carry out the job duties.

3. <i>Dexterity and Coordination</i>	2	24
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Muscular coordination and gross motor skills are necessary to lift, arrange and set up equipment, clean, use long-handled tools (brooms, mops), mow the lawn and snow and ice removal. Dexterity and fine motor skills are necessary to repair small objects and equipment, write and document, put together objects, change light bulbs, pick up small objects etc. Speed is required at a regular pace.

Responsibilities

4. <i>Accountability/Decision Making</i>	2	40
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Maintenance Worker's consequences of decisions and actions are limited. They usually make decisions based on guidelines and past practices. Maintenance Workers have immediate assistance from their supervisors. They contribute to the health and safety of other by ensuring that the agency is well maintained.

5. <i>Communication/Interpersonal Relations</i>	1	20
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Maintenance Workers exchange factual and work related information with their Supervisor, coworkers, suppliers and health and fire inspectors.

6. <i>Supervision</i>	1	14
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Supervisory responsibilities are not part of the job requirement.

Job Evaluation Process

Required Effort

7. Intellectual Effort	2	48
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The duties of a Maintenance Worker are usually guided by the Agency owner as well as Standards, Policies, and Procedures. The work consists of semi-routine tasks with few choices as to what procedures should be followed. The Maintenance worker requires some judgment in making minor decisions.

8. Concentration and Sensory Attention	1	24
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The work requires a moderate level of concentration and sensory attention while performing their assigned tasks. The Maintenance worker may be interrupted and distracted occasionally while carrying out the various tasks associated with the job.

9. Physical Effort	3	72
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Maintenance Workers must be able to freely lift, move, push or pull heavy weights up to 25kg/55lbs. They are required to lift and move equipment. They are required to bend over, kneel, climb and hunch over in order to perform their assigned duties. They must perform repetitive motions, such as mopping, vacuuming and sweeping. There are also many situations where Maintenance Workers are required to work in confined spaces and awkward positions such as bathrooms, utility rooms, etc. They are also required to handle special equipment such as lawn mower, snow blowers, waxing machines, carpet cleaners, etc.

Working Conditions

10. Unpleasant or Hazardous Environmental Conditions	2	36
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A Maintenance Worker is exposed to repulsive matter and odors when cleaning washrooms and garbage containers. They are exposed to significant temperature variations while performing outdoor maintenance tasks such as snow and ice removal, mowing the lawn, repairing the building, etc. They are exposed to vapors and odors from paint and other various chemicals. Maintenance Workers are exposed to dust and dirt when making minor repairs to the agency, maintaining public and outdoor areas, and when ensuring the proper functioning of the electrical, cooling, heating, ventilating, and plumbing systems.

Job Evaluation Process

Home Support Workers Summary of Job Evaluation

Job Class	Qualifications			Responsibilities				Required Effort			Working Conditions
	Education	Experience	Dexterity and Coordination	Accountability/ Decision Making	Communication/ Interpersonal Relations	Supervision	Intellectual Effort	Concentration and Sensory Attention	Physical Effort	Unpleasant or Hazardous Environmental Conditions	
Foreman	6	7	2	4	5	5	5	5	2	3	
Home Support Worker	4	2	3	3	3	1	3	3	3	4	
Maintenance Worker	3	2	2	2	1	1	2	1	3	2	

9. Weighting of Factors and Sub-factors

Weighting represents the value and importance given to each of the factors. The value or importance depends on the organizations' goals, objectives and mission. There is no universal weighting but it is important that it reflects the value of the organization and that it does not discriminate against women or men.

The total of the weights assigned to the four main factors must equal 100%. The total of the weights assigned to each sub-factor must equal the weight assigned to the factor. As a general rule, a sub-factor should not be less than 5% or greater than 15%.

For pay equity purposes, the weight assigned to each of the four main factors generally falls within the following ranges:

Required Qualifications	20% to 35%
Responsibilities	25% to 30%
Required Effort	20% to 40%
Working Conditions	5% to 15%

The sub-factors generally fall within the following ranges:

Education	10% to 15%
Experience	6% to 12%
Dexterity and Coordination	4% to 8%
Accountability/Decision Making	9% to 10%
Communication/Interpersonal Relations	9% to 10%
Supervision	7% to 10%
Intellectual Effort	8% to 14%
Concentration and Sensory Attention	6% to 13%
Physical Effort	6% to 13%
Unpleasant or Hazardous Environmental Conditions	5% to 15%

The Joint Steering Committee determined the weight of each of the four main factors by first assigning the weights to the sub-factors. The weights assigned to the factors and sub-factor reflects the Home Support Sectors goals, objectives and mission. The following page is a breakdown of the weights assigned to the factors and sub-factors for Home Support Workers working for Home Support Agencies contracted by government.

Weighting of Factors and Sub-factors

Home Support Workers Weighting of Factors and Sub-Factors

Factors	Qualifications	Responsibilities	Required Effort	Working Conditions	Total
Range	20% to 35%	25% to 30%	20% to 40%	5% to 15%	100%
Weight Assigned	28%	27%	36%	9%	
Sub-factors	Education 10% to 15% Experience 6% to 12% Dexterity and Coordination 4% to 8%	Accountability/ Decision Making 9% to 10% Communication 9% to 10% Supervision 7% to 10%	Intellectual Effort 8% to 14% Concentration and Sensory Attention 6% to 13% Physical Effort 6% to 13%	Unpleasant or Hazardous Environmental Conditions 5% to 15%	
Range	10% to 15%	7% to 10%	6% to 13%	5% to 15%	100%
Weight Assigned	13%	10%	12%	9%	

10. Point Value of Factors and Sub-factors

Once the weights were assigned to the factors and sub-factors in percentages, the weights were translated into points. It has been determined that 1000 points must be distributed to the four factors. (1000 points = 100%) The Joint Steering Committee determined the following to be the point values assigned to each of the four factors:

<i>Factor</i>	<i>Weighting</i>	<i>Point Value</i>
Qualifications	28%	280
Responsibilities	27%	270
Required Effort	36%	360
Working Conditions	9%	90
Total	100%	1000

The following is the point values assigned to each of the sub-factors:

<i>Factor</i>	<i>Sub-Factor</i>	<i>Weighting</i>	<i>Point Value</i>
Qualifications 28%	Education	13	130
	Experience	9	90
	Dexterity and Coordination	6	60
Responsibilities 27%	Accountability / Decision Making	10	100
	Communication/Interpersonal Relations	10	100
	Supervision	7	70
Required Effort 36%	Intellectual Effort	12	120
	Concentration & Sensory Attention	12	120
	Physical Effort	12	120
Working Conditions 9%	Unpleasant or Hazardous Environmental Conditions	9	90
Total		100%	1000

Point Value of Factors and Sub-factors

Once the point values of the sub-factors were determined, the committee was able to assign a point value to each level within the sub-factor by using the following Arithmetic progression formula:

$$\frac{\text{Sub-factor Level}}{\text{Total number of Levels within the Sub-Factor}} \times \text{Max. \# of points in sub-factor} = \text{Points}$$

For example, according to the Job Evaluation Methodology (section 4) there are 7 levels within the Education sub-factor and it was determined the total point value for the sub-factor is 130 points, in order to determine the point value for level 1 you would calculate:

$$\frac{1}{7} \times 130 = 19 \text{ points}$$

The following page is the completed Point Distribution table for the Home Support Workers Pay Equity Program.

Point Value of Factors and Sub-factors

Home Support Workers Point Distribution Table

Factor	Level		1	2	3	4	5	6	7	Maximum Points
	Sub-Factor	Weight								
Qualifications	Education	13%	19	37	56	74	93	111	130	130
	Experience	9%	13	26	39	51	64	77	90	90
	Dexterity and Coordination	6%	12	24	36	48	60			60
Responsibilities	Accountability / Decision Making	10%	20	40	60	80	100			100
	Communication/ Interpersonal Relations	10%	20	40	60	80	100			100
	Supervision	7%	14	28	42	56	70			70
Required Effort	Intellectual Effort	12%	24	48	72	96	120			120
	Concentration & Sensory Attention	12%	24	48	72	96	120			120
	Physical Effort	12%	24	48	72	96	120			120
Working Conditions	Unpleasant or Hazardous Environmental Conditions	9%	18	36	54	72	90			90
	TOTAL	100%								1000

11. Determine the Value of Each Job Class

The Joint Steering Committee determined the value of each job class by using the evaluation forms (Section 8) and the point distribution table (Section 10).

Home Support Workers Weighting of Factors and Sub-Factors

Job Class	Qualifications			Responsibilities			Required Effort			Working Conditions	Total
	Education	Experience	Dexterity and Coordination	Accountability/ Decision Making	Communication	Supervision	Intellectual Effort	Concentration and Sensory Attention	Physical Effort		
Foreman	111	90	24	80	100	70	120	120	48	54	817
Home Support Worker	74	26	36	60	60	14	72	72	72	72	558
Maintenance Worker	56	26	24	40	20	14	48	24	72	36	360

12. Pay Equity Analysis

At this point in the Pay Equity process, the job classes have been evaluated and the value for each female job class and each typical male job class has been determined.

As stated in the introduction to this report, Pay Equity is defined as equal pay for work of equal value.

The results obtained during this process enabled the Women's Issues Branch to conduct a pay equity analysis by comparing the remuneration for predominantly female job classes to typical male job classes of equal or comparable value within the sector.

If the remuneration for typical male job classes is higher than predominantly female job classes of equal or comparable value, the differences in remuneration must be evaluated in order to make the required adjustments.

To evaluate differences in compensation, the remuneration for all the job classes and the typical male job classes within the sector must be calculated.

In order to determine the average hourly wage for the typical male job classes, the Executive Council Office, Women's Issues Branch in consultation with the Department of Post-Secondary Education, Training and Labour, Labour Market Analysis Branch determined that a wage survey would be required. Marketquest Research was hired to conduct the hourly wage survey for Maintenance Workers. It was determined that the survey would only include Maintenance Workers working in a non-unionized environment. The average hourly wage for Maintenance Workers was determined to be \$11.86/hr.

Once the average hourly wage for the Maintenance Worker was determined, the average hourly wage for the Foreman had to be established. The average hourly wage for the Foreman was determined to be \$14.83/hr.

In determining the average hourly wage for the typical male job classes, the Women's Issues Branch had to ensure that the two following standards were respected:

- The hourly rates of remuneration assigned to each typical male job class were not less than the minimum hourly wage determined by the Employment Standards Act.
- The hourly rate of remuneration assigned to the Maintenance Worker must be equal 80% of the hourly rate of remuneration assigned to the Foreman.

In order to conduct a pay equity analysis, a wage line must be created between the two male job classes with all female job classes compared to this wage line. The 80% standard represents the New Brunswick labour market's average relativity between the remuneration of the Maintenance Worker and that of a Foreman (i.e.: differential in salary between employee and supervisor).

Once the remuneration for each job class was determined, the Women's Issues Branch calculated the differences that had to be eliminated between the predominantly female job classes and the typical male job classes. To calculate the differences in compensation the overall valuation method was used.

An overall valuation method establishes a wage line for the typical male job classes. This method will make it possible to determine whether the predominantly female job classes fall below the point corresponding with its value on the male wage line.

Pay Equity Analysis

Analysis:

To calculate the hourly wage for the Foreman the Joint Job Evaluation used the rule of three formula:

$$\frac{\$11.86}{\$ X} = \frac{80\%}{100\%}$$
$$(\$11.86 \times 100) / 80 = \$14.83$$
$$X = \$14.83$$

Each point awarded during the job evaluation process is associated with a corresponding value. It was determined that each point value equals \$0.0065 by using the following formula:

Difference between the valuation of the typical male job classes = 457 points (817-360)

Difference between the rate of remuneration for the typical male job classes
= \$2.97 (\$14.83 - \$11.86)

$$\$2.97 \div 457 = \$0.0065$$

Therefore, by subtracting the difference in points between the Maintenance Worker and the Home Support Worker, we can determine the fair hourly rate of pay by multiplying the difference in points by \$0.0065 and then adding this amount to the average salary for a Maintenance Worker.

For example, to determine the fair hourly rate for the Home Support Worker the JJEC used the following procedure:

Difference in points between the Maintenance Worker and Home Support Worker = 198

$$198 \times \$0.0065 = \$1.29$$

Pay Equity Analysis

Analysis (continued):

We now know that the difference in remuneration between the Maintenance Worker and the Home Support Worker is \$1.29. Therefore it was determined that the Home Support Worker's fair hourly rate should be \$13.15 (\$11.86 + \$1.29)

The Joint Job Evaluation Committee was able to determine the fair hourly rate of remuneration for Home Support Worker.

Home support worker = $198 \times 0.0065 = \$ 1.29$, therefore Home Support Worker Wage = $\$11.86 + \$1.29 = \$13.15$

Male Classes	Valuation of Male Classes (points)	Hourly rate of remuneration	Female Classes	Valuation of female classes	Fair Hourly rate
Maintenance Worker	360	\$11.86	Home Support Worker	558	\$13.15
Foreman	817	\$14.83			

Average Current Wage Rates (as of March 31, 2011):

The following outlines the results of the pay equity analysis for the jobs in the Home Support Sector based on average rates:

Job	Average Rate	Fair hourly rate	Inequity per hour
Home Support Worker	\$11.00	\$13.15	\$2.15

To determine if any pay inequities exist the remuneration data for Home Support Worker job class and the typical male job classes are compared.

Based on the above table, Home Support Workers are currently receiving an inequitable remuneration. In order to correct these inequities, they will require an increase in salary of approximately \$2.15.

The results obtained in this pay equity analysis outline the fair hourly rate that must be paid in order to achieve pay equity. Therefore, these job classes should be remunerated at the fair hourly rate. Pay equity adjustments will only be made for employees being paid less than the fair hourly rate.