

The Value of Care:

**Pay equity maintenance in
home care, transition houses,
and community residences**



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Thank you!

EXECUTIVE SUMMARY

Executive Summary

Background

From its very beginning the New Brunswick Coalition for Pay Equity has advocated for the right to pay equity for workers across the province. Pay equity is achieved when an employer pays the same wages for female-dominated jobs and male-dominated ones of same value.

The Coalition discovered early on that jobs in community care services were undervalued and underpaid compared to male-dominated jobs of same value. The *Pay Equity Act 2009* covers the public sector, but community services are not included because they are provided by not-for-profit organizations and businesses in the private sector.

It is within this context that the Coalition launched *Promoting the value of work in community care services*, a project which aimed to:

- Evaluate jobs in the community care sector
- Raise awareness among the public about pay inequity in the caregiving sector
- Call for public investments to ensure pay equity in that sector.

As part of this project the Coalition carried out a pay equity maintenance exercise to review pay equity exercises done by the provincial government between 2008 and 2014. Jobs are always changing; to ensure pay equity is maintained, job evaluations must therefore be reviewed regularly, every five years or when major changes occur.

Just as it did in 2008-2014, the Coalition used a sector-wide approach. In other words, the exercise covered services as a whole rather than a specific employer. Ordinarily, all of an employer's female-dominated jobs – in this case, all of a sector's jobs – would be evaluated. Because resources were limited, however, the committees evaluated only one job per service as benchmarks.

Four jobs and services were evaluated:

- Home Care Worker
- Crisis Intervener in transition houses for women victims of violence
- Direct Care Giver in community residences for adults
- Direct Care Giver in community residences for children.

Pay equity maintenance exercise steps

The maintenance exercise followed the following steps:

- Establish committees and define each of their roles
- Identify female-dominated job classifications

- Choose the job evaluation methodology and the job evaluation tool
- Review and update female-dominated job descriptions
- Review and update male-dominated job descriptions
- Evaluate jobs using the evaluation tool
- Weight factors and sub-factors
- Compare job classification values
- Determine wages for male-dominated jobs
- Calculate fair wages.

Committees and sector participation

To accomplish its tasks the Coalition created three committees: an advisory committee, a steering committee, and an evaluation committee.

- The **Advisory Committee**, made up of members with different and complementary expertise, was responsible for the methodology.
- The **Steering Committee**, made up of staff members and employers from six community care services, was responsible for updating job descriptions and supervising the job evaluation process.
- The **Job Evaluation Committee**, made up of staff members and employers from the three services being evaluated, was responsible for evaluating female-dominated jobs and male-dominated jobs using the evaluation tool.

The Coalition also called on the expertise of Ruth Rose, adjunct professor in economics at l'Université du Québec à Montréal and consultant on pay equity for the Conseil d'intervention pour l'accès des femmes au travail. It was also helped by resource people at the Pay Equity Bureau and Social Development Department.

Determining male comparator wages: methodology changes

There are no male comparators in the caregiving sector. This presented some challenges since pay equity normally requires comparing the value and wages of female-dominated jobs with those of male-dominated ones for the same employer. Male comparators therefore had to be found elsewhere.

The methodology used in 2008-2014 yielded disappointing and questionable results. That is why the Coalition fine tuned it for this exercise. In 2008-2014 the New Brunswick government used an adapted version of the methodology implemented in Québec under that province's pay equity law. For the purpose of this exercise the Coalition used a closer version of the original methodology. It used the same male comparators used in the first exercises – maintenance worker and foreman –, but it kept the 40% difference between the wages of the two jobs, as was recommended by Québec, rather than reduce it to 20% as was done in the 2008-2014

exercise. The maintenance worker’s wages were set at \$16.40, based on indexed data from Statistics Canada. Using the 40% ratio, the foreman’s wages were set at \$27.73.

Evaluation process

The Evaluation Committee used the 2008-2014 job evaluation tool with factors and sub-factors shown below. While each service had different weightings in 2008-2014, the Coalition used the same one for all three services evaluated.

| Factors | Sub-factors |
|---------------------------|--|
| Qualifications | <ul style="list-style-type: none"> • Training • Experience • Dexterity and coordination |
| Responsibilities | <ul style="list-style-type: none"> • Accountability/decision-making • Communication/interpersonal relations • Staff supervision |
| Effort required | <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 |

Pay equity maintenance results

The committees noticed that due to clients’ increasing needs, the jobs chosen for the pay equity maintenance exercise were more complex than they were in 2008-2014. The table below shows the results.

| Job classifications | Fair hourly wages | Current estimated hourly wages | Difference |
|------------------------------------|-------------------|--------------------------------|-------------------|
| Home care worker | \$21.97 | \$15.30 | \$6.67 |
| Crisis intervener | \$25.13 | \$14.40 to \$16.70 | \$10.73 to \$8.43 |
| Direct caregiver (adults) | \$25.25 | \$16.05 | \$9.20 |
| Direct caregiver (children) | \$25.25 | \$16.80 | \$8.45 |

Recommendations

The Coalition recommends:

- 1.** That the provincial government develop and implement a five-year plan to reach pay equity in the whole community care sector, including:
 - Increased public investments in wages until pay equity is achieved
 - The development of wage scales taking pay equity into account
 - The annual indexation of wage scales based on the consumer price index
 - Pay equity exercises for all community care jobs that have not been evaluated
- 2.** That the government ensures the maintenance of pay equity in the community care sector every five years;
- 3.** That the government extends the pay equity act to the entire private sector.

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INTRODUCTION

Introduction

From its very beginning the New Brunswick Coalition for Pay Equity has been advocating for the right to pay equity – equal pay for work of equal value – for the whole province. Pay equity is reached when pay for female-dominated jobs equals that of male-dominated jobs for the same employer.

The Coalition discovered early on that jobs in community care services were undervalued and underpaid compared to male-dominated jobs. From 2008 to 2014, in response to pressure from the Coalition, the government carried out pay equity exercises in community residences for children and adults, transition houses, home support agencies and childcare centres. But the results in terms of wages were disappointing: from \$12.50 to \$16/hr.

The New Brunswick Coalition for Pay Equity is a community of individuals and organizations who advocate for the right to pay equity and fair working conditions for women. To that end, it makes effective use of communication, awareness campaigns, research, lobbying for the adoption and implementation of legislation on pay equity and input in the development of public policies.

The Coalition's analysis showed that the government and pay equity committees did an excellent job for the most part. However, serious methodology errors devalued wages for male-dominated jobs (comparators) and thus those of employees whose jobs were being evaluated.

Since jobs and wages are always changing, it was time to re-evaluate these jobs. The Coalition thought it was a great opportunity to improve the methodology and therefore launched the *Valuing Community Caregiving Work Project*, a project which aimed to:

- Raise awareness about pay equity
- Evaluate jobs in the caregiving sector
- Lobby for public investment to achieve pay equity.

Over the course of the project, the Coalition carried out maintenance exercises to determine current fair wages for a single job in each of the following services: community residences for children and adults, transition houses for women and home support agencies.

The jobs which were evaluated are:

- Home Support Worker
- Crisis Intervener (transition houses for women victims of violence)
- Direct Caregiver for adults (community residences)
- Direct Caregiver for children (community residences).

These jobs were chosen for a pay equity maintenance exercise because they had already gone through a job evaluation exercise and a pay equity analysis in 2008-2014. Jobs and wages do change; job descriptions and job evaluations must therefore be reviewed periodically to ensure pay equity is maintained.

The Coalition kept the same male comparators used for the 2008-2014 exercise (maintenance worker and foreman) but improved the methodology by adjusting their value and wages.

Resources being limited, for the purpose of these exercises the Coalition had to choose a single job per service. Ordinarily, all female-dominated jobs for a specific employer should be part of the same pay equity exercise but evaluating jobs from different services side by side did provide a certain coherence between these jobs.

This report covers the ten steps in the pay equity maintenance exercise:

1. Establish committees and define each of their roles
2. Identify job classifications
3. Choose the job evaluation methodology
4. Review and update female-dominated job descriptions
5. Review and update male-dominated job descriptions
6. Evaluate jobs using the evaluation tool
7. Assign weight to factors and sub-factors
8. Compare job classification values
9. Determine wages for male-dominated jobs
10. Calculate fair wages.

It must be noted that the Coalition can only analyze jobs. It is up to employers and the government that subsidizes them (level of financing depends on services employers offer) to make necessary wage adjustments to achieve pay equity.

STEP 1

1. Committees

The Coalition set up three committees that contributed to the pay equity maintenance process: an advisory committee, a steering committee, and an evaluation committee. In this section we will explain their structures and roles.

Advisory Committee

In January 2019, the Coalition for Pay Equity formed the Advisory Committee made up of members with complementary expertise in various areas to support its work in the three components of the *Valuing Community Caregiving Work Project*: job evaluation, communication and advocacy work.

The Advisory Committee's roles and responsibilities in the pay equity maintenance exercise were to:

1. Provide technical support to the Steering Committee and the Evaluation Committee
2. Develop a common working framework for evaluation:
 - a. Adapt the job evaluation training guide
 - b. Establish which job evaluation tool would be used as well as the weighting for factors and sub-factors
 - c. Select the female-dominated job classifications to be evaluated
 - d. Approve male-dominated job classifications to be used and their job descriptions
 - e. Set the wage reference for maintenance worker and foreman
3. Use mediation to handle potential disagreements.

| Advisory Committee Members | |
|----------------------------|--|
| Erica Flynn | Personal Support Worker in a Special Care Home - Level II |
| Aline Johanns | Certified Human Resources Professional, CHRP |
| Wendy Johnston | Former Human Rights Representative, Canadian Union of Public Employees |
| Tina Learmonth | Chair of the New Brunswick Home Support Association, Area Director for Bayshore Homecare Solutions, Vice-Chair of the New Brunswick Human Services Coalition |
| Aditya Rao | Human Rights Representative, Canadian Union of Public Employees |
| Charline Vautour | Researcher in Adult Education and Literacy |

| Coalition for Pay Equity Team | |
|--------------------------------------|---|
| Tina Poirier | Valuing Community Caregiving Work Project Coordinator |
| Rachel Richard | Communications and Public Affairs |
| Johanne Perron | Executive Director |
| Resource People | |
| Ginette-Marie Leblanc | Consultant Long Term Care and Adult Protection – Social Development |
| Nicole McCarty | Director of the Policy and Strategic Initiatives Unit – New Brunswick Pay Equity Bureau |

Steering Committee

The Coalition for pay equity created the Steering Committee in December 2019. The Committee was responsible for the job evaluation component of the project. Its mandate was to:

1. Launch the job evaluation exercise:
 - a. Review job descriptions done for the first pay equity exercise to determine if they are still valid
 - b. Update job descriptions or if need be, prepare job analysis questionnaires
2. Approve the Evaluation Committee’s job evaluation report
3. Approve the pay equity analysis.

The 12-member committee consisted of employees and employers from the community care sector’s six services covered by the *Valuing Community Caregiving Work Project*: home support, transition houses for women, community residences for adults and children, special care homes, ADAPT agencies and family support. It was important that various regions of the province and both official languages be represented.

| Steering Committee | | | |
|---------------------------|--------------|-----------------------------|---------------|
| Nom | Titre | Service | Région |
| Kathy Mann | Employee | Home Support | Campbellton |
| Nathalie Arseneault | Employer | | Campbellton |
| Carrie Randall | Employee | Transition Houses for Women | Sussex |
| Geneviève Latour | Employer | | Moncton |

| | | | |
|--------------------------------------|--|-------------------------|-------------|
| Jessica Gouchie | Employee | Community Residences | Moncton |
| Nancy Tower | Employer | | Oromocto |
| Cathy Degrouchie | Employee | Special Care Homes | Dalhousie |
| Jan Seely | Employer | | Saint John |
| Sylvie Cyr | Employee | ADAPT Agencies | Grand Falls |
| Lesley Wetmore | Employee | Family Support Services | Moncton |
| Karen Howe | Employer | | Miramichi |
| Coalition for Pay Equity Team | | | |
| Tina Poirier | Valuing Community Caregiving Work Project Coordinator | | |
| Rachel Richard | Communications and Public Affairs | | |
| Johanne Perron | Executive Director | | |
| Resource People | | | |
| Aline Johanns | Content Expert, Certified Human Resources Professional, CHRP | | |
| Jessica Gerges | Program Advisor – Policy and Strategic Initiatives – New Brunswick Pay Equity Bureau | | |

Coalition staff was responsible for planning and leading the pay equity maintenance process and ensuring it went smoothly.

Job Evaluation Committee

In April 2020, the Coalition for Pay Equity established a job evaluation committee whose main responsibilities were to:

1. Validate existing job descriptions prepared by the Steering Committee
2. Use the job evaluation tool provided by the Advisory Committee to evaluate female-dominated job classifications
3. Evaluate male-dominated job classifications
4. Use weighted factors and sub-factors provided by the Advisory Committee to establish job classification comparative values using points
5. Calculate fair wages
6. Approve the job evaluation report (first stage) and submit recommendations to the Steering Committee
7. Give feedback on questions submitted by the Steering Committee and the Advisory Committee.

The eight-member committee consisted of employees and employers from three services: home support, transition houses for women, and community residences. The initial goal was to recruit 12 members – two staff members and two employers from each of the three services. Though the three services were represented, the Coalition was unable – despite numerous recruiting efforts – to ensure full representation.

The Coalition enlisted the help of Jessica Gerges and Aline Johanns, the same two experts it had called on for the Steering Committee.

| Job Evaluation Committee | | | |
|-------------------------------|--|-----------------------------|-------------|
| Nom | Titre | Service | Region |
| Lise Arseneault | Employee | Home Support | Moncton |
| Tina Learmonth | Employer | | Saint John |
| Mélanie Doiron | Employee | Transition Houses for Women | Sussex |
| Nadia Losier | Employer | | Moncton |
| Alysha Clements | Employee | Community Residences | Moncton |
| Laurie Underhill-Anderson | Employee | | Woodstock |
| Lise Hitchcock | Employer | | Grand Falls |
| Marie-France Maltais | Employer | | Campbellton |
| Coalition for Pay Equity Team | | | |
| Tina Poirier | Valuing Community Caregiving Work Project Coordinator | | |
| Rachel Richard | Communications and Public Affairs | | |
| Johanne Perron | Executive Director | | |
| Resource People | | | |
| Aline Johanns | Content Expert, Certified Human Resources Professional, CHRP | | |
| Jessica Gerges | Program Advisor – Policy and Strategic Initiatives – New Brunswick Pay Equity Bureau | | |

STEP 2

2. Job classes

A job classification refers to a group of jobs that have the following:

- Similar roles and responsibilities
- Similar qualifications (education and experience)
- Similar remuneration (same maximum wage rate).

Consequently, if a job does not share these three similarities with other jobs, it is in a job classification of its own. In small organizations or agencies, a job often corresponds to a job classification. For example, the following jobs can in fact be separate job classifications: secretary-receptionist, coordinator, intervener, programme officer, etc.

Resources and time being limited, the Coalition opted to evaluate only one job per service. In a pay equity exercise, the ideal would be to evaluate all job classifications in each service. For example, in addition to the jobs described above others such as cook, administrative assistant, etc. should also have been evaluated.

Job classifications in the following table were evaluated during this exercise.

| Job classification | Service | Role |
|-----------------------------|-----------------------------------|--|
| Personal Support Worker | Home support | To give assistance to disabled and elderly people so they can live at home. Services include personal care, housekeeping, medication management, etc. |
| Crisis Intervener | Transition Houses for Women | To offer intervention services to women living in transition houses who have suffered physical, emotional, psychological, financial, or sexual violence. |
| Direct caregiver (adults) | Community residences for adults | To provide care and monitoring services to those who need level 3 or 4 ¹ care and help them gain some autonomy and independence. |
| Direct caregiver (children) | Community residences for children | To supervise children and provide care in a safe therapeutic environment that fosters their development. |

¹ Level 3 – Clients have a medically stable physical or mental health conditions or functional limitation and require assistance and supervision on a 24-hour basis. These clients need a great deal of assistance with personal care and often require medical attention.

Level 4 – Clients have difficulties with cognition and/or behavior requiring supervision and care on a 24-hour basis. Clients may display aggressive behavior toward self and/or others. Most often they need maximum assistance with their personal care and activities of daily living. Often, they also require medical care. (From the report: Be Independent Longer. New Brunswick’s Long-Term Care Strategy, 2008, p.8)

STEP 3

3. Job Evaluation Methodology

A methodology must be used to evaluate, compare, and classify jobs for pay equity purposes. The challenge lies in establishing a job classification’s value by closely analyzing the often-neglected requirements and aspects of female-dominated jobs.

A job evaluation methodology is a tool used to determine a job classification’s relative value within an organization. It is used to analyze, compare, and rank different job classifications based on the overall demands of each one. It does not consider work volume, the person holding the job or wage determination. It is used to provide the basis for a fair and justifiable pay structure, particularly in determining equal pay for work of equal value.²

In any pay equity exercise, four factors are used to evaluate jobs: qualifications, job related responsibilities, effort required to perform tasks and working conditions. For more precision, these are divided into sub-factors.

To ensure continuity with the 2008-2014 exercises, we used the same tool. It contains ten sub-factors and offers instructions to evaluate the job classes.

The factors and sub-factors used are listed in the table below. The pages that follow explain each sub-factor and describes each level to consider when evaluating the jobs. The tool must be used fairly and uniformly for all jobs.

| Factors | Sub-factors |
|--------------------------------|--|
| 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 • Staff 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 |

² From the provincial government report Community Residence Sector 2014 – Pay Equity Program, p.11

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.

| Degree | Description |
|---------------|---|
| 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
- Human Services Certificate Program
- Home support training
- Non-Violence Crisis Intervention – Renewed as required
- Applied Suicide Intervention Skills Training
- Early Childhood Education Program
- Community College Courses through Distance Education
 - Behavior Modification
 - Psychology

Required Qualifications

Experience

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 and seniors with disabilities or youth
- Practical experience in document management (i.e. recording observations, completion of forms)
- Practical experience in interpersonal relationships
- Relevant experience working with individuals or families in crisis
- Team work experience
- Experience working with people

Required Qualifications

Dexterity and 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, grasp, position, move or assemble objects, writing/keyboarding...

Coordination is the combination of movements or muscular control used to perform a very coordinated action, driving vehicles, accompanying clients, climbing stairs, cooking and cleaning.

| <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 |

Fine motor skills means using small muscles, i.e. writing, opening small containers, taking pills out of containers, assembling objects, picking up small objects, keyboarding, manipulating keys, medical equipment, household appliances...

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

Sub-factor Chart

| Dexterity | Speed | | |
|------------------|--------------|-----------------|--------------|
| | <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 at times situations can require a more speedy response. (crisis situations, accidents, unusual situations).

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, picking up small objects, changing light bulbs, writing, buttoning, moving objects, etc.)
- Coordination and dexterity required for driving a vehicle, folding clothes, lifting, bending, and vacuuming
- 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 and 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. resident/client files)
- Responsibility for the health, safety and well-being of others
- Responsibility to follow standards, policies and procedures
- Responsibility for prescription/non prescription drug management
- Responsibility to follow the Home Support Services Standards
- Responsibility for Suicide Intervention
- Crisis management

Responsibilities

Communication and 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 residents/clients, resident/client's family, co-workers, manager/ supervisor and operator
- **Outside the service:** government representatives, community resources and Health and other professionals

| <i>Degree</i> | <i>Description</i> |
|---------------|--|
| 1 | Exchanging: Exchanging precise information or information related to the job |
| 2 | Explanation and interpretation: Explaining and interpretation of information or ideas |
| 3 | Discussions: Discussing problems with people in order to come to an agreement, get their cooperation and/or coordination of activities |
| 4 | Collaborating and advising: Collaborate with people to guide them by using your professional experience and specialized knowledge |
| 5 | Persuading and negotiating: Presenting arguments to convince people to take certain steps or to make decisions in order to come to an agreement or a solution |

Examples:

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

Responsibilities

Staff Supervision

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

Establish the level according to the nature of the responsibility (helping, coordinating, or supervising) and the number of staff members 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 staff members</u> complies with the standards or specifications received |
| 3 | Coordinating: Assigning, distributing, and ensuring that the work of <u>5 staff members 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 staff members</u> |
| 5 | Supervising: planning work, establishing requirements, evaluating performance, and taking disciplinary measures for <u>5 staff members or more</u> |

Required Effort

Intellectual Effort

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 and 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, data entry or when a combination of the five senses, (sight, taste, smell, touch and hearing) are required in the course of doing the job.
- 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 |
| 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:

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

Required Effort

Concentration and Sensory Attention

Identification of the level of concentration and sensory attention required for the job:

| Degree | Description |
|---------------|--|
| 1 | Perform the activities sometimes for periods of short duration |
| 2 | Perform the activities often for periods of short duration OR Perform the activities sometimes for periods of intermediate duration |
| 3 | Perform the activities always for periods of short duration OR Perform the activities often for periods of intermediate duration OR Perform the activities sometimes for periods of long duration |
| 4 | Perform the activities always for periods of intermediate duration OR Perform the activities often for periods of long duration |
| 5 | Perform the activities always for periods of long duration |

Sub-factor Chart:

| Frequency | Duration | | |
|------------------|-----------------|---------------------|-------------|
| | <i>Short</i> | <i>Intermediate</i> | <i>Long</i> |
| Sometimes | 1 | 2 | 3 |
| Often | 2 | 3 | 4 |
| Always | 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.

Required Effort

Physical Effort

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 an unchanging work position (working in a standing or sitting position) or to perform accurate or repetitive movements (frequently lifting and moving 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 |
| Moderate | 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

Required Effort

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 Moderate activity of short duration |
| 3 | Light activity of long duration OR Moderate activity of intermediate duration OR Heavy activity of short duration |
| 4 | Moderate activity of long duration OR Heavy activity of intermediate duration |
| 5 | Heavy activity of long duration |

Sub-factor Chart

| <i>Type</i> | <i>Duration</i> | | |
|-------------|-----------------|---------------------|-------------|
| | <i>Short</i> | <i>Intermediate</i> | <i>Long</i> |
| Light | 1 | 2 | 3 |
| Moderate | 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:

- Shift work
- Noisy environment
- Unpleasant verbal interactions
- Exposure to an unclean, unhealthy, uncomfortable and unsafe environment
- High stress level resulting from constant, conflicting and changing demands

STEP 4

4. Female-dominated job descriptions

Evaluating jobs requires good job descriptions, which must include the following:

1. Job title
2. Main tasks
3. Responsibilities
4. Required qualifications
5. Required skills and abilities
6. Working conditions.

Because jobs change, a maintenance exercise starts with updating job descriptions.

During winter 2020, the pay equity Steering Committee thus reviewed job descriptions developed for the pay equity exercises from 2008-2014. It had to determine if they reflected the reality accurately or if changes were necessary.

The following job descriptions are the result of the Committee's work. The following typographical conventions were used to indicate changes:

- **Bold type**: additions
- Double strikethrough (example: ~~removals~~): removals

N.B. Descriptions were updated and approved before the COVID-10 measures were introduced. Therefore, the job descriptions reflect jobs in ordinary times but not changes that might have been made due to the pandemic.

Home Support Worker

Job Description

Job Purpose:

Recognizing there is a broad range of duties according to individual client needs, a Home Support Worker provides support services to individuals with restricted functioning levels, loss of autonomy, disabilities, **medical and/or mental conditions, addictions and end of life / palliative care**. They are employed to provide assistance to clients to allow them to remain in their own homes. They provide assistance in the areas of personal care, activities of daily living, meal preparation, rehabilitation, household management and maintenance, medication management, socialization and transportation. **In consultation with the appropriate agency and various health care providers**, the Home Support Worker **will assist** ~~is responsible for~~ in meeting 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:

A. Individual services:

1. 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.
2. Remind, **manage** and/or assist with medication as prescribed
3. **Follow infection control practices, including universal precautions**
4. **Help move clients safely into chairs, beds, vehicles, etc.**
5. Assist clients with medical equipment and exercises **as per instruction / training**, such as wheelchairs, commodes, range of motion, etc.
6. Perform client **pre-approved** ~~case by case~~ delegated functions such as changing dressings, bowel management, collecting specimens, administering medication, blood sugar testing, mist machines, **lifts**, oxygen tanks, etc.
7. **Observe, document and report on** ~~monitor~~ **client's medical, physical and cognitive changes, such as evidence of falls, abuse and neglect, inappropriate sexual behavior, etc.**
8. Accompany and assist clients to medical appointments, errands, walks, outings, etc.
9. Provide companionship and stimulation to the client
10. Share concerns and observations regarding the client and ~~collaboratively~~ determine the best course of action **with supervisor and/ or appropriate healthcare provider**

B. Health and safety:

1. **Cooperate with fire drills and inspections (Fire Marshall, Public Health, etc.)**
2. **Participate in Health and Safety for self and clients at all times**

C. Administrative tasks:

1. Complete a wide variety of work-related **documents** ~~forms~~
2. **Participate in continuing education activities**

D. Housekeeping duties, diet and nutrition:

1. Plan and prepare nutritious and economical meals according to Canada's Food Guide, cultural and religious practices, and any allergies and/or medical conditions.
2. Assist and/or feed clients when necessary
3. 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.

E. Job requirements:

1. High School diploma or equivalent.
2. Completion of the Personal Support Worker program, **or a program approved by the NB Home Support Association** or equivalent training program as approved by the department of Social Development
3. Three months relevant experience
4. **Manual and Client Handling for Home Support Workers**
5. **Valid Emergency First Aid**
6. **Valid CPR (cardio-pulmonary resuscitation) certificate**
7. Background check by Department of Social Development
8. Background criminal record check
9. Valid New Brunswick driver's license may be required

F. Qualification/skills:

1. Adhere to agency policies and procedures
2. Good communication, written and interpersonal skills
3. Ability to work well with clients, families, agencies and community services
4. Ability to make effective decisions during emergency situations
5. Ability to work independently in unfamiliar and uncontrolled situations
6. Ability to freely lift up to 25kg / 55lbs
7. Ability to work in confined spaces and awkward positions
8. Coordination of gross and fine motor skills
9. Maintaining confidentiality of information

G. Working Conditions:

1. Work in a noisy, unclean, unhealthy and uncomfortable working environment
2. **Have employment insecurity**
3. Work with clients who may have potentially infectious conditions as well as clients that may be aggressive or violent
4. Be ~~often~~ exposed to repulsive matter and odors such as vomit, blood and feces.
5. May be required to travel to multiple clients
6. **Deliver medical specimens as required by healthcare provider**
7. Accompany clients to appointments under various weather conditions
8. Shift work and occasionally split shifts
9. Have limited time to complete multiple tasks

Crisis Intervener

Job Description

Job Purpose:

A Crisis Intervener is employed in a Transition House for women and their children who are experiencing relationship violence and/or abuse. They provide crisis intervention services which include risk assessment, safety planning and individual support. A Crisis Intervener is responsible to provide case management to residents, non-residents and ex-residents. A Crisis Intervener is responsible for the safety and well-being of women and children while in the Transition House.

Job Duties:

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

A. Individual services:

1. Collaborate with residents to identify and assess their needs. Determine **and offer**³ appropriate interventions, provide options and make referrals as required (risk assessment and a safety plan)
2. Answer the 24/7 crisis line and other business phone lines and determine appropriate action/ intervention
3. Recognize, document and report signs of neglect and/or physical, emotional or sexual abuse to the proper authorities (children, seniors and adults with special needs)
4. Determine if a potential resident fits the criteria for admission into the Transition House
5. Orient new residents (describe services, house policies and procedures, fire and evacuation procedures, house chores...)
6. Contact services/resources for the resident and when required advocate on their behalf
7. Establish an action plan with residents and if necessary, with non-residents/ex-residents
8. Accompany residents to various appointments as required (NB Housing, Income Assistance, Legal Aid, **Hospital**⁴, Police, Court...)
9. Follow up with residents regarding their progress, give support and discuss any difficulties or problems
10. Address non-compliance to Transition House policies and procedures
11. Coordinate and facilitate discussions/meetings with residents

³ To address the counseling and recommendations they offer on a daily basis to the residents.

⁴ Transition houses are more often and more likely to resort to hospitals rather than other alternatives due to a lack of resources.

12. Assist residents to prepare for the departure process
13. **Offer crisis management (i.e. suicide intervention, conflict resolution, de-escalation of volatile situation...), mostly for new residents.**
14. Guide and assist the child in developing or enhancing their social, interpersonal/intrapersonal and communication skills

B. Safety and Security:

1. Ensure that personal safety procedures are being followed (relocation of residents, food safety, infectious diseases, child equipment and furnishings...)
2. Provide a safe and supportive environment where **residents (mostly women but also children)** can learn to express their emotions, practice skills to alleviate stress and anxiety and develop a sense of safety
3. Ensure that the Transition House security procedures are being followed (alarm system, lock doors and windows, medication...)
4. Contact emergency services as required (missing person, injury, suspicious circumstances...)
5. Ensure that provincial standards and Transition House policies, procedures and protocols are adhered to (i.e. Child Protection)
6. Manage prescription and non-prescription medication as per provincial standards and the Transition House procedures

C. Education/Awareness-raising:

1. Provide information about Transition House services and community resources (ex.: Social Development, Housing, Legal Aid, Mental Health, food banks, daycares...)
2. Promote Transition House services, special events and dates related to violence and abuse
3. **Prepare and/or develop and facilitate workshops, group sessions and activities for residents⁵**
4. Participate in fundraising events and/or activities

D. Administrative tasks:

1. Gather and record relevant information in the resident's files
2. Complete a wide variety of forms (statistics, intakes, reports, referrals...)
3. Perform administrative tasks (correspondence, record management, petty cash...)
4. Attend team meetings
5. **Provide support and debriefing to team members**
6. Provide orientation and training to new employees and volunteers

⁵ Is part of governmental requirements for transition houses for victims of violence. However, it may not be available in all houses due to lack of funds.

7. Other duties as required by the Executive Director

E. Household Management, food and nutrition:

1. **Prepare or** assist residents in planning and preparing meals according to Canada's Food Guide, cultural and religious practices, and any allergies and/or medical conditions (particular to resident and/or house)
2. Perform daily, weekly and monthly house duties and maintenance routines (**cleaning, minor repairs, maintaining outdoor area...**)
3. Accept, sort through, record and allocate donations
4. Decorate/shop/celebrate special events (holidays, special occasions, birthdays...)

F. Job Requirements:

1. High School diploma or equivalent
2. Successful completion of the Human Services Certificate Program
3. Minimum of two (2) years of related experience
4. An equivalent combination of experience and education may be considered
5. Valid standard Emergency First Aid Certificate
6. Valid Cardio Pulmonary Resuscitation (CPR) Certificate
7. A criminal record check
8. Department of Social Development prior contact check
9. **Working knowledge of pharmacology is an asset**
10. A valid driver's license may be required
11. Knowledge of computers (various programs)
12. **Bilingualism is an asset**

G. Competencies/Abilities:

1. Knowledge of the issue, effects and impact of **gender-based abuse towards women and children and the intersection with other forms of oppression, such as ableism, racism, homosexuality (include non-binary, trans women)**
2. Ability to have a non-judgmental approach
3. Ability to work in an emotional environment
4. Ability to maintain personal boundaries
5. Problem-solving and decision-making skills
6. Knowledge of the Provincial Standards and Procedures for Transition House Sector
7. Ability to work independently and as part of a team
8. Ability to work flexible hours
9. Strong interpersonal and communication skills, both written and verbal.
10. Ability to maintain confidentiality and a high degree of discretion
11. Ability to work effectively with others (residents, co-workers, government agencies, community partners, health and other professionals, etc.)
12. Ability to remain calm and make timely and effective decisions during crisis and emergency situations

13. Ability to lift up to 25kg/55lbs
14. Coordination of gross and fine motor skills
15. Ability to multitask and prioritize
16. Ability to work in confined spaces and awkward positions

H. Working Conditions:

1. **Be required to work alone for a period of time where help is not readily available**
2. Work in an isolated and locked environment
3. Work in a demanding and hectic environment
4. Come in contact with women and children who may be ill and/or contagious
5. Be exposed to unpleasant or demanding verbal interactions
6. Interact with individuals who may demonstrate aggressive or violent behaviors
7. Deal with repulsive matter and odors such as vomit, blood and feces
8. Be subject to threats and intimidations that infringe on their personal lives
9. Work shift work (day, night **(because 12-hour shifts)**, holidays and weekends
10. Experience significant stress due to the confidential nature of the job

Direct Caregiver Adult Residential Facilities Job Description

Job Purpose:

A Direct Caregiver is employed in a **24-hour** Community Residence to provide care and supervision to adults with disabilities who have Level 3 or Level 4 care needs. They may provide supervision, prompting, guidance, assistance and performance of personal care, activities of daily living and health related activities. They help residents attain and maintain an optimal personal level of functioning, self-care and independence. They provide residents with a safe, homelike, therapeutic environment while addressing their unique social, behavioral, developmental, medical and emotional needs. They promote individual decision making, choice, inclusion and participation within the community.

Job Duties

A Direct Caregiver's duties include some or all of the following:

A. Individual services:

1. Participate in the development, implementation and evaluation of a goal-oriented plan that sets out the specific means for matching program activities with particular needs, abilities and circumstances of a resident (interpersonal/intrapersonal skills, life skills, behavior management, independent living and other activities of daily living, eating habits, sexual education...)
2. Guide, assist and support the resident in developing and maintaining a healthy lifestyle
3. Advocate on behalf of the resident to Department of Social Development, Department of Health, employers, health and other professionals, vocational/day programs (Adapted GED program, Literacy programs, ADAPT), the community, etc.
4. Organize, modify, assist, and supervise activities of daily living
5. Encourage resident to interact with their next of kin/legal representative, other residents, the community, etc.
6. Encourage next of kin/legal representative to participate in the resident's life (visits, letters, special occasions, phone calls...)
7. Coordinate, schedule, transport and accompany residents to various appointments, activities, meetings, day programs, etc.
8. Schedule, transport and accompany residents to various health related appointments and provide information to health and other professionals
9. Contact management, social workers, health and other professionals, next of kin/legal representative, community resources or police concerning matters related

to the resident

10. Monitor for changes in medical statuses of residents or potentially infectious conditions and take appropriate action
11. Administer personal care to residents with a variety of physical and/or cognitive functioning levels, such as aid in ambulation, transferring, incontinence care, bathing and skin care, toileting, dressing, positioning/turning bedridden residents, etc.
12. Perform resident specific delegated functions (tube feeding, evacuating bowels, diabetic testing, insulin injections, catheters, colostomy care, mist machines, speech therapy, physical therapy, occupational therapy...)
13. Manage a safe and secure system for the storage, control and administration of medication, which must be consistent with the needs of each resident
14. Assist residents with medical equipment (wheelchairs, Hoyer lift, commodes...) and exercises (range of motion...)

B. Safety and Security:

1. Contact emergency services, as required (medical emergencies, out of control behavior, missing resident, criminal related activities, ...)
2. Implement safety and security procedures **as well as provide advice**⁶ for all residents and coworkers during a crisis situation (suicide attempts, self harm, out of control behavior...)
3. Perform routine safety checks (perimeter, windows, doors, sharp objects, lighters, smoke detectors, alarm system, clear hallways, stairs and ramps, maintain and count first aid supplies...)
4. Perform routine fire drills according to residential service standards
5. Follow procedures for the proper storage/disposal of waste, hazardous materials and dangerous objects (knives, needles...)
6. Lock up all prescription and non-prescription medication
7. Use universal precautions practices (wearing gloves, masks...)
8. Implement emergency plans (fire, evacuation, pandemic, power outages...)

C. Behavior Management:

1. Monitor for changes in behavioral statuses of residents and take appropriate action.
2. Use approved interventions to emphasize the development of desired behaviors and/or to redirect inappropriate behaviors.
3. Change or adapt behavior management programs to fit individual residents.
4. Use approved crisis interventions
5. De-escalate conflicts between residents and between residents and staff.
6. Address residents' non-compliance issues and determine appropriate actions (residence rules, fighting, stealing...)

⁶ It's an important and preventative part of the work

D. Administrative Duties:

1. Prepare and submit reports: progress, incident, medical, behavior...
2. Management of documents/inquiries (filing, faxing, photocopying, e-mail, telephone calls...)
3. Record daily all pertinent information related to a resident
4. Assist residents in developing money management skills
5. Participate in staff meetings
6. Prepare and facilitate meetings for residents
7. Adhere to operational standards, policies and procedures
8. Comply with applicable public health and work safety⁷
9. Standards

E. Household Duties, Food and Nutrition:

1. Perform daily, weekly and monthly household duties and maintenance routines (cleaning, shopping, minor repairs...)
2. Plan menus, guide and assist residents in preparing meals and snacks according to Canada's Food Guide, cultural and religious practices, allergies and/or medical conditions
3. Supervise and assist residents during meal time (risk of choking, eating disorders, portions, proper table manners...)
4. Adhere to Food Safety, Preparation and Handling Standards (check and log temperature of fridge/freezer, expiry dates, store food in containers once open...)

F. Qualifications:

1. High School diploma or the equivalent
2. Successful completion of the Human Services Certificate Program or equivalent training program
3. Minimum of one (1) year of experience.
 1. An equivalent combination of related education and experience may be considered.
 2. Valid standard Emergency First Aid certificate
 3. Valid Cardio Pulmonary Resuscitation (CPR) certificate
 4. Social Development Record Check
 5. Criminal Record Check

G. Competencies/Abilities:

1. **Respect for client's rights and dignity**
2. Ability to work and build relationships with male and female adults with physical and/or

⁷ There is now more emphasis on work safety, and this requires more awareness, knowledge and work from staff.

mental disabilities **or mental health issues**⁸ and provide a holistic approach to each individual resident

3. Ability to adapt and be flexible
4. Knowledge of the Provincial Standards and Procedures related to Adult Residential Facilities
5. Ability to work independently and as part of a team
6. Ability to work in an emotional environment
7. Ability to maintain personal boundaries
8. Strong interpersonal and communication skills, both written and verbal
9. Problem-solving and decision-making skills
10. Ability to maintain confidentiality and a high degree of discretion
11. Ability to work effectively with others (residents, next of kin/legal representative, co-workers, government agencies, community partners, health and other professionals, etc.)
12. Ability to remain calm and make timely and effective decisions during emergency situations, **including death**⁹
12. Ability to lift up to 25kg/55lbs and transfer residents of various weights
13. Coordination of gross and fine motor skills
14. Ability to multitask and prioritize
15. Ability to work in confined spaces
16. Ability to use approved physical interventions

H. Working Conditions:

1. Work in an isolated environment (i.e. working and travelling alone with residents)
2. Work in a demanding, hectic and noisy environment
3. Come in contact with residents who may be ill and/or contagious
4. Be exposed to unpleasant or demanding verbal interactions
5. Interact with residents who may demonstrate aggressive or violent behaviors
6. Deal with matter and odors such as vomit, blood and feces
7. Experience significant stress due to the nature of the job
8. Be exposed to significant temperature variations while supervising residents indoors, outdoors and/or on outings
9. Work flexible hours

⁸ The staff is expected to provide care for a wider range of needs.

⁹ This brings emotional stress on staff and is a more frequent situation.

Direct Caregiver Child Care Residential Centres Job Description

Job Purpose:

A Direct Caregiver is employed in a **24-hour** Child Care Residential Centre to provide care and supervision to children/youth under the care of the Minister. They provide children with a safe, nurturing, protective therapeutic environment that promotes cultural and ethnic identities, while addressing their unique educational, social, behavioral, developmental, medical and emotional needs. They help in the establishment of long-term community supports and linkages to meet the children's individual needs. They help children and families/guardians maintain the optimal level of connection while the child is at the residence.

Job Duties:

A Direct Caregiver's duties include some or all of the following:

A. Individual services:

1. **Participate in** the development, implementation and evaluation of a goal specific program (in collaboration with the social worker) that helps the child attain and maintain an optimal personal level of functioning, self-care and independence (interpersonal skills, life skills, behavior management, activities of daily living, eating habits, sexual education, exercise program...)
2. **Advocate on behalf of the child (Social Development, schools, community, Police, health and other professionals, family/guardian...)**
3. Organize, modify and supervise activities of daily living, as required
4. Schedule/transport/accompany the child to various appointments, activities, meetings, day programs
5. Contact management, social workers, health and other professionals, family or guardian, community resources or police concerning matters related to the child
6. Guide and assist the child in developing or enhancing their social, interpersonal/intrapersonal and communication skills
7. Organize and deliver skill development activities to the child (tutoring, adapted GED program, PLATO program, learning centers, resume writing, interview skills...)
8. Transport/accompany the child to court and provide information to court officials (testify, written affidavits)
9. Guide and assist the child to follow the conditions of his/her probation order, and/or supervise him/her doing community services

B. Safety and Security:

1. Contact emergency services, as required (out of control behavior, runaways, criminal related activities, medical emergencies...)
2. Implement safety and security procedures **and provide advice**¹⁰ for all children during a crisis situation (suicide attempts, self harm...)
3. Perform routine safety checks (perimeter, windows, doors, dangerous objects, lighters, smoke detectors, alarm system, clear hallways and stairs, maintain and count first aid supplies...) **including individual security checks without physical touch (this is needed daily to ensure the safety of residents and staff).**
4. Perform routine fire drills according to Child Care Residential Centre Service Standards
5. Follow procedures for the proper storage/disposal of waste, hazardous materials and dangerous objects (knives, needles...)
6. Lock up all prescription and non-prescription medication
7. Implement emergency plans (fire, evacuation, pandemic, power outages...)
8. Perform and record periodic bed checks on children

C. Behavior Management:

1. **Monitor for changes in medical statuses of children or potentially infectious conditions and take appropriate action**
2. Administer personal care to children with a variety of physical and/or cognitive functioning levels, such as aid in ambulation, transferring, incontinence care, bathing and skin care, toileting, dressing, positioning/turning, etc.
3. Perform child specific delegated functions (tube feeding, evacuating bowels, diabetic testing, insulin injections, catheters, colostomy care, mist machines, speech therapy, physical therapy, occupational therapy...)
4. Manage a safe and secure system for the storage, control and administration of medication, which must be consistent with the needs of each resident
5. Schedule, accompany and record outcomes of health-related appointments and submit results to social worker and family/guardian
6. Use universal precautions practices (wearing gloves, masks...)
7. **Monitor for changes in behavioral statuses of residents and take appropriate action**
8. Use approved interventions to emphasize the development of desired behaviors and/or to redirect inappropriate behaviors
9. Assist/encourage children to interact with their family/guardians, the community, and other children in the residence, etc.
10. Address non-compliance issues and determine appropriate actions (residence rules, fighting, running away, theft)

¹⁰ This is an important part of the work and is preventative.

D. Administrative Duties:

1. Prepare and submit reports: progress, incident, medical, behavior...
2. Manage documents/inquiries (filing, faxing, photocopying, e- mail, telephone calls...)
3. Note all relevant information in the communication book
4. Record a daily log on each individual child and record program outcomes
5. Assist children in developing money management skills **or overseeing that all personal items are obtained**
6. Participate in staff meetings
7. Prepare and facilitate residence meetings for children
8. Adhere to operational standards, policies and procedures
9. Comply with applicable public health **and work safety**¹¹ standards

E. Household duties, food and nutrition:

1. Perform daily, weekly and monthly household duties and maintenance routines (cleaning, shopping, minor repairs, **meal preparation...**)
2. Guide and assist children in preparing meals and snacks according to Canada's Food Guide, cultural and religious practices, allergies and/or medical conditions
3. Adhere to Food Safety, Preparation and Handling Standards (check and log temperature of fridge/freezer, expiry dates, store food in containers once open...)

F. Job Requirements:

1. High School diploma or the equivalent
2. Successful completion of the Youth Care Worker Diploma Program
3. Minimum of one (1) year of experience
4. An equivalent combination of related education and experience may be considered
5. A valid standard Emergency First Aid certificate
6. Social Development Record Check
7. Criminal Record Check

G. Competencies/Abilities:

1. **Respect for client's rights and dignity**
2. Ability to work/build relationships with children in various age groups (0-18 years old) and provide a holistic approach to each individual child/youth
3. Ability to adapt and be flexible
4. Knowledge of the Provincial Standards and Procedures related to Child Care

¹¹ There is now more emphasis on work safety and this requires more awareness, knowledge and work from staff.

Residential Centres

5. Ability to work independently and as part of a team
6. Ability to work in an emotional environment
7. Ability to maintain personal boundaries
8. Strong interpersonal and communication skills, both written and verbal
9. Problem-solving and decision-making skills
10. Ability to maintain confidentiality and a high degree of discretion.
11. Ability to work effectively with others (children, family/guardians, co-workers, government agencies, community partners, health and other professionals, etc.)
12. Ability to remain calm and make timely and effective decisions during emergency/crisis situations
13. Ability to lift up to 25kg/55lbs and transfer children of various weights
14. Coordination of gross and fine motor skills
15. Ability to multitask and prioritize
16. Ability to work in confined spaces
17. Ability to work flexible hours
18. Ability to use approved physical interventions

H. Working Conditions:

1. Work in an isolated environment (i.e. working and travelling alone with children)
2. Work in a demanding, hectic and noisy environment
3. Come in contact with children who may be ill and/or contagious
4. Be exposed to unpleasant or demanding verbal interactions
5. Interact with children who may demonstrate aggressive or violent behaviors
6. Be exposed to matter and odors such as vomit, blood and feces
7. Experience significant stress due to the nature of the job
8. Be exposed to significant temperature variations while supervising children indoors, outdoors and/or on outings

STEP 5

5. Male-dominated job descriptions

The purpose of a pay equity maintenance exercise is to determine if pay inequities have cropped up since the last pay equity exercise.

To do this, the value of female-dominated job classifications must be compared with the value of male-dominated job classifications. If wages for female-dominated job classifications do not correspond to wages for male-dominated job classifications with the same or a comparable value, wage gaps must be eliminated.

In the community care sector, however, for all intents and purposes, there are no male-dominated job classifications. Also, as with the previous exercise led by government, the Coalition decided to use the method stipulated in the *Loi sur l'équité salariale du Québec* for workplaces without male comparators. The *law* puts forward the creation of two male-dominated job classifications found in many workplaces – *maintenance worker* and the equivalent of a team leader or *foreman*.

The Steering Committee updated job descriptions developed during the 2008-2014 exercise. It considered that the foreman would not be responsible for providing services to clients in the community care sector. Indeed, team leader jobs in the sector are ordinarily female-dominated jobs.

The foreman and maintenance worker job descriptions, as modified by the Committee, are shown below. The following typographical conventions were used to indicate changes:

- **Bold type** : additions
- Double strikethrough (example: ~~removals~~): removals

Foreman Job Description

Job Purpose:

Under the supervision of the Executive Director, a foreman is responsible for the day to day operations of the **maintenance and installations** of a facility/agency in accordance with Acts, Regulations, Standards, Policies and Procedures. He is responsible to plan, organize, direct, control and evaluate the operations of **the maintenance services and installations of a facility/agency**. ~~He is responsible for~~ **He participates in** financial and human resource management **related to maintenance services and installations** and ensures the maintenance of the facility/agency. The Foreman is responsible for the health, safety and well-being of staff and clients/service users.

A. Job Duties:

A Foreman's duties include some or all of the following:

1. Ensure that policies, standards and regulations are adhered to (Employment Standards, Public Health Standards, Fire Prevention Standards)
2. ~~Develop~~, **Implement** and revise, as needed, operational policies and guidelines
3. Ensure quality assurance of service delivery for **maintenance and installations**.
4. **Makes recommendations on** Human Resource ~~issues management~~ (i.e. ~~job evaluation~~, disciplinary action, guidance and support, recruitment, professional development)
5. **Monitor expenditures and manage petty cash** ~~Financial management (i.e. budgeting and forecasting, revenues and expenditures, payroll management, monitoring petty cash, cost analysis)~~
6. Plan and conduct meetings (staff, resource professionals, ~~case conference~~)
7. Manage record(s) (i.e. personnel files)
8. Ensure daily management (client/service users and staff complaints, replacements, scheduling)
9. Ensure crisis management (i.e. communicable diseases, **unforeseen events**, serious illnesses and/or injuries)
10. Purchase, receive and control inventory of supplies, materials and equipment
11. Respond to ~~case manager's~~ requests for service
12. Create and maintain an environment that protects the health, safety and well-being of staff and clients/service users
13. Coordinate daily operation (i.e. cleaning, ice and snow removal and landscaping operations)
14. Direct the maintenance and repair of a facility/agency's machinery, equipment and heating, cooling, ventilation, plumbing and electrical systems
15. Establish and maintain an open and cooperative relationship with each

client/service user

B. Qualifications:

1. High School diploma or equivalent
2. Post-secondary **diploma in a related field** ~~and successful completion of a college program or equivalent training program~~
3. Minimum of three (3) to five (5) years progressive and/or related experience
4. **Training in Workplace Hazardous Materials Information System (WHMIS)**
5. **Valid First Aid Certificate**
6. **Valid Cardiopulmonary Resuscitation (CPR) Certificate**

C. Competencies/Abilities:

1. A sound knowledge of Provincial Acts, Regulations, Standards, Policies and Procedures governing the operations ~~and administration~~ of a facility or an agency
2. Ability to work in a team environment
3. Excellent communication, written, problem-solving, decision making and interpersonal skills
4. Ability to maintain confidentiality and ~~a high degree of~~ discretion
5. Ability to work effectively with others (clients/service users, **management**, employees, ~~government agencies~~, community partners and professionals)
6. Ability to remain calm and make timely and effective decisions during emergency situations
7. Ability to multitask and prioritize

D. Working Conditions:

1. Exposed to a demanding, hectic and noisy environment
2. Exposed to unpleasant or demanding verbal **and physical** interactions ~~with clients/service users.~~
3. Exposed to noisy, unclean, unhealthy, uncomfortable and unsafe environments when doing the initial assessment of ~~clients/service users~~ **work projects** and performance reviews.
4. ~~He is responsible to ensure that all information gathered within the facility is kept confidential.~~

Maintenance Worker

Job Description

Job Purpose:

A Maintenance Worker is responsible to clean and maintain the interior and exterior of a facility/agency and the surrounding grounds.

A. Job Duties:

A Maintenance Worker's duties include some or all of the following:

1. Perform daily cleaning and maintenance tasks
2. Sweep, mop, scrub and wax hallways, floors and stairs
3. Wash windows, interior walls and ceilings
4. Clean and disinfect washrooms and fixtures
5. Fill containers and dispensers
6. Empty and take out garbage and recycling boxes
7. Maintain outdoor area, performing such duties as lawn mowing, snow and ice removal, raking, painting and ground maintenance
8. Identify potential or actual health hazards in the facility/agency
9. Make minor routine repairs to the facility/agency, hardware, furniture and other equipment
10. Make adjustments and minor repairs to heating, cooling, ventilation, plumbing and electrical systems
11. Identify when a tradesperson is required for major repairs
12. Move heavy furniture, equipment and supplies
13. Follow security and safety measures in place in the facility/agency
14. **Liaison with management on maintenance issues arising from his duties¹²**

B. Job Requirements:

1. High School diploma or equivalent
2. Minimum of three (3) months related experience
3. Workplace Hazardous Materials Information System (WHMIS) training

¹² Reflected in the "Clear communication, written and interpersonal skills" competency.

C. Competencies/Abilities:

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

D. Working Conditions:

1. Exposed to repulsive matter and odors when cleaning washrooms and garbage containers
2. Exposed to significant temperature variations while performing outdoor maintenance tasks such as snow and ice removal, mowing the lawn, repairing the facility/agency
3. Exposed to vapors and odors from paint and other various chemicals
4. Exposed to dust and dirt when making minor repairs to the facility/agency, maintaining public and outdoor areas, and when ensuring the proper functioning of the electrical, cooling, heating, ventilating, and plumbing systems.

STEP 6

6. Job evaluation exercise

To evaluate something is to estimate its relative value in relation to another. Job evaluations are value-based judgments that must be transparent. The goal is to classify jobs and determine if wages for those jobs should be the same or not.

In a pay equity maintenance exercise, there is no need to duplicate the work done during a previous exercise, but a review is in order in case changes were made to job descriptions.

In this exercise, the Job Evaluation Committee used the previous exercise's reports, which detailed levels assigned to each job classification and gave comprehensive explanations to justify the decisions. To determine if levels were still valid, the Committee used the methodology covered in Section 3 of this report, the job descriptions in Sections 4 and 5, as well as its knowledge and understanding of the sector.

The Committee must:

- Read one sub-factor definition at a time
- Read the description of the sub-factor's levels
- Read the justification and level assigned during the previous exercise for this sub-factor, proceeding with one job class at a time
- Decide if the sub-factor's level still applies to the job, based on relevant information in the job description
- Write down the new level on the evaluation sheet and justify its decision when changes are made
- Move on to the next job classification
- Repeat the process for each sub-factor in the job evaluation methodology.

The Coalition compiled results and noted changes made to levels and their justification. These results were presented to the Job Evaluation Committee for final review, and to the Steering Committee for approval.

The results are shown below. The first number across from each sub-factor is the level assigned to it in the 2008-2014 exercise. The second is the one assigned to it during this pay equity maintenance exercise. Whenever changes were made, justification was given in bold type. Most levels remained the same. The bulk of changes to levels for female-dominated jobs were due to a heavier workload and to changes regarding the clientele's needs. The Committee also changed levels for certain sub-factors for male-dominated jobs to reflect adjustments made to their job description.

Comparison of attributed levels between two job evaluation exercises

| Home Support Worker | | |
|--|---|---|
| <i>Required Qualifications</i> | | |
| 1. <i>Education</i> | 4 | 4 |
| 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 | 2 |
| 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 | 3 |
| 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. | | |
| <i>Responsibilities</i> | | |
| 4. <i>Accountability/Decision Making</i> | 3 | 4 |
| 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. The worker must use his/her judgement, knowledge and experience to determine the beneficiary's health status and to make timely and efficient decisions with regards to administration of care as well as actions to take and this, in an isolated environment without having access to immediate support on site. These decisions must be taken in a | | |

timely manner in all cases, but particularly in emergency situations (changes with beneficiary's health status, calling an ambulance, the family, etc.). These decisions can have a considerable impact at a human level (safety as well as physical and psychological health of the beneficiaries). Maintaining confidentiality and a high degree of discretion are also an important element of this work.

| | | | |
|----|--|---|---|
| 5. | <i>Communication/Interpersonal Relations</i> | 3 | 3 |
|----|--|---|---|

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. | <i>Supervision</i> | 1 | 1 |
|----|--------------------|---|---|

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. | <i>Intellectual Effort</i> | 3 | 3 |
|----|----------------------------|---|---|

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.

| | | | |
|--|---|---|---|
| 8. | <i>Concentration and Sensory Attention</i> | 3 | 3 |
| <p>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.</p> | | | |
| 9. | <i>Physical Effort</i> | 3 | 3 |
| <p>A Home Support Worker must be able to freely lift, move, push or pull medium weights up to 25kg/55lbs. They are sometimes required to transfer clients weighing more than 25kg/55lbs 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 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.</p> | | | |
| <i>Working Conditions</i> | | | |
| 10. | <i>Unpleasant or Hazardous Environmental Conditions</i> | 4 | 4 |
| <p>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 workday 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.</p> | | | |

| Crisis Intervener – Transition House (victims of violence) | | |
|---|---|---|
| Required Qualifications | | |
| 1. <i>Education</i> | 5 | 5 |
| High School diploma or equivalent and successful completion of the Human Service Certificate program or equivalent training program. | | |
| 2. <i>Experience</i> | 5 | 5 |
| A minimum of 2 years of related experience is necessary in order to develop the knowledge and skills required to carry out the job duties. Experience such as working with individuals in crisis, individuals with various needs/challenges, government /community agencies and/or pertinent life experience is a requirement of the job. | | |
| 3. <i>Dexterity and Coordination</i> | 3 | 3 |
| Coordination of fine and gross motor skills and the precision of movements is a requirement of the job. Speed is required at a regular pace but at times during crisis and/or emergency situations, speed is central to the nature of the work. Muscular coordination and gross motor skills are necessary to carry out duties such as lifting and carrying heavy items (luggage, children, donated items/goods), household duties (sweeping, shoveling, mopping), climbing stairs and maintenance (painting, furniture repair, outdoor equipment maintenance). Dexterity and fine motor skills are necessary to carry out duties such as writing, keyboarding, document management, answering the phone, management of prescription and non-prescription medication, assembling and repairing small objects and meal preparation... | | |
| Responsibilities | | |
| 4. <i>Accountability/Decision Making</i> | 3 | 4 |
| <p>A Crisis Intervener's consequences of decisions and actions are moderately significant as they are responsible for the safety and security of the residents within the Transition House. These decisions, which must be timely, efficient and sometimes taken without supervision and in an isolated environment and/or during emergency situations, can have a considerable impact at a human level (physically, psychologically, safety of others). She must answer a 24/7 telephone crisis line and other work-related calls in order to determine the adequate actions/interventions, provide options and refer as needed (risk evaluation and a security plan). They are required to follow Standards, Policies, and Procedures related to the Transition House Sector. They must report signs of neglect and/or physical, emotional or sexual abuse to proper authorities (children, seniors and adults with special needs). They decide if a client meets the criteria for admissions. A Crisis Intervener assesses risks (safety and security) to residents, staff and the Transition House. At times, the Crisis Intervener will determine if the resident is not respecting and is not conforming to house rules and is required to leave the Transition House. A Crisis Intervener is responsible to follow up on the</p> | | |

action plan with the resident, non resident and/or ex-resident. They are responsible for choosing appropriate actions when a resident is in crisis and to contact emergency services and/or relevant government agencies, as required (missing person, injuries, trespassers, aggressive/unstable behavior...). **Maintaining confidentiality and a high degree of discretion are also an important element of this work.**

| | | | |
|----|--|---|---|
| 5. | <i>Communication/Interpersonal Relations</i> | 3 | 4 |
|----|--|---|---|

Communication and interpersonal relations are a very important aspect of the job since a Crisis Intervener discusses problems with residents in order to get approval, cooperation and/or coordination of activities. **Employees do more than discuss. They collaborate with clients in order to guide them and collaborate (and possibly even negotiate) with other interveners in order to advocate on behalf of their clients.** They document accurate information in the resident’s files. They interview residents to gather information in order to assess/evaluate their needs (in person, telephone, electronically). They must have the ability to communicate effectively in order to build a rapport with the resident. In emergency situations, the Crisis Intervener must be able to explain the situation in order to ensure the appropriate response. They mediate conflict resolutions between residents **in order to obtain their collaboration.** They may be required to speak publicly on issues related to relationship violence/abuse. A Crisis Intervener contacts service providers for the resident and when required advocates on their behalf (i.e. **NB Housing, Income Assistance, Legal Aid, Hospital, Police, Court...**) **She also offers crisis management (i.e. suicide intervention, conflict resolution, de-escalation of volatile situation...)**

Required Effort

| | | | |
|----|--------------------|---|---|
| 6. | <i>Supervision</i> | 1 | 1 |
|----|--------------------|---|---|

Supervisory responsibilities are not normally part of the job requirement for a Crisis Intervener. However, 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.

| | | | |
|----|----------------------------|---|---|
| 7. | <i>Intellectual Effort</i> | 3 | 4 |
|----|----------------------------|---|---|

Case and crisis management as well as risk assessment are very important aspects of this job. A Crisis Intervener constantly interacts with residents, non-residents and ex-residents in crisis **while remaining calm in order to make timely and effective decisions,** determine appropriate interventions and provide options to establish an action and/ or safety plan. **She must also answer the 24/7 crisis line and other business phone lines and determine appropriate action/ intervention. The complexity of cases has increased over the years, with more mental health and addiction issues,** and each resident’s situation is unique. **Therefore,** a Crisis Intervener is continuously adapting interventions to meet specific needs. **She is faced with several choices, and must use considerable judgment.** She is required to determine if a client fits the criteria for admission into the Transition House by obtaining and

analyzing information. Capturing pertinent information in the resident’s file and/or logbook is critical in order to provide appropriate interventions. The work of a Crisis Intervener is guided by Standards, Policies and Procedures; however, they are required to use their judgment in order to take appropriate action. When required, they have access to guidance from their Executive Director, co-workers and other professionals. **However, the intervener can often be required to work alone for a period of time where help is not readily available (i.e. night shift).** They are required to recognize signs of neglect and/or physical, emotional or sexual abuse of children, seniors or adults with special needs. A Crisis Intervener needs to understand the diverse nature of various residents (culture, geography, language...) and respond appropriately.

| | | | |
|----|--|---|---|
| 8. | <i>Concentration and Sensory Attention</i> | 3 | 3 |
|----|--|---|---|

To ensure the safety and well-being of women and children in the Transition House, as well as to respond appropriately to crisis calls, a Crisis Intervener must maintain a high level of Concentration and Sensory Attention despite frequent interruptions, distractions or changes in work priorities. They are required to perform various tasks concurrently such as listening and documenting, observing and interacting, answering the crisis line and dealing with requests from others in the Transition House, answering the door and the phone at the same time, etc. During the admission process a Crisis Intervener is required to concentrate for long periods of time, however, most days, the duration of uninterrupted time is up to and including one hour, most working hours.

| | | | |
|----|------------------------|---|---|
| 9. | <i>Physical Effort</i> | 3 | 3 |
|----|------------------------|---|---|

A Crisis Intervener must be able to lift, move, push or pull weights up to 25kg/55lbs. They may be required to carry luggage, donated items/goods, move furniture, lift children, stock shelves, etc. They are required to bend over, kneel, climb stairs and hunch over in order to perform various job duties. They are required to perform repetitive movements such as vacuuming, mopping, sweeping, keyboarding, folding laundry. Due to the nature of the job, a Crisis Intervener is continuously in motion, requiring them to remain on their feet for long periods of time. Physical intervention is required at times when dealing with a person who is agitated or experiencing a crisis. Crisis Intervener’s physical effort consists of medium activity of intermediate duration.

Working Conditions

| | | | |
|-----|---|---|---|
| 10. | <i>Unpleasant or Hazardous Environmental Conditions</i> | 3 | 4 |
|-----|---|---|---|

A Crisis Intervener is required to work in an isolated and locked establishment. They work in an environment that is demanding and hectic. They come in contact with women and children who may be ill and/or contagious. They may be exposed to unpleasant or demanding verbal interactions. They may be required to interact with women and children who demonstrate aggressive or violent behaviors. They are exposed to repulsive matter and

odors such as vomit, blood and feces. They may be subject to threats and intimidations that infringe on their personal lives and experience significant stress due to the confidential nature of the job. They are required to workday, evening and night shifts which may cause fatigue and sleep deprivation. Due to the nature of the job, a Crisis Intervener may be unable to take a break during a shift. **The intervener must deal daily with a potential personal safety risk (i.e. works alone for 12 hours during the night shift, potential visits by a spouse or ex-spouse of a client at the work place, threats and/or being followed outside of the work place, clients that may be affiliated with dangerous individuals: criminals, etc.).**

Direct Caregiver (Adult) – Community Residences

Required Qualifications

| | | |
|---------------------|---|---|
| 1. <i>Education</i> | 5 | 5 |
|---------------------|---|---|

High School diploma and successful completion of the Human Service Worker Certificate Program or equivalent training program.

| | | |
|----------------------|---|---|
| 2. <i>Experience</i> | 4 | 4 |
|----------------------|---|---|

A minimum of one (1) year experience is necessary in order to develop the knowledge and skills required to carry out the job duties. Pertinent life experience is a requirement of the job.

| | | |
|--------------------------------------|---|---|
| 3. <i>Dexterity and Coordination</i> | 3 | 3 |
|--------------------------------------|---|---|

Coordination of fine and gross motor skills and the precision of movements is a requirement of the job. Speed is required at a regular pace but at times during crisis and/or emergency situations, speed is central to the nature of the work. Muscular coordination and gross motor skills are necessary to carry out duties such as lifting and transferring residents and/or heavy items (furniture, supplies, boxes, medical/recreational equipment...), household duties (sweeping, mopping, shoveling...), climbing/ descending stairs and maintenance (painting, minor repairs, outdoor equipment maintenance...). Dexterity and fine motor skills are necessary to carry out duties such as management of prescription and non-prescription medication, providing personal care, assembling and repairing small objects, meal preparation and feeding residents, writing, keyboarding, document management, and answering the telephone.

Responsibility

| | | |
|--|---|---|
| 4. <i>Accountability/Decision Making</i> | 3 | 4 |
|--|---|---|

A Direct Caregiver's consequences of decisions and actions are ~~moderately~~ significant as they are responsible for the safety and security of the residents. **These decisions, which must be timely, efficient and sometimes taken without supervision and in emergency situations, can have a considerable impact at a human level (physically and psychologically, safety of others). A direct caregiver can be required to offer advice to clients and colleagues during a crisis situation (suicide attempts, out of control behavior, etc.) and be required to change or adapt behavior management programs that are appropriate for residents.** He/she is required to follow Standards, Policies, and Procedures related to the Community Residence Sector. He/she implements the Individual Service Plan and inform the Supervisor/Direct Caregiver if adjustments are necessary. A Direct Caregiver must inform the next of kin/legal representative in decisions relating to the resident's well-being and/or when necessary acts as the financial trustee. He/she uses approved interventions when a resident is in crisis and

contacts emergency services and/or relevant government agencies, as required (injuries, illnesses, aggressive/unstable behavior, physical restraint, suicide attempts, drug overdoses, runaways...). A Direct Caregiver assesses risks (safety and security) of residents, staff and the residence. He/she works independently and make decisions based on guidelines, past practices and related experience and also have access to support from coworkers, his/her supervisor and other professionals when dealing with situations that he/she has not come across before. Maintaining confidentiality and a high degree of discretion are also an important element of this work.

| | | | |
|----|--|---|---|
| 5. | <i>Communication/Interpersonal Relations</i> | 3 | 4 |
|----|--|---|---|

Communication and interpersonal relations are a very important aspect of the job since a Direct Caregiver communicates with residents, colleagues, Social Workers, government representatives, community resources and Health and other professionals in order to **guide them using his/her professional experience and knowledge. The employee must often go beyond discussing problems by offering feedback to various professionals on the best course of action to take. At times, direct caregivers produce written documents that are used in court proceedings for cases of neglect or abuse.** He/she advocates on behalf of the resident in order to assist them to attain and maintain an optimal personal level of functioning, self-care and independence (**i.e. advocate on behalf of the resident to Department of Social Development, Department of Health, employers, health and other professionals, vocational/day programs (adapted GED program, Literacy programs, ADAPT), the community, etc.**) He/she documents accurate information in the resident’s files. He/she must have the ability to communicate effectively in order to evaluate the resident’s needs and build a rapport with them. In emergency/ crisis situations, a Direct Caregiver must be able to explain the situation to relevant parties in order to ensure the appropriate response. He/she mediates conflict resolutions between residents. **Moreover, the direct caregiver calls upon his/her specialized skills when working with and developing relationships with adult men and women with mental disabilities or mental health issues.**

| | | | |
|----|--------------------------|---|---|
| 6. | <i>Staff Supervision</i> | 1 | 1 |
|----|--------------------------|---|---|

Supervisory responsibilities are not normally part of the job requirement for a Direct Caregiver. However, he/she 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. | <i>Intellectual Effort</i> | 3 | 4 |
|----|----------------------------|---|---|

Case and crisis management as well as risk assessment are very important aspects of this job. A Direct Caregiver constantly interacts with residents who have physical or mental issues

leading to functional limitations and/or cognitive/behavior difficulties. He/she is required to make quick decisions, remain calm, positive, confident, empathetic and nonjudgmental in all situations; especially during crisis in order to determine appropriate interventions. Each resident is an individual with a unique set of needs, strengths and limitations that may change from time to time. **Moreover, the complexity of cases has increased, with more mental health and mental disability cases.** The services required to meet these needs and promote self-sufficiency must be regularly assessed and revised. Retaining pertinent information is critical in order to intervene appropriately. The work of a Direct Caregiver is guided by Standards, Policies and Procedures; however, he/she is required to use **considerable judgement when making decisions due to numerous choices.** When required, he/she has access to guidance from his/her co-workers, Supervisor/Direct Caregiver, Executive Director, and other professionals. A Direct Caregiver needs to be consistent, motivating and constantly aware of body language, unusual behavior, and environmental factors.

| | | |
|---|---|---|
| 8. <i>Concentration and Sensory Attention</i> | 3 | 3 |
|---|---|---|

To ensure the safety and well-being of residents, as well as to respond appropriately to crisis situations, a Direct Caregiver must maintain a high level of Concentration and Sensory Attention despite frequent interruptions, distractions or changes in work priorities. He/she is required to perform various tasks concurrently such as listening and documenting, observing and interacting, responding to a crisis situation while keeping an eye on the other residents' behaviors and safety, administering medication/medical care and dealing with requests from residents, preparing meals and answering the telephone, etc. Retaining pertinent information to later document in the resident's file is critical for purposes of maintaining consistency and accuracy for future reference. During a shift, a Direct Caregiver is required to concentrate for long periods of time when interacting, observing, supervising, interpreting and actively listening to residents. However, most working hours the duration of uninterrupted time is no more than one hour.

| | | |
|---------------------------|---|---|
| 9. <i>Physical Effort</i> | 3 | 4 |
|---------------------------|---|---|

A Direct Caregiver may be required to lift, move, push or pull weights up to 25kg/55lbs. He/she may be required to move furniture, lift/transfer residents, stock shelves, perform physical activities with residents, operate specialized medical equipment, etc. He/she is required to bend over, kneel, climb and descend stairs and hunch over in order to perform various job duties. He/she is required to perform repetitive movements such as vacuuming, mopping, sweeping, keyboarding, folding laundry, etc. Due to the nature of the job, a Direct Caregiver is continuously in motion, requiring them to remain on their feet for long periods of time. Physical effort/intervention is required at times in order to assist a resident, weighing in excess of 25kg/55lbs, including when they are experiencing a crisis. A Direct Caregiver's physical effort consists of ~~medium activity of intermediate duration~~ **medium**

activity for a long duration (i.e. morning duties require sustained physical effort for about 3 hours). Considering that high-level cases are increasingly kept in lower-level facilities results in a higher number of clients needing to be moved, lifted and sustained physically everyday.

Working Conditions

| | | |
|--|---|---|
| 10. Unpleasant or Hazardous Environmental Conditions | 3 | 4 |
|--|---|---|

Direct Caregiver works in a demanding, hectic, noisy environment. He/she comes in contact with residents that may be ill and/or contagious. He/she ~~may be~~ **is often** exposed to unpleasant or demanding verbal interactions. He/she ~~may be required to~~ **must often** interact with residents who demonstrate aggressive or violent behaviors. He/she is exposed to hazardous matters and odors such as vomit, blood, feces and cleaning products. He/she may experience significant stress due to the nature of the job. He/she is required to workday, evening and night shifts which may cause fatigue and sleep deprivation. He/she experiences significant temperature variations while supervising residents indoors, outdoors and/or during outings/appointments. At times, a Direct Caregiver may be required to work in an isolated environment (i.e. working and travelling alone with residents).

Direct Caregiver (Children) – Community Residences

Required Qualifications

| | | |
|---------------------|---|---|
| 1. <i>Education</i> | 6 | 5 |
|---------------------|---|---|

High School diploma and successful completion of the Youth Care Worker Diploma Program. **There is a difference between the training offered by both postsecondary networks in NB for this type of job. In fact, the NBCC (anglophone network) offers one year of full-time post-secondary training whereas the CCNB (francophone network) offers 2 years of full-time post-secondary training. Since the NBCC training is accepted by employers, the level for this sub-factor was lowered from a 6 to a 5, which equates the minimal requirement for this job.**

| | | |
|----------------------|---|---|
| 2. <i>Experience</i> | 4 | 4 |
|----------------------|---|---|

A minimum of one (1) year experience is necessary in order to develop the knowledge and skills required to carry out the job duties. Pertinent life experience is a requirement of the job

| | | | |
|--------------------------------------|---|---|--|
| 3. <i>Dexterity and Coordination</i> | 3 | 3 | |
|--------------------------------------|---|---|--|

Coordination of fine and gross motor skills and the precision of movements is a requirement of the job. Speed is required at a regular pace but at times during crisis and/or emergency situations, speed is central to the nature of the work. Muscular coordination and gross motor skills are necessary to carry out duties such as lifting and/or moving children or heavy items (furniture, supplies, boxes, medical/recreational equipment...), household duties (sweeping, mopping, shoveling...), climbing/descending stairs and maintenance (painting, minor repairs, outdoor equipment maintenance). Dexterity and fine motor skills are necessary to carry out duties such as management of prescription and non-prescription medication, providing personal care, assembling and repairing small objects, meal preparation, feeding children, writing, keyboarding, document management, and answering the telephone.

Responsibilities

| | | |
|--|---|---|
| 4. <i>Accountability/Decision Making</i> | 3 | 4 |
|--|---|---|

A Direct Caregiver's consequences of decisions and actions are ~~moderately~~ significant as he/she is responsible for the safety and security of the children. **These decisions, which must be timely, efficient and sometimes taken without supervision and in emergency situations, can have a considerable impact at a human level (physically and psychologically, safety of others). A direct caregiver can be required to offer advice to clients and colleagues during a crisis situation (suicide attempts, out of control behavior, etc.) and be required to change or adapt behavior management programs that are appropriate for residents.** He/she is required to follow Standards, Policies, and Procedures related to Child Care Residential Centres. He/she implements the Individual Service Plan and inform the Supervisor/Direct Caregiver if adjustments are necessary. A Direct Caregiver must inform the family/guardian in

decisions relating to the child’s stay, and permit the family/guardian to carry out their responsibilities. The Direct Caregiver is responsible for choosing appropriate actions when a child is in crisis and contacts emergency services and/ or relevant government agencies, as required (runaways, injuries, illnesses, aggressive/unstable behavior, physical restraint, suicide attempts, drug overdoses...). A Direct Caregiver assesses risks (safety and security) of children, staff and the residence. He/she works independently and makes decisions based on guidelines, past practices and related experience and may have access to support from coworkers, their supervisor and other professionals when dealing with situations that he/she has not come across before. Maintaining confidentiality and a high degree of discretion are also an important element of this work.

| | | | |
|----|--|---|---|
| 5. | <i>Communication/Interpersonal Relations</i> | 3 | 4 |
|----|--|---|---|

Communication and interpersonal relations are a very important aspect of the job since a Direct Caregiver communicates with children, family/guardian, colleagues, Social Workers, government representatives, community resources and Health and other professionals in order to get approval, cooperation and/or coordination of activities **and guide them using his/her professional experience and specialized knowledge. The employee must often go beyond discussing problems by offering feedback to various professionals on the best course of action to take. At times, direct caregivers produce written documents that are used in court proceedings for cases of neglect or abuse.** He/she advocates on behalf of the children in order to improve their skills, connections to family, and the economic, emotional, social and community supports necessary for integration (**i.e. advocate on behalf of the resident to Department of Social Development, schools, community, police, health professionals, others, family/guardian**). He/she documents accurate information in the child’s files. He/she must have the ability to communicate effectively in order to evaluate the child’s needs and build a rapport with them. In emergency/crisis situations, a Direct Caregiver must be able to explain the situation to relevant parties in order to ensure the appropriate response. He/she mediates conflict resolutions between children. **Moreover, the direct caregiver calls upon his/her specialized skills when working with and developing relationships with children who have special needs or mental health issues.**

| | | | |
|----|--------------------------|---|---|
| 6. | <i>Staff Supervision</i> | 1 | 1 |
|----|--------------------------|---|---|

Supervisory responsibilities are not normally part of the job requirement for a Direct Caregiver. However, he/she 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. | <i>Intellectual Effort</i> | 3 | 4 |
|----|----------------------------|---|---|

Case and crisis management as well as risk assessment are very important aspects of this

job. A Direct Caregiver constantly interacts with children who display physical, intellectual, emotional and/or behavioral challenges that may or may not relate to mental health issues. He/she is required to make quick decisions, remain calm, positive, confident, empathetic and nonjudgmental in all situations; especially during crisis in order to determine appropriate interventions. Each child is an individual with a unique set of needs that may change from time to time. **Moreover, the complexity of cases has increased and the service reports more mental health and mental disability cases.** The services required to meet these needs must be regularly assessed and revised. Retaining pertinent information is critical in order to intervene appropriately. The work of a Direct Caregiver is guided by Standards, Policies and Procedures; however, they are required to use **considerable judgement when making decisions due to numerous choices. The consequences of interventions are more important and the work is even more regulated when the beneficiaries are children.** When required, he/she has access to guidance from their co-workers, Supervisor, Executive Director, and other professionals. A Direct Caregiver needs to be consistent, motivating, and constantly aware of body language, unusual behavior, and environmental factors.

| | | |
|---|---|---|
| 8. <i>Concentration and Sensory Attention</i> | 3 | 3 |
|---|---|---|

To ensure the safety and well-being of children in the residence, as well as to respond appropriately to crisis situations, a Direct Caregiver must maintain a high level of Concentration and Sensory Attention despite frequent interruptions, distractions or changes in work priorities. He/she is required to perform various tasks concurrently such as listening and documenting, observing and interacting, responding to a crisis situation while keeping an eye on the other children’s behaviors and safety, administering medication and dealing with requests from children, preparing meals and answering the telephone, etc. Retaining pertinent information to later document in the child’s file is critical for purposes of maintaining consistency and accuracy for future reference. A Direct Caregiver is required to concentrate for long periods of time when interacting, observing, supervising, interpreting and actively listening to children. However, most working hours the duration of uninterrupted time is no more than one hour.

| | | |
|---------------------------|---|---|
| 9. <i>Physical Effort</i> | 3 | 4 |
|---------------------------|---|---|

A Direct Caregiver may be required to lift, move, push or pull weights up to 25kg/55lbs. He/she may be required to move furniture, lift/transfer children, stock shelves, perform physical activities with children, etc. He/she is required to bend over, kneel, climb and descend stairs and hunch over in order to perform various job duties. He/she is required to perform repetitive movements such as vacuuming, mopping, sweeping, keyboarding, folding laundry, etc. Due to the nature of the job, a Direct Caregiver is continuously in motion, requiring him/her to remain on their feet for long periods of time. Physical effort/intervention is required at times in order to assist a child, weighing in excess of 25kg/55lbs, including when they are experiencing a crisis. A Direct Caregiver’s physical effort consists of medium activity of ~~intermediate~~ long duration. **Crisis management and physical**

interventions occur more often than before. Restraint positions need to be held for periods of time varying between one to a few hours, while often receiving violent blows. Children of a certain age can be physically imposing and their behavior difficult to control.

Moreover, children that are non-verbal can exhibit aggressive physical behavior as it can be their only means of communication.

Working Conditions

| | | | |
|-----|---|---|---|
| 10. | <i>Unpleasant or Hazardous Environmental Conditions</i> | 3 | 4 |
|-----|---|---|---|

A Direct Caregiver works in a demanding, hectic and noisy environment. He/she comes in contact with children that may be ill and/or contagious. He/she ~~may be~~ **is often** exposed to unpleasant or demanding verbal interactions. He/she ~~may be required~~ **must often** interact with children who demonstrate aggressive or violent behaviors. He/she is **often** exposed to hazardous matters and odors such as vomit, blood, feces and cleaning products. He/she may experience significant stress due to the nature of the job. He/she is required to workday, evening and night shifts which may cause fatigue and sleep deprivation. He/she experiences significant temperature variations while supervising children indoors, outdoors and/or during outings/appointments. At times, a Direct Caregiver may be required to work in an isolated environment (i.e. working and travelling alone with children).

| Foreman – 1st male comparator | | |
|--|--|----------|
| Required Qualifications | | |
| 1. | <i>Education</i> | 6 6 |
| High School diploma or equivalent and successful completion of a college program in Business or equivalent training program. | | |
| 2. | <i>Experience</i> | 7 6 |
| A minimum of 3 to 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 2 |
| 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 4 |
| A Foreman’s managerial responsibilities are significant as they are accountable for all decisions related to the daily and long-term operation of an agency/facility (Human Resources, Financial, Programming, Administration, 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. | | |
| 5. | <i>Communication/Interpersonal Relations</i> | 5 5 |
| 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. He must communicate clearly and effectively with staff, 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. | <i>Staff Supervision</i> | 5 | 5 |
| <p>A Foreman is responsible for recruiting, orientating, developing work plans, establishing requirements, evaluating performance and determining professional development for staff. He is responsible to motivate staff, promote a respectful workplace and, when necessary, implement progressive disciplinary measures.</p> | | | |
| Required Effort | | | |
| 7. | <i>Intellectual Effort</i> | 5 | 4 |
| <p>A Foreman is required to interpret and implement Acts, Regulations, agency/facility Standards, policies and procedures. He is required to use a high level of judgment when developing and implementing programs internal policies and procedures and ensuring that they are adhered to and revised as required to fit facts and conditions. He is often faced with difficult decisions in collaboration with the Executive Director when dealing with situations that involve staff, clients (i.e. disciplinary action, interventions, etc.). He is required to provide quality services with limited budget and resources. He is responsible to ensure that the programs the agency is maintained to the highest standards in order to ensure that health, safety and the well being of staff, and residents/children. The foreman is thus responsible for supervising the maintenance and installations of a facility. His role is administrative and he manages human resources, but not from a clinical standpoint.</p> | | | |
| 8. | <i>Concentration and Sensory Attention</i> | 5 | 3 |
| <p>The work requires a high level of concentration and sensory attention while supervising, observing, interacting and monitoring staff, clients, 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. He is required to perform various tasks concurrently such as answering the telephone while completing paperwork/keyboarding, observing and documenting, listening and writing, talking and keyboarding, meeting with residents/children and documenting, etc. He must perform these activities often for periods of intermediate duration.</p> | | | |
| 9. | <i>Physical Effort</i> | 2 | 2 |
| <p>The duties of a Foreman are performed while seated which requires them to maintain one position for long periods of time. He is required to help occasionally with lifting medium weights for a short duration and help with certain activities within the agency/facility which would require them to stand for short periods of time.</p> | | | |
| Working Conditions | | | |
| 10. | <i>Unpleasant or Hazardous Environmental Conditions</i> | 3 | 3 |
| <p>A Foreman works may work in an environment that is demanding, hectic and noisy. He must</p> | | | |

take precautions to ensure the health and safety of clients and staff. He may be exposed to unpleasant or demanding verbal interactions with residents/children, and/or staff. The incumbent may be exposed to uncomfortable environments when doing the initial assessment of clients and when conducting performance reviews. He is responsible to ensure that all information **pertaining to his staff members** gathered within the agency/facility is kept confidential.

| Maintenance Worker – 2nd Male Comparator | | |
|---|--|----------|
| Required Qualifications | | |
| 1. | <i>Education</i> | 3 |
| | | 3 |
| High School diploma or equivalent is required to carry out the duties of a Maintenance Worker. | | |
| 2. | <i>Experience</i> | 2 |
| | | 2 |
| 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 |
| | | 2 |
| 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 (con't) | | |
| 4. | <i>Accountability/Decision Making</i> | 2 |
| | | 2 |
| Maintenance Worker's consequences of decisions and actions are limited. He usually makes decisions based on guidelines and past practices. A Maintenance Worker has immediate assistance from his supervisors. He contributes to the health and safety of others by ensuring that the agency/facility is well maintained. | | |
| 5. | <i>Communication/Interpersonal Relations</i> | 1 |
| | | 1 |
| A Maintenance Worker exchanges factual and work-related information with his Supervisor, coworkers, suppliers and health and fire inspectors. | | |
| 6. | <i>Staff Supervision</i> | 1 |
| | | 1 |
| Supervisory responsibilities are not part of the job requirement. | | |

| Required Effort | | |
|---|---|-----|
| 7. | <i>Intellectual Effort</i> | 2 2 |
| <p>The duties of a Maintenance Worker are usually guided by the agency/facility's Executive Director 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.</p> | | |
| 8. | <i>Concentration and Sensory Attention</i> | 1 1 |
| <p>The work requires a moderate level of concentration and sensory attention while performing his assigned task. The Maintenance Worker may be interrupted and distracted occasionally while carrying out the various tasks associated with the job.</p> | | |
| 9. | <i>Physical Effort</i> | 3 4 |
| <p>Maintenance Workers must be able to freely lift, move, push or pull heavy weights weighing more than 25kg/55lbs. They are required to lift and move equipment. This work is considered a heavy activity done for an intermediate duration. He is required to bend over, kneel, climb and hunch over in order to perform their assigned duties. He must perform repetitive motions, such as mopping, vacuuming and sweeping. There are also many situations where a maintenance worker is required to work in confined spaces and awkward positions such as bathrooms, utility rooms, etc. He is also required to handle special equipment such as lawn mowers, snow blowers, waxing machines, carpet cleaners, etc.</p> | | |
| Working Conditions | | |
| 10. | <i>Unpleasant or Hazardous Environmental Conditions</i> | 2 3 |
| <p>A Maintenance Worker is exposed to repulsive matter and odors when cleaning washrooms and garbage containers. He is exposed to significant temperature variations while performing outdoor maintenance tasks such as snow and ice removal, mowing the lawn, repairing the agency/facility, etc. He is exposed to vapors and odors from paint and other various chemicals potentially hazardous to his health. A Maintenance Worker is exposed to dust and dirt when making minor repairs to the agency/facility, maintaining public and outdoor areas, and when ensuring the proper functioning of the electrical, cooling, heating, ventilating, and plumbing systems. He is also exposed to a certain level of noise emitted by machinery, thus requiring a certain level of protection.</p> | | |

STEP 7

7. Weighting for factors and sub-factors

To complete the evaluation, each factor and sub-factor must be weighted according to the relative importance the service/workplace being evaluated places on it compared to other 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 model for weighting, but it is important that it reflects the values of the organization and does not discriminate against women or men.¹³

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. Generally, a sub-factor should not be less than 5% or greater than 15%.

The table below shows the usual range for the weight assigned to each factor and sub-factor.

| Factors | Sub-factors | Weighting |
|--------------------------------------|--|-------------|
| Qualifications 20 - 35% | Training | 10 - 15% |
| | Experience | 6 - 12% |
| | Dexterity and coordination | 4 - 8% |
| Responsibilities 25 - 30% | Accountability and decision-making | 9 - 10% |
| | Communication and interpersonal relations | 9 - 10% |
| | Staff supervision | 7 - 10% |
| Required effort 25 - 30% | Intellectual effort | 8 - 14% |
| | Concentration and sensory attention | 6 - 13% |
| | Physical effort | 6 - 13% |
| Working conditions 5 - 15% | Unpleasant or hazardous environmental conditions | 5 - 15% |
| Total | | 100% |

¹³ Provincial government report on Community Residence Sector 2014 – Pay Equity Program, p.121.

During a pay equity exercise, the exact percentage the committee wishes to assign to each factor and sub-factor must be set within this range, and the value for each sub-factor must be assigned points (in our case, on a total of 1000 points) so calculations can be done easily.

During the 2008-2014 exercises, the weighting assigned for each service was a little different because pay equity committees from the different services worked independently.

Normally, a pay equity maintenance exercise applies the weighting established during the initial pay equity exercise. The Coalition decided to deal with the three services using the same weighting. Similarities between the work accomplished for each job and the previous weightings were sufficient to evaluate objectively each sub-factor for each job. The Advisory Committee concluded that the weighting used for community residences during the first exercise would be the most appropriate for all services in a pay equity maintenance phase.

| Factors | Sub-factors | Weighting | Value in points |
|---------------------------------------|---|-------------|-----------------|
| Required qualifications 29% | Training | 12% | 120 |
| | Experience | 10% | 100 |
| | Dexterity and coordination | 7% | 70 |
| Responsibilities 29% | Accountability/decision-making | 10% | 100 |
| | Communication/interpersonal relations | 10% | 100 |
| | Staff supervision | 9% | 90 |
| Required effort 32% | Intellectual effort | 12% | 120 |
| | Concentration and sensory attention | 11% | 110 |
| | Physical effort | 9% | 90 |
| Working conditions 10% | Unpleasant and hazardous environmental conditions | 10% | 100 |
| Total | | 100% | 1000 |

Once a sub-factor's total value in points has been determined, to find each level's value, the sub-factor's maximum points are divided by the number of levels assigned to the sub-factor. For example, accountability has a maximum of 100 points and 5 levels. So, each increase in level is worth 20 points ($100/5 = 20$). Therefore, level 3 is worth 60 points (3×20 points). The table below shows the value for each level.

| Factors | Sub-factors | Weighting | Levels | | | | | | | Maximum points |
|---------------------------|--|-------------|--------|----|----|----|-----|-----|-----|-------------------|
| | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| Qualifications | Training | 12% | 17 | 34 | 51 | 69 | 86 | 103 | 120 | 120 ¹⁴ |
| | Experience | 10% | 14 | 29 | 43 | 57 | 71 | 86 | 100 | 100 ¹⁵ |
| | Dexterity and coordination | 7% | 14 | 28 | 42 | 56 | 70 | | | 70 |
| Responsibilities | Accountability and decision-making | 1% | 20 | 40 | 60 | 80 | 100 | | | 100 |
| | Communication and interpersonal relations | 10% | 20 | 40 | 60 | 80 | 100 | | | 100 |
| | Staff supervision | 9% | 18 | 36 | 54 | 72 | 90 | | | 90 |
| Efforts | Intellectual effort | 12% | 24 | 48 | 72 | 96 | 120 | | | 120 |
| | Concentration and sensory attention | 11% | 22 | 44 | 66 | 88 | 110 | | | 110 |
| | Physical effort | 9% | 18 | 36 | 54 | 72 | 90 | | | 90 |
| Working conditions | Unpleasant or hazardous environmental conditions | 1% | 20 | 40 | 60 | 80 | 100 | | | 100 |
| TOTAL | | 100% | | | | | | | | 1000 |

¹⁴ For Training, since 7 times 17 equals 119, one point was added to level 4 to get a total of 120.

¹⁵ For Experience, since 7 times 14 equals 98, we added one point to levels 2 and 6 to get a total of 100.

STEP 8

8. The Value of Job Classes

The Evaluation Committee determined the value of each job class using the evaluation sheets (step 6) and the point distribution table (step 7). Here is the point value assigned to each job class.

| Job classes | Required Qualifications | | | Responsibilities | | | Required Effort | | | Working Conditions | Total |
|------------------------------------|-------------------------|-------------------|-----------------------------------|---|---|--------------------------|----------------------------|--|------------------------|--|------------|
| <i>Sub-Factors</i> | <i>Education</i> | <i>Experience</i> | <i>Dexterity and Coordination</i> | <i>Accountability / Decision-Making</i> | <i>Communication/ Interpersonal Relations</i> | <i>Staff Supervision</i> | <i>Intellectual Effort</i> | <i>Concentration and Sensory Attention</i> | <i>Physical Effort</i> | <i>Hazardous or Dangerous Environmental Conditions</i> | |
| Maintenance Worker | 51 | 29 | 28 | 40 | 20 | 18 | 48 | 22 | 72 | 60 | 388 |
| Home Support Worker | 69 | 29 | 42 | 80 | 60 | 18 | 72 | 66 | 54 | 80 | 570 |
| Crisis Intervener | 86 | 71 | 42 | 80 | 80 | 18 | 96 | 66 | 54 | 80 | 673 |
| Direct Caregiver (adults) | 86 | 57 | 42 | 80 | 80 | 18 | 96 | 66 | 72 | 80 | 677 |
| Direct Caregiver (children) | 86 | 57 | 42 | 80 | 80 | 18 | 96 | 66 | 72 | 80 | 677 |
| Foreman | 103 | 86 | 28 | 80 | 100 | 90 | 96 | 66 | 36 | 60 | 745 |

STEP 9

9. Wages for male-dominated jobs

To determine fair wages for female-dominated jobs, they must be compared with those for male-dominated jobs. As mentioned earlier, we used Québec's method for workplaces without male comparators. We wrote job descriptions for two male-dominated jobs – maintenance worker and foreman – and then had to determine their hourly wages.

The Pay Equity Coalition called on Ruth Rose, adjunct professor in economics at l'Université du Québec à Montréal, to take on the task.

Maintenance worker wages

To set the maintenance worker wages, Ruth Rose analyzed Statistics Canada data on labour force classification 6733 *Janitors, caretakers and building superintendents* for New Brunswick in 2018. She found that:

- 71% of janitors and superintendents were men and 29% were women
- Women's and men's wages were generally about the same in the public and private sectors, whether the workers were unionized or not
- Two-thirds of janitors and superintendents were not unionized and almost all of those who were worked in the public sector
- As expected, average wages for unionized janitors (\$18.04/hr) was 24% higher than non-unionized wages (\$14.50/hr)
- Average wages for the entire classification 6733 was \$15.72/hr.

Given this information, the Advisory Committee decided to use 2018 average wages for the entire classification 6733 (\$15.72/hr) to determine the maintenance worker's wages. This includes the wages of unionized and non-unionized workers, employed in the public or private sectors, male or female. The choice seemed appropriate since some of the workers in the community care sector are unionized, but most are not. In addition, the community care sector can be considered para-public, because services are offered by the private sector, but are mandated by government.

Since the goal for the pay equity maintenance exercise is to determine fair wages in the community caregiving sector for 2020, the \$15.72 wages had to be adjusted to reflect regular pay hikes since 2018. Organizations that use wage scales or where promotion opportunities are frequent normally base the adjustments on the Consumer Price Index (CPI), whose goal is to allow workers to maintain their purchasing power from year to year.

The \$15.72 wages were therefore indexed at 2.13% per year, based on the increase in New Brunswick's CPI between 2017 and 2018 (last year for which numbers were available in January

2020). As a result, for the purpose of the pay equity maintenance exercise, the maintenance worker's wages for 2020 were set at **\$16.40/hr**.

Foreman wages

In the province of Québec, they recommend setting the maintenance worker's wages at 60% of the foreman's. In a 2014 report, Ruth Rose used statistics from the National Household Survey 2011 for New Brunswick to make sure this ratio was appropriate in this case. She noted that on average, in cleaning services the janitor's wages were 55% of a supervisor's; in clerical jobs, the ratio between the operating personnel and the supervisors was 62%; in teaching positions, it was 72%; between nursing assistants and coordinators, it was 62%; for carpenters and joiners, 73%; and in at least one manufacturing setting, it was 68%.

Ruth Rose concluded that the 60% ratio was appropriate in New Brunswick. Applying the rule of three, she determined that **in 2020** the foreman's reference wage should be **\$27.33/hr**.

$$\begin{array}{rcl} \frac{16,40 \$}{X} & = & \frac{60}{100} \\ \\ X & = & (16,40 \$ \times 100) / 60 \\ \\ X & = & 27,33 \$ \end{array}$$

STEP 10

10. Pay Equity Analysis

As mentioned in the introduction of this report, pay equity is equal pay for work of equal or comparable value. Sometimes however there are no male-dominated jobs of equal value in a given workplace. In reality, the goal is to set “fair” wages, that is, fair compared to the others: higher if value is higher, lower if value is lower.

At this point in the pay equity maintenance process, job descriptions and value for each female-dominated and male-dominated job classification have been revised, and wages for male-dominated jobs have been determined. Next, values and wages for female-dominated and male-dominated job classifications have to be compared.

There are several methods to determine fair wages. The Coalition used the linear method, also called global method, where a trend line is drawn using points (value) and wages for the two male-dominated job classifications. That way a fair wage line can be plotted. Female-dominated job classifications can then be added on that wage line using points corresponding to their value to determine their fair wages.

To figure out where fair wages occur on the wage line for male-dominated job’s, the value in dollars for each point assigned during the job evaluation exercise must be determined. To do this, the difference in wages between the two male-dominated jobs is divided by the difference in points they were allotted, as shown below.

The difference between the foreman wages (\$27.33) and the maintenance worker’s (\$16.40) is **\$10.93**.

$$\$27.33 - \$16.40 = \$10.93$$

The difference between points allotted to the foreman (745) and the ones allotted to the maintenance worker (388) = **357 points**

$$745 - 388 = 357 \text{ points}$$

When the difference between wages (\$10.93) is divided by the difference in points (357), you get a value of \$0.030626 per point.

$$\$10.93 \div 357 = \$0.030626^{16}$$

¹⁶ This result comes from calculations taking several decimals into account, which explains the difference with the result of the equation $\$10.93/357$. Here is the more exact calculation: $(\$16.40 \times 100) / 60 = \$27.333333\dots$; $\$27.333333\dots - \$16.40 = \$10.933333\dots$; $\$10.933333\dots / 357 = \$0.030626\dots$

Therefore, each point difference between the total value of wages is equal to \$0.030626. With this information, fair wages can be calculated for female-dominated job classifications.

Here is how to do it.

Fair wage calculations for a crisis intervener

The crisis intervener received 673 points during the evaluation and the maintenance worker, 388. The intervener has 285 more points than the maintenance worker.

$285 \text{ (points)} \times \$0.030626 \text{ (value for each point)} = \8.73

She should therefore earn \$8.73/hr more than the maintenance worker.

$\$16.40 \text{ (maintenance worker's wages)} + \$8.73 = \$25.13 \text{ (fair wage)}$

A fair wage for the crisis intervener is therefore \$25.13/hr.

These calculations were used for all female-dominated job classifications and allowed us to determine fair hourly wages for each one.

The table on the next page show the results of these calculations.

| <i>A</i> | <i>B</i> | <i>C</i> | <i>D</i> | <i>E</i> | <i>F</i> | <i>G</i> | <i>H</i> |
|--------------------------|---|--------------|-----------------------------|---|---|-----------------------|--|
| Male job classifications | Value for male job classifications (points) | Hourly wages | Female job classifications | Value for female job classifications (points) | Difference between the value for female job classification and the value for maintenance worker (column E minus column B) | Column F x \$0.029470 | Fair hourly wages (column C plus column G) |
| Maintenance worker | 388 | \$16.40 | Home Support worker | 570 | 182 | \$5.57 | \$21.97 |
| Foreman | 745 | \$27.33 | Crisis intervener | 673 | 285 | \$8.73 | \$25.13 |
| | | | Direct caregiver (adults) | 677 | 289 | \$8.85 | \$25.25 |
| | | | Direct caregiver (children) | 677 | 289 | \$8.85 | \$25.25 |

The table below compares pay equity analysis results and current hourly wages for evaluated female-dominated jobs. The last column shows the gap that has to be eliminated to achieve pay equity.

| Job classifications | Fair hourly wages | Current estimated hourly wages ¹⁷ | Difference |
|-----------------------------|-------------------|--|-------------------|
| Home Support Worker | \$21.97 | \$15.30 | \$6.67 |
| Crisis intervener | \$25.13 | \$14.40 to \$16.70 | \$8.43 to \$10.73 |
| Direct caregiver (adults) | \$25.25 | \$16.05 | \$9.20 |
| Direct caregiver (children) | \$25.25 | \$16.80 | \$8.45 |

¹⁷ Wages for home support services and community residences are based on the minimal pay rate that resulted from the last pay equity exercises plus the subsequent wage subsidies. Wages in transition houses are based on the average entry level and top wages offered by transition houses according to a survey conducted with seven transition houses on October 23, 2020.

CONCLUSION

Conclusion

Pay equity – equal pay for work of equal value – is a human right. The results of the pay equity maintenance exercise clearly show that current wages do not reflect the value of work done by Home Support Workers and staff in community residences and transition houses.

For far too long workers in female-dominated jobs in the community care sector have been under-valued and under-paid. This is unfair to them and furthermore, it leads to serious problems recruiting and retaining qualified staff that compromise the quality of services offered to our most vulnerable citizens. New Brunswick society as a whole will benefit from resolving this unjust situation, both from a quality of care perspective and an economic one.

Implementing a wage scale should be the next step. Currently, some employers offer a set wage for each job classification, while others offer slightly higher wages to trained and experienced staff. A wage scale would make it possible to recognize training and experience gained over the course of a worker's career; and wage hikes based on it would eliminate the need for repeated negotiations and allow for better budget planning. To maintain staff purchasing power, the wage scale should of course be indexed to the consumer price index each year. And finally, since jobs are always changing, a new pay equity maintenance exercise should be done every five years.

Resources were scarce so we had to choose and evaluate only one female-dominated job classification per service. The results, however, can be used as a yardstick for other jobs in these services. We will sooner rather than later need to do pay equity exercises for all workers in community care.

Political will is essential to ensure that data collected during this exercise is reflected in just, equitable and ongoing wage hikes. It will also be needed to guarantee pay equity for all female-dominated jobs in the sector. The Coalition will draw on results from this pay equity maintenance exercise to advocate for public funds for better wages, better working conditions and pay equity in the entire community care sector.

RECOMMENDATIONS

Recommendations

The Coalition recommends:

1. That the provincial government develop and implement a five-year plan to reach pay equity in the whole community care sector, including:
 - Increased public investments in wages until pay equity is achieved
 - The development of wage scales taking pay equity into account
 - The annual indexation of wage scales based on the consumer price index
 - Pay equity exercises for all community care jobs that have not been evaluated
2. That the government ensures the maintenance of pay equity in the community care sector every five years;
3. That the government extends the pay equity act to the entire private sector.