

# The Value of Care:

**Pay equity in special care homes,  
family support services and  
ESSP agencies**



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Thank you!

# **EXECUTIVE SUMMARY**

# Executive Summary

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, not only in the public sector but in the entire private sector as well. These jobs, which for the most part fall under Health and Social Services, require certain qualifications and great effort. People who do these jobs assume a tremendous responsibility for the life and well-being of those who receive services, and their working conditions can be difficult.

Recognizing the validity of the Coalition's arguments, the provincial government carried out between 2008 and 2014 pay equity exercises in four care services which were mostly funded by public money: childcare, home care services, transition houses for women victims of violence and community residences for adults and children. These exercises, as well as the ones presented in this report, focused on all services in a particular sector rather than on a particular organization. During that period, the New Brunswick government adopted the *Pay Equity Act 2009*, but the legislation only applies to the public sector, not to community services.

It is in this context that the Coalition launched its *Valuing Community Caregiving Work* project, which aimed to:

- Evaluate jobs in the caregiving sector;
- Raise awareness about pay inequity in the community care sector; and
- Lobby for public investment to achieve pay equity in the sector.

## Methodology

Usually, a pay equity exercise compares the value of female-dominated job classifications to that of male-dominated job classifications for the same employer. However, there are practically no male-dominated job classifications in the community care sector. Therefore, the exercises done in 2008-2014 as well as the ones done in 2020-2021, which are included in this report, were conducted using a methodology pioneered in Québec in 2005.

According to the Regulation respecting pay equity in enterprises where there are no predominantly male job classes (chapter E-12.001, r. 2), an organization's (or a sector's in this case) female-dominated job classifications are compared to generic male-dominated job classifications, in our case Maintenance worker and Foreman. These male-dominated job classifications are found in many workplaces in New Brunswick, but not necessarily in the evaluated sectors. The methodology is explained in Section 5 of this report.

For the purpose of this exercise, the Coalition kept many elements used in the initial exercise (2008-2014): the evaluation tool, factors and sub-factors, weightings, male comparators (though the salary gap between the two comparators was updated), etc. The Coalition also worked with committees made of employees and employers from the caregiving sector.

The Coalition also called on the expertise of Ruth Rose, associate professor in economics at l'Université du Québec in Montréal and pay equity advisor with Québec's Conseil d'intervention pour l'accès des femmes au travail, as well as on resource-people from the New Brunswick Pay Equity Bureau and the Department of Social Development.

### **Pay Equity Exercises 2019-2020**

For its *Valuing Community Caregiving Work* project, the Coalition performed in 2019-2020 a pay equity maintenance exercise in three of the services evaluated from 2008 to 2014. Since job classifications evolve with time, they must be evaluated regularly, every 5 years or whenever major changes are introduced. The Coalition presented the results of these exercises in the report *The Value of care: pay equity maintenance in home care, transition houses and community residences*. Childcare was not included because the project focused solely on services which were under the jurisdiction of the Department of Social Development at the time. It has since been transferred to the Department of Education and Early Childhood Development.

### **Pay Equity Exercises 2020-2021**

In 2020-2021, the NB Pay Equity Coalition also conducted pay equity exercises for three other services, which are covered in this report:

- Special care homes;
- Employment and Support Services Programs (ESSP) agencies; and
- Family support services for adults and children.

Usually, all female-dominated job classifications in an organization or a sector should be evaluated. Because of limited resources, however, committees only evaluated one job per service as a reference based on generic job descriptions that represent each service overall:

- Special care home workers;
- Crisis interveners in ESSP community agencies;
- Family support workers for adults; and
- Family support workers for children.

## Pay Equity Evaluation Results

The table below compares the results of the current pay equity exercises and wages for the female-dominated jobs we evaluated. The last column shows the gap that needs to be eliminated to achieve pay equity.

Job classification	Fair hourly wage	Current entry-level hourly wage <sup>1</sup>	Difference
Special Care Home Workers	\$22.44	\$14.50	\$7.94
ESSP Workers	\$24.60	\$16.64	\$7.96
Family Support Workers (adults)	\$24.60	\$16.80	\$7.80
Family Support Workers (children)	\$25.91	\$16.80	\$9.11

As employees in these caregiving sectors are essential workers for the health and well-being of vulnerable people in our society, major changes must be made for them to achieve pay equity.

### 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; and
  - Pay equity exercises for all community care jobs that have not been evaluated, including those of management.
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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<sup>1</sup> The current level-entry hourly wage for special care homes and family support services is derived from the Human Services Coalition of New Brunswick and includes the increases announced by the Department of Social Development, in the news release *Wage increases on April 1 for workers in the human service sector*, March 19<sup>th</sup> 2021, [https://www2.gnb.ca/content/gnb/en/news/news\\_release.2021.03.0218.html](https://www2.gnb.ca/content/gnb/en/news/news_release.2021.03.0218.html). Please note that the hourly wage differs from the average hourly wage identified in this same release. The entry-level wage for ESSP agencies is derived solely from the data provided by the Department of Social Development.



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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 of equal value, usually 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.

It is in this context that the Coalition launched *Valuing Community Caregiving Work*, a project which aimed to:

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

First, since jobs and wages continually evolve, the Coalition re-evaluated jobs for three services which had undergone a pay equity exercise led by government from 2008 to 2014. This is what we refer to as an “pay equity maintenance exercise”. The Coalition took the opportunity to improve the methodology. It published the results of that exercise in 2020, in the report entitled: *The Value of Care: Pay equity maintenance in home care, transition houses and community residences*.

Then, the Coalition undertook a pay equity exercise for community caregiving services that had never been evaluated. Just as it did with the maintenance exercise, the Coalition used a sector-wide approach, meaning the exercise dealt with a group of services in a sector rather than a

specific organization. Even jobs from different services were evaluated during the same exercise, which helped to ensure a certain consistency between them.

The Coalition kept the same methodology used for the maintenance exercise as well as the same male comparators, namely maintenance worker and foreman. The wages of these jobs were determined by the Advisory Committee, based on Ruth Rose's argument which considered both inflation and wage increases in New Brunswick and in Canada from 2018 to today. The maintenance worker's wage was indexed at 2.13% and thus was established at \$16.75/hr for 2021. When applying the 40% gap between both wages, the resulting foreman's reference wage was \$27.92/hr for 2021.

Ordinarily, all of an employer's female-dominated jobs – or of a sector in the case of a sector-wide exercise - should be evaluated in the same pay equity exercise. However, due to limited resources, the Coalition had to choose only one generic job per service that would serve as a benchmark for the rest of the service. More specifically, this exercise aimed to determine the current equitable wage for the following jobs:

- Special Care Home Workers;
- Employment and Support Service Program (ESSP) Worker; and
- Family Support Workers for adults and children.

It is important to note that jobs were evaluated based on generic job descriptions which represent each service overall. This being said, the tasks associated with a job can vary from one agency to the next and even from one employee to another within the same agency, based on the clientele served.

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

1. Establish committees and define each of their roles;
2. Identify female-dominated job classifications;
3. Choose the job evaluation methodology;
4. Develop the female-dominated job descriptions;
5. Update male-dominated job descriptions from those developed during the exercises led par the government of NB between 2008 and 2014;
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; and
10. Calculate fair wages.

In closing, it must be mentioned that the Coalition can only analyze jobs. It is up to employers and the government that subsidizes them (the 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 process: an advisory committee, a steering committee, and an evaluation committee. In this section we will explain their structures and roles.

In parallel, the Coalition called on the expertise of Ruth Rose, Associate Professor in Economics at l'Université du Québec in Montreal and pay equity advisor with Quebec's Conseil d'intervention pour l'accès des femmes au travail (CIAFT), as well as on resource-people from the New Brunswick Pay Equity Bureau and the Department of Social Development.

## 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. This committee was the first to be established and was involved through the entire project, including the pay equity maintenance exercise in 2019-2020 and the pay equity exercise in 2020-2021.

The Advisory Committee's roles and responsibilities in the pay equity 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; and
3. Use mediation to handle potential disagreements.

Advisory Committee Members	
Erica Flynn	Personal Support Worker in a Special Care Home - Level II
Aline Johanns	Human Resources Professional, CHRP-R
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
<b>Coalition for Pay Equity Team</b>	
Tina Poirier	Valuing Community Caregiving Work Project Coordinator
Rachel Richard	Public Affairs and Communication
Johanne Perron	Executive Director
<b>Resource People</b>	
Ginette-Marie Leblanc	Consultant Long Term Care and Adult Protection – Social Development (until December 2020)
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. This committee was the second one to be established and it actively participated in the pay equity maintenance exercise in 2019-2020 and in the pay equity exercise in 2020-2021. The Committee was responsible for the job evaluation component of the project. Its mandate was to:

1. Launch the job evaluation exercise:
  - a. Update male-dominated job descriptions developed during the exercises led by the Government of NB between 2008 and 2014 to determine if they were still valid;
  - b. Approve the female-dominated job descriptions developed by the evaluation committee;
2. Approve the Evaluation Committee’s job evaluation report; and
3. Approve the pay equity analysis.

The 11-member committee consisted of staff members and management 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, ESSP agencies and family support services. It was important that various regions of the province and both official languages be represented.

**Steering Committee**

<b>Name</b>	<b>Title</b>	<b>Service</b>	<b>Region</b>
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 (until March 2020)	Employee	Special Care Homes	Dalhousie
Jan Seely	Employer		Saint John
Sylvie Cyr	Employee	ESSP Agencies	Grand Falls
Gérald Leblanc	Employer	ESSP Agencies	Campbellton
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, Human Resources Professional, CHRP-R
Jessica Gerges	Program Advisor – Policy and Strategic Initiatives – New Brunswick Pay Equity Bureau

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



## Job Evaluation Committee

In November 2020, the Coalition for Pay Equity established a second job evaluation committee. A separate job evaluation committee was responsible for the pay equity maintenance exercise in 2019-2020.

This second job evaluation committee’s main responsibilities were to:

1. Develop female-dominated job descriptions;
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; and
7. Give feedback on questions submitted by the Steering Committee and the Advisory Committee.

The twelve-member committee consisted of staff members and management from the following services: special care homes, ESSP agencies and family support services for adults and children.

Job Evaluation Committee			
Name	Title	Service	Region
Micheyla Gorham	Employee	Special Care Homes	Saint Jean
Rita Graves	Employee		Fredericton
Cristie Dykeman	Employer		Chipman
Paul Rossignol	Employer		Memramcook
Sharon Thériault	Employee	ESSP Agencies	Grand-Sault
Seth Chute	Employee		St. Stephen
Sheila Rogers	Employer		Bathurst
David Richard	Employer		Moncton

Debbie Grant	Employee	Family Support	Woodstock
Vicky Palmater	Employee		Moncton
Gail Doucette	Employer		Saint-Jean
Danny Soucy	Employer		Grand-Sault
<b>Coalition for Pay Equity Team</b>			
Tina Poirier	Valuing Community Caregiving Work Project Coordinator		
Rachel Richard	Communications and Public Affairs		
Johanne Perron	Executive Director		
<b>Resource Person</b>			
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
Special Care Home Workers	Special Care Homes	Provide care and a monitoring services to residents requiring care for levels 1,2,3B and 3G <sup>2</sup> . Helping them by providing support services such as personal care, social activities and medication management.
ESSP Workers	ESSP agencies	Provide employment-gearred services allowing individuals with mental health issues or with an intellectual, cognitive, developmental or physical handicap to maximize their social, community and economic independence.

<sup>2</sup> Please note that special care homes are not to be confused with nursing homes.

Level 1 – Residents are generally mobile but require the availability of supervision on a 24-hour basis related to their personal care.

Level 2 – Residents may require some assistance or supervision with mobility and require more individualized assistance or supervision on a 24-hour basis with personal care and their activities of daily living. They may have mild to moderate dementia.

Level 3B [Memory Care Homes] – Residents do not require full-time nursing care. They are medically stable, but they require additional supervision on a 24-hour basis and help due to a physical frailty or moderate to severe diagnosis of dementia that put themselves or others at risk.

Level 3G [Generalist Care Home] – Residents may require some assistance with mobility and require supervision on a 24-hour basis. They are medically stable but they require additional supervision and help due to physical frailty. They may have dementia but do not exhibit maladaptive behaviors associated with dementia that put themselves or others at risk.

Family Support Workers (adults)	Family Support Services for adults	Provide monitoring services and/or accompaniment to adults between 18 and 64 years living with mental health issues or with an intellectual, cognitive, developmental or physical handicap in order to help them work towards an optimal degree of personal functioning, autonomy and independence.
Family Support Workers (children)	Family Support Services for children	Offer advice and share resources in order to help families with the particular emotional, social, behavioral, developmental and medical needs of their child. Intervene in child protection cases, provide support to new parents or work with children living with a handicap.

# 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.<sup>3</sup>

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 and the 2019-2020 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
<b>Required Qualifications</b>	<ul style="list-style-type: none"> <li>• Education</li> <li>• Experience</li> <li>• Dexterity and Coordination</li> </ul>
<b>Responsibilities</b>	<ul style="list-style-type: none"> <li>• Accountability/Decision Making</li> <li>• Communication/Interpersonal Relations</li> <li>• Staff Supervision</li> </ul>
<b>Required Effort</b>	<ul style="list-style-type: none"> <li>• Intellectual Effort</li> <li>• Concentration and Sensory Attention</li> <li>• Physical Effort</li> </ul>
<b>Working Conditions</b>	<ul style="list-style-type: none"> <li>• Unpleasant or Hazardous Environmental Conditions</li> </ul>

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<sup>3</sup> 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.

<b>Degree</b>	<b>Description</b>
<b>1</b>	Less than High School
<b>2</b>	Less than High School with related training
<b>3</b>	High School or equivalent
<b>4</b>	High School or equivalent with related training
<b>5</b>	High School plus one-year post-secondary program (i.e. Certificate)
<b>6</b>	High School plus two-year post-secondary program (i.e. Diploma)
<b>7</b>	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><b>Degree</b></i>	<i><b>Description</b></i>
<b>1</b>	Less than 3 months
<b>2</b>	From 3 months to less than 6 months
<b>3</b>	From 6 months to less than 12 months
<b>4</b>	From one (1) year to less than two (2) years
<b>5</b>	From two (2) years to less than three (3) years
<b>6</b>	From three (3) years to less than five (5) years
<b>7</b>	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.

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

**Fine motor skills (dexterity)** 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 (coordination)** 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

<b>Dexterity</b>	<b>Speed</b>		
	<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 speedier 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 <b>very limited</b> . <b>Very low</b> level of responsibility.
2	Consequences of decisions and actions <b>limited</b> . <b>Low level</b> of responsibility.
3	Consequences of decisions and actions <b>moderately significant</b> . Level of responsibility <b>moderate</b> .
4	Consequences of decisions and actions <b>significant</b> . Level of responsibility is <b>high</b> .
5	Consequences of decisions and actions are <b>major</b> . Level of responsibility is <b>very high</b> .

### 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	<b>Exchanging:</b> Exchanging precise information or information related to the job
2	<b>Explanation and interpretation:</b> Explaining and interpretation of information or ideas
3	<b>Discussions:</b> Discussing problems with people in order to come to an agreement, get their cooperation and/or coordination of activities
4	<b>Collaborating and advising:</b> Collaborate with people to guide them by using your professional experience and specialized knowledge
5	<b>Persuading and negotiating:</b> 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

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	<b>Helping:</b> Orienting other staff in their work, as needed; showing them work methods, techniques, and procedures, etc.
2	<b>Coordinating:</b> Assigning, distributing, and ensuring that the work of <u>less than 5 staff members</u> complies with the standards or specifications received
3	<b>Coordinating:</b> Assigning, distributing, and ensuring that the work of <u>5 staff members or more</u> complies with the standards or specifications received
4	<b>Supervising:</b> planning work, establishing requirements, evaluating performance, and taking disciplinary measures for <u>less than 5 staff members</u>
5	<b>Supervising:</b> 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>
<b>1</b>	Work consists of <b>very routine</b> tasks with <b>little or no choice</b> as to the procedures used in achieving results.
<b>2</b>	Work consists of <b>semi-routine</b> tasks with <b>few choices</b> as to what procedures should be followed. Requires <b>some judgment</b> in making minor decisions.
<b>3</b>	Work consists of <b>somewhat complex</b> tasks with <b>some choices</b> as to what procedures should be followed. Requires a <b>moderate level of judgment</b> in selecting appropriate procedures and standards.
<b>4</b>	Work consists of <b>complex</b> tasks with <b>several choices</b> as to what procedures should be followed. Requires the use of <b>considerable judgment</b> in adapting procedures and standards to fit facts and conditions.
<b>5</b>	Work consists of <b>difficult and complex</b> tasks. Requires a <b>high level of judgment</b> 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:*

<b>Short</b>	Up to and including one (1) hour
<b>Intermediate</b>	Over one (1) hour and up to and including two (2) hours
<b>Long</b>	In excess of two (2) hours

*Frequency means how often you perform these activities.*

*Frequency is measured as follows:*

<b>Sometimes</b>	Once in a while, most days
<b>Often</b>	Several times a day
<b>Always</b>	Most working hours



## Required Effort

## Concentration and Sensory Attention

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

<b>Degree</b>	<b>Description</b>
<b>1</b>	Perform the activities <b>sometimes</b> for periods of short duration
<b>2</b>	Perform the activities <b>often</b> for periods of short duration <b>OR</b> Perform the activities <b>sometimes</b> for periods of intermediate duration
<b>3</b>	Perform the activities <b>always</b> for periods of short duration <b>OR</b> Perform the activities <b>often</b> for periods of intermediate duration <b>OR</b> Perform the activities <b>sometimes</b> for periods of long duration
<b>4</b>	Perform the activities <b>always</b> for periods of intermediate duration <b>OR</b> Perform the activities <b>often</b> for periods of long duration
<b>5</b>	Perform the activities <b>always</b> for periods of long duration

### Sub-factor Chart:

<b>Frequency</b>	<b>Duration</b>		
	<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*

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

### *Duration of Physical effort*

<b>Short</b>	Up to and including one (1) hour, occasionally
<b>Intermediate</b>	Over one (1) hour and up to and including two (2) hours, occasionally <b>OR</b> Up to and including one (1) hour, frequently
<b>Long</b>	In excess of two (2) hours, occasionally <b>OR</b> 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>
<b>1</b>	<b>Light</b> activity of <b>short</b> duration
<b>2</b>	<b>Light</b> activity of <b>intermediate</b> duration <b>OR</b> <b>Moderate</b> activity of <b>short</b> duration
<b>3</b>	<b>Light</b> activity of <b>long</b> duration <b>OR</b> <b>Moderate</b> activity of <b>intermediate</b> duration <b>OR</b> <b>Heavy</b> activity of <b>short</b> duration
<b>4</b>	<b>Moderate</b> activity of <b>long</b> duration <b>OR</b> <b>Heavy</b> activity of <b>intermediate</b> duration
<b>5</b>	<b>Heavy</b> activity of <b>long</b> 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>
<b>1</b>	<b>Very low</b> level of unpleasant or hazardous environmental conditions
<b>2</b>	<b>Low</b> level of unpleasant or hazardous environmental conditions
<b>3</b>	<b>Moderate level</b> of unpleasant or hazardous environmental conditions
<b>4</b>	<b>High level</b> of unpleasant or hazardous environmental conditions
<b>5</b>	<b>Very high</b> 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 in order to proceed with an evaluation. It must include the following:

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

In the fall of 2020, the Coalition did in-depth research and held talks with association representatives of the community caregiving sector, the Department of Social Development as well as members, staff, and management working in the sector. The Coalition also used the document *Human Service Sectors: Tasks, Competencies, Knowledge and Skills*<sup>4</sup>. In December 2020, the job evaluation committee first developed job descriptions in sub-groups (per service) followed by a review with the entire job evaluation committee. In January 2021, the Steering Committee approved these job descriptions.

The Coalition's objective was to develop generic job descriptions representing each service overall. The reason being the variability of tasks associated with the same job from one agency to the next and even from one employee to another within the same agency.

The following job descriptions are the result of this work.

N.B. The job descriptions reflect jobs in ordinary times, but not changes that might have been made due to the COVID-19 pandemic.

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<sup>4</sup> Gérald Nadeau, January 30<sup>th</sup> 2020, 116 pages.

# Special Care Home Worker

## Job Description

### Job Purpose:

Special Care Home Workers<sup>5</sup> work in special care homes providing long-term care (normally levels 1,2, 3B, and 3G <sup>6</sup>) to adults requiring support and assistance. They provide services to adults requiring personal support and assistance (loss of autonomy, disabilities, medical and/or mental conditions, addictions and end of life/palliative). They are required to assist residents with personal care, activities of daily living and housekeeping duties, medication management, socialization and transportation in a healthy, safe and secure environment. In consultation with the appropriate agency and various health care providers, Special Care Home Workers will assist in meeting the physical, emotional, social and spiritual needs of the client.

### Job Duties:

A Special Care Home Worker may carry out some or all of the following duties (ex. in some facilities care staff, etc.):

#### A. Individualized Services:

1. Administer personal care to residents 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 residents, etc.
2. Collaborate with extramural staff
3. With appropriate training, perform resident pre-approved delegated functions such as: diabetic testing, catheter and colostomy<sup>7</sup> care change of simple dressings, collection of certain specimens, medication and oxygen administration and supervision
4. Collect specimens such as sputum, urine and stools
5. Monitor, document and report change, concerns and observations in medical, physical and cognitive status of residents
6. Assist residents with medical equipment as per instruction / training, such as one to two person lifts, wheelchairs, oxygen tanks, commodes, mist machines, etc.

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<sup>5</sup> Please note that special care homes are not to be confused with nursing homes.

<sup>6</sup> Level 1 – Residents are generally mobile but require the availability of supervision on a 24-hour basis related to their personal care.

Level 2 – Residents may require some assistance or supervision with mobility and require more individualized assistance or supervision on a 24-hour basis with personal care and their activities of daily living. They may have mild to moderate dementia.

Level 3B [Memory Care Homes] – Residents do not require full-time nursing care. They are medically stable, but they require additional supervision on a 24-hour basis and help due to a physical frailty or moderate to severe diagnosis of dementia that put themselves or others at risk.

Level 3G [Generalist Care Home] – Residents may require some assistance with mobility and require supervision on a 24-hour basis. They are medically stable but they require additional supervision and help due to physical frailty. They may have dementia but do not exhibit maladaptive behaviors associated with dementia that put themselves or others at risk.

<sup>7</sup> While there are different forms of stomas (colostomy, ileostomy), colostomy supplies cover all types of supplies and are fairly generic regardless of location within the body.

7. Assist residents with exercises as per instructions / training
8. Provide companionship and stimulation to the resident
9. Prepare and organize individualized and group activities tailored to residents' skills and abilities
10. Help move residents safely into chairs, beds, vehicles, etc.
11. Accompany and assist residents to medical appointments, errands, walks, outings, etc.
12. Distribute meals to residents during mealtime and breaks
13. Supervise and assist residents during mealtime (risk of choking, eating disorders, portions, etc.)
14. Assess risks of misbehavior and manage crisis by communicating and working with residents
15. Redirect inappropriate behaviour and de-escalate potential conflicts

## **B. Safety and Security:**

1. Participate with co-workers and management in the development and implementation of an action plan in case of emergencies (fire, evacuations, power outages, missing residents, suicide attempts, out-of-control behavior, etc.)
2. Participates in monthly routine fire drills according to provincial standards
3. Comply with standards established by WorkSafeNB, the Fire Marshall's office, public health authorities, Social Development as well as pandemic operational plans
4. Follow normal and/or enhanced infection control practices, using universal precautions while adapting to changing conditions such as an outbreak, a lockdown, heightened surveillance of symptoms that may require testing and/or isolation, donning and doffing of personal protective equipment (PPE), sanitizing the facility and screening staff, residents and visitors.
5. Handle hazardous material using protective clothing as well as recommended tools and equipment
6. Collect and dispose of contaminants, bodily waste and soiled material using recommended practices
7. Manage a safe and secure system for the storage, control and administration of medication, according to the needs of each resident
8. Verify premises and its perimeters for safety hazards on a periodic basis
9. Practice proper body mechanics and other range of motions according to WorkSafe NB standards

## **C. Administrative Duties:**

1. Manage documents/inquiries (filing, faxing, photocopying, e-mail, telephone calls...)
2. Complete reports related to resident's health condition and behaviour as well as any other resident-related situations that may require a follow-up with management, a social worker, Social Development, etc.
3. Provide assistance and information in case of investigations
4. Contact and advise management, social workers, health and other professionals, families, legal representatives concerning matters relating to the resident



5. Attend meetings as requested (staff, health care professionals, family members, etc.)
6. Assist in providing orientation and training to new employees
7. Participate in continuing education (ex: adult protection prevention programs)

#### **D. Housekeeping, Food and Nutrition:**

1. Perform daily, weekly and monthly housekeeping duties such as cleaning windows, , floors, washrooms, beds, dusting, changing linen, , doing laundry, sorting of clothes, etc.
2. Clean and disinfect health equipment and tools using products that will not cause discomfort to the resident
3. May have to prepare meals and snacks according to Canada’s Food Guide, respecting cultural and religious practices, allergies and/or medical conditions, or personal preferences
4. May have to wash pots and pans, load and unload the dishwasher, and clean/sanitize kitchen and dining room areas.
5. Adhere to food safety, preparation and handling standards
6. May receive, stock and rotate food and other supplies
7. Collect garbage and dispose of waste

#### **E. Qualifications:**

1. High School diploma or equivalent
2. Successful completion of one of the following training programs or equivalent training program approved by the Department of Social Development:
  - a. The Support Worker”, “Health Care Aid” or “Special Care Home Worker” programs - six (6) to 12 months – private learning institutions
  - b. Service de soutien en foyers de soins spéciaux – four (4) months - CCNB
  - c. Programme de Services de soutien en soins infirmiers – one (1) year - CCNB
  - d. Human Services Certificate Program<sup>8</sup> – one (1) year - NBCC
  - e. Personal Support Worker Certificate Program - one (1) year - NBCC
3. Minimum three (3) to six (6) months of experience
4. Valid standard First Aid Certificate
5. Valid Cardiopulmonary Resuscitation (CPR) Certificate
6. Asset: Work Safe NB *Back in Form* (BIF) training – every 2 years
7. Department of Social Development record check
8. Criminal record check – every 5 years
9. Food Safety Procedures Certification as per Public Health requirements for those special care home workers who assume cooking duties
10. May need a valid driver’s license

#### **F. Competencies/Abilities:**

1. Respect for resident’s rights and dignity and show tact, patience and compassion
2. Adhere to agency policies and procedures

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<sup>8</sup> Will no longer be offered as of Fall 2021. Will be replaced by the *Social Service Community Worker Diploma*.

3. Ability to adapt and be flexible<sup>9</sup>
4. Ability to work independently
5. Ability to work effectively as part of a team and with others (residents and their families, management, employees, community services, etc.)
6. Strong interpersonal as well as verbal, non-verbal, and written communication skills
7. Ability to multitask and prioritize
8. Capacity to adjust to various residents and changing needs
9. Problem solving and decision-making skills
10. Ability to remain calm and make timely and effective decisions during emergency situations, including death
11. Ability to work in an emotionally charged environment
12. Ability to maintain confidentiality within and outside the workplace
13. Ability to work in small spaces
14. Coordination of gross and fine motor skills
15. Ability to lift and transfer up to 25 kg / 55 lbs

**G. Working Conditions:**

1. Work in a potentially noisy, demanding, uncomfortable, and hazardous working environment
2. May come in contact with ill or contagious individuals
3. Deal with repulsive matter and odors such as vomit, blood and feces
4. May be exposed to hazardous chemicals
5. May experience significant mental and physical stress due to the nature of the job
6. May be exposed to unpleasant or demanding verbal interactions
7. Interact with residents who may demonstrate aggressive or violent behaviors
8. Provide supervision at all times
9. Must adapt to split shifts and shift work
10. May work in an isolated environment (ex: working nights, traveling alone with residents)

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<sup>9</sup> Enhanced practices may be necessary in case of extreme/emergency circumstances, whether the duration and/or repercussions of these circumstances are short or long term. This requires varying levels of preparedness. (ex: COVID-19)

# **ESSP Workers**

## **Employment and Support Service Program (ESSP)**

### **Job Description**

#### **Job Purpose:**

Working for an Employment and Support Services Program (ESSP) agency, an ESSP Worker provides services that empower persons living with a disability, whether intellectual, cognitive, developmental, physical and/or mental achieve social, community, and economic independence.

ESSP Workers provide clients with a safe environment which is conducive to learning while addressing their unique social, behavioral, developmental and emotional needs.

ESSP evolved from the Adult Development Activities, Programs and Training (ADAPT) agencies. It operates from an Employment First philosophy recognizing that working-age adults, regardless of perceived level of support needs, are presumed capable of employment. The services promote personal growth, continuous learning, decision-making, community connections, and employment opportunities that align with each client's Individual Employment and Support Plan (IESP). ESSP primarily serve individuals aged nineteen to sixty-four (unless they have active IESP goals).

#### **Job Duties**

An ESSP Worker's duties may include some or all of the following:

##### **A. Individual Employment and Support Plan:**

1. Participate in the completion of an Individual Employment Support Plan (IESP) that sets out the specific means for matching program activities with particular needs, abilities and circumstances of a client (interpersonal/intrapersonal skills, life skills, behavior management and other activities of daily living...)
2. Review the client initial assessment (including medication/condition studies), as well as interview clients to identify goals and to develop an IESP
3. Orient new clients
4. Customize activities around clients' interests and needs
5. Follow through with programs and action plans using resources and pre-employment learning modules that enhance job readiness skills
6. Prepare schedules and lesson plans
7. Teach specific job tasks and work skills
8. Monitor measurable client progress and program outcomes
9. Guide, assist and support clients in various or all aspects of social enterprises (e.g., sales, construction, delivery, manufacturing, etc.)

10. Teach life skills such as cooking, cleaning and hygiene
11. Teach computer skills
12. Research opportunities for community involvement and volunteering
13. Utilize community resources in training & support whenever possible
14. Increase clients' capacity for meaningful community inclusion
15. Implement strategies to assist community to increase its capacities for including and welcoming individuals with disabilities
16. Arrange for the acquisition of any special equipment or services as required
17. Help prepare a resumé and provide help with job market exploration and job postings
18. Guide, assist and support the clients in developing and maintaining work skills such as: attendance, punctuality, working with peers, professional conduct, work safety etc.
19. Advocate on behalf of the client to employers and community
20. Organize meetings with the strategic team (Social Development, social workers, etc.)
21. Encourage clients to interact with work peers, supervisors, other clients, the community, etc.
22. Enlist the support of families, legal guardians and volunteers
23. Coordinate, schedule, drive and accompany clients to their workplace or volunteering opportunities as needed.
24. Observe and document changes in medical statuses of clients or potentially infectious conditions and take appropriate action
25. Manage and record the distribution of medication as needed
26. Assist clients with medical equipment as per instruction/training (e.g., one to two person lifts, wheelchairs, mobility transfer boards, help move safely into chairs, vehicles, help with hearing aids, etc.)

## **B. Safety and Security:**

1. Comply with applicable public health and WorkSafeNB Standards<sup>10</sup>
2. Manage workplace health and safety
3. Identify and report health and safety risks, accidents, incidents, injuries and property damage at the workplace
4. Contact administration and emergency services, as required (medical emergencies, out of control behavior, missing client, criminal related activities, etc.)
5. Perform routine safety checks (perimeter, windows, doors, sharp objects, smoke detectors, alarm system, clear hallways, stairs and ramps, replenish first aid supplies...)
6. Perform routine fire and security lockdown drills according to sector standards

## **C. Behavior Management:**

1. Monitor for changes in behavioral statuses of clients and take appropriate action.
2. Use approved interventions to emphasize the development of desired behaviors and/or to redirect inappropriate behaviors.

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<sup>10</sup> There is now more emphasis on work safety, and this requires more awareness, knowledge and work from staff.

3. Change or adapt behavior management programs to fit individual clients
4. Use approved crisis interventions
5. De-escalate conflicts between clients and between clients and staff
6. Address clients' non-compliance issues in both the agency and workplace setting and determine appropriate actions (misconduct, fighting, stealing...)

#### **D. Administrative Duties:**

1. Record daily all pertinent information related to group clients
2. Collect and enter data on each client's progress and job-specific outcomes
3. Prepare and submit reports: progress, incident, health condition, behavior...
4. Ensure medical records and individual data sheets are current
5. Manage documents/inquiries (filing, faxing, photocopying, e-mail, telephone calls...)
6. Complete assessments and performance review with clients
7. Participate in staff meetings, health and safety meetings, staff training activities, conferences and relay information within the organization
8. Prepare and facilitate meetings for clients
9. Participate in fundraising activities
10. Adhere to operational standards, policies and procedures
11. Accept, sort through, record and allocate donations as required

#### **E. Household Management, food and nutrition:**

1. Assist residents in planning and preparing meals according to Canada's Food Guide, and any allergies and/or medical conditions
2. Adhere to food safety, preparation and handling standards
3. Perform daily, weekly and monthly cleaning and maintenance duties (e.g., minor repairs, maintaining outdoor area...)

#### **F. Qualifications:**

1. Successful completion of one of the following training programs or equivalent program approved by the Department of Social Development:
  - a. Human Services Certificate Program<sup>11</sup> – one (1) year - NBCC
  - b. Social Service Community Worker<sup>12</sup> – two (2) years - NBCC
  - c. Programme en techniques d'intervention en services communautaires : spécialisation Techniques d'intervention en santé mentale et vieillissement – two (2) years - CCNB
2. Mandt or Non-violent Crisis Intervention certification
3. Minimum of (1) one year of experience
4. An equivalent combination of related education and experience may be considered
5. Valid standard First Aid certificate
6. Valid Cardiopulmonary Resuscitation (CPR) certificate

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<sup>11</sup> Will no longer be offered as of Fall 2021

<sup>12</sup> Will replace the *Human Services Certificate Program* as of Fall 2021

7. Asset: Work Safe NB *Back in Form* (BIF) training – every 2 years
8. Asset: Workplace Hazardous Materials Information System (WHMIS) training
9. Record Check with the Department of Social Development
10. Criminal Record Check – every 5 years
11. Valid driver's licence
12. Provide own vehicle, assume maintenance costs and have a 2-million-dollar minimum civil liability insurance policy

## **G. Competencies/Abilities:**

1. Respect for client's rights and dignity
2. Ability to work and build relationships with adult individuals living with an intellectual, cognitive, physical, developmental and/or other disability
3. Adherence to the Social Development Employment First philosophy as well as industry policies and procedures
4. Ability to adapt and be flexible<sup>13</sup>
5. Keen knowledge of community resources and good networking skills
6. Ability to engage and motivate others to continue to learn, grow and develop their life and employability skills while achieving their targeted goals
7. Ability to work independently
8. Ability to work effectively as part of a team and with others (clients, next of kin/legal guardian, co-workers, government agencies, community partners, employers, etc.)
9. Strong interpersonal as well as verbal, non-verbal and written communication skills
10. Ability to multitask and prioritize
11. Problem-solving and decision-making skills
12. Ability to remain calm and make timely and effective decisions and take actions during emergency/crisis situations
13. Ability to work in an emotionally charged environment
14. Ability to maintain personal and professional boundaries
15. Ability to maintain a healthy work-life balance
16. Strong organizational and efficient record-keeping skills
17. Ability to maintain confidentiality and a high degree of discretion
18. Ability to innovate
19. Possessing self-initiative
20. Ability to lift up to 25kg/55lbs and transfer clients of various weights
21. Coordination of gross and fine motor skills
22. Basic computer skills (Microsoft Office, on-line research)
23. Ability to work in small spaces

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<sup>13</sup> Enhanced practices may be necessary in case of extreme/emergency circumstances, whether the duration and/or repercussions of these circumstances are short or long term. This requires varying levels of preparedness. (ex: COVID-19)

## **H. Working Conditions:**

1. Work in a demanding, hectic and noisy environment
2. May work in an isolated environment (ex: working and travelling alone with clients)
3. May be exposed to unpleasant or demanding verbal interactions
4. Interact with clients who may demonstrate aggressive or violent behaviors
5. Provide supervision at all times
6. May experience significant mental and physical stress due to the nature of the job
7. May be exposed to matter and odors such as vomit, blood feces, etc.
8. May be exposed to significant temperature variations while supervising clients indoors, outdoors and/or on outings

**Family Support Worker**  
**Adults living independently,**  
**or within a family unit requiring support**

**Job Description**

**Job Purpose:**

Family Support Workers (FSW) provide the necessary support and/or accompaniment to adults ranging from 18 to 64 years old that have a disability, whether intellectual, cognitive, developmental, physical and/or mental health disorders. They provide supervision, prompting, guidance, assistance with personal care, activities of daily living and health related activities. They help individuals work towards an optimal personal level of functioning, self-care and independence. They provide the individual with practical tools to live independently in a safe environment while addressing their unique social, behavioral, developmental, medical and emotional needs. The FSW provides support and guidance with decision-making, inclusion and participation of individuals within the community.

**Job Duties**

The Family Support Worker's duties include some or all of the following:

**A. Individualized Service Plan:**

1. Participate in the development, implementation and evaluation of a goal-oriented plan. This plan sets out the means and the activities that meet the particular needs, abilities and circumstances of an individual (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 individual in developing and maintaining a healthy lifestyle
3. Assist individual with organizing activities of daily living
4. Observe and document changes in medical, social or financial status of individual and take appropriate action if necessary
5. Contact the agency's management, social workers, health and other professionals, next of kin/legal representative, community resources or emergency personnel when needed
6. Advocate with or on behalf of the individual with various government departments, employers, health and other professionals, vocational/day programs (Adapted GED program, literacy programs, Employment and Support Services Program (ESSP), the community, etc.
7. Facilitate a support network by encouraging and supporting the interaction between the individuals and their next of kin/legal representative, friends, the community, etc.
8. Schedule, transport and accompany the individual to various appointments, activities, meetings, community programs, etc.
9. Support the individual with household management (moving, activation of utilities account, etc.)



10. Support individual in communicating with landlords, building superintendents, the Residential Tenancies Tribunal and Habitat NB when needed
11. Help individuals with their job search and help manage their relationship with their employer

## **B. Safety and Security:**

1. Contact emergency services, as required (medical emergencies, out of control behavior, gone missing, criminal related activities ...) and ensure follow-up with the agency's supervisor
2. Perform routine household safety checks with individual (smoke detectors, alarm system, etc.)
3. Use universal precaution practices when necessary (wearing gloves, masks...)
4. Implement emergency plans in case of fire, evacuation, pandemic, power outages, emergency contact list, etc.

## **C. Behavior Management:**

1. Observe and document changes in behavioral status of individual and take appropriate follow-up
2. Provide tools and guidance to help the individual better understand and manage their behavior
3. Use approved programs to emphasize the development of appropriate behaviors (use approved crisis interventions)
4. Assist in the development and implementation of a behavior management program to better meet the individual's needs
5. Address non-compliance issues with the individual, discuss and suggest appropriate actions

## **D. Administrative Duties:**

1. Prepare and submit reports: progress, incident, health condition, behavior, affidavits, court testimonial
2. Manage documents/inquiries (filing, faxing, photocopying, e-mail, telephone calls...)
3. Record daily all pertinent information related to an individual
4. Participate in staff meetings, health and safety meetings, staff training activities, conferences and relay information within the organization, continuing education
5. Adhere to operational standards, policies and procedures
6. Comply with applicable public health and work safety<sup>14</sup> standards

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<sup>14</sup> There is now more emphasis on work safety, and this requires more awareness, knowledge and work from staff.

## **E. Skills Transfer:**

1. Determine which tasks and skills need to be taught
2. Observe and discuss with individuals their learning styles, their attitude and ability towards acquiring new skills based on their level
3. Break down and teach the specific skills necessary for completing each task deemed important while respecting the individual's preferences
4. Lead by example, teach and support the individual to perform daily, weekly and monthly household duties and maintenance routines (cleaning, washing clothes, shopping, minor repairs...)
5. Lead by example, teach and support the individual to plan menus, buy food and prepare meals according to Canada's Food Guide, respecting cultural and religious practices, allergies and/or medical conditions
6. Assist individual with personal finance management
7. Teach individual to use the public transit system if applicable
8. Discuss and implement safety and security procedures as well as provide advice and tools to the individual to help her/him during a crisis situation (out of control behavior, self-harm, suicide attempts)
9. Explain how to store appropriately and dispose of medication, dangerous products and objects (knives, needles...)

## **F. Qualifications:**

1. Successful completion of one of the following training programs or equivalent training program approved by the Department of Social Development
  - a. Human Services Certificate Program<sup>15</sup> – one (1) year - NBCC
  - b. Social Service Community Worker Diploma Program<sup>16</sup> – two (2) years - NBCC
  - c. Programme en techniques d'intervention en services communautaires : spécialisation en Techniques d'intervention en santé mentale et vieillissement – two (2) years - CCNB
2. Minimum of one (1) year of experience
3. Equivalent combination of related education and experience may be considered
4. Valid First Aid Certificate
5. Valid Cardiopulmonary Resuscitation (CPR) Certificate
6. Asset: Work Safe NB Back in Form (BIF) training – every 2 years
7. Social Development Record Check
8. Criminal Record Check – every 5 years
9. Valid driver's license
10. Provide own vehicle, assume maintenance costs and have a 2-million-dollar minimum civil liability insurance policy

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<sup>15</sup> Will no longer be offered as of Fall 2021

<sup>16</sup> Will replace the *Human Services Certificate Program* as of Fall 2021

## **G. Competencies/Abilities:**

1. Respect for individual's rights and dignity
2. Patience and realistic expectations towards the individual
3. Knowledge of provincial policies and procedures as well as legal aspects related to Family Support Services
4. Ability to work and build trusting relationships with individuals and provide a holistic approach tailored to each individual
5. Ability to adapt and be flexible<sup>17</sup>
6. Ability to work independently
7. Strong interpersonal as well as verbal, non-verbal, and written communication skills
8. Ability to work effectively as part of a team and with others (individual, next of kin/legal representative, co-workers, government agencies, community partners, health and other professionals, landlord, etc.)
9. Ability to work in an emotionally charged/stressful environment
10. Ability to maintain personal and professional boundaries
11. Problem-solving and decision-making skills
12. Ability to multitask and prioritize
13. Ability to remain calm and make timely and effective decisions during emergency situations
14. Knowledge of addiction and trauma
15. Excellent organization and documentation skills
16. Ability to maintain confidentiality and a high degree of discretion within and outside of the workplace
17. Ability to lift and transfer up to 25kg/55lbs+
18. Coordination of gross and fine motor skills
19. Ability to work in small spaces
20. Ability to recognize and diffuse potentially volatile situations

## **H. Working Conditions:**

1. Can work in various environments and alone without access to immediate assistance (ex: personal vehicle, the individual's home, rural settings, etc.)
2. Work in a demanding, hectic and noisy environment
3. May be exposed to unpleasant or demanding verbal interactions
4. May work with individuals who are non-verbal or who have difficulty expressing themselves
5. Interact with an individual who may demonstrate aggressive or violent behaviors
6. May experience significant mental and physical stress due to the nature of the job
7. May be required to lift or transfer individuals or objects
8. May deal with matter and odors such as vomit, blood and feces
9. May come in contact with an ill and/or contagious individual

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<sup>17</sup> Enhanced practices may be necessary in case of extreme/emergency circumstances, whether the duration and/or repercussions of these circumstances are short or long term. This requires varying levels of preparedness. (ex: COVID-19)

10. May be exposed to significant temperature variations while supervising an individual indoors, outdoors and/or on outings
11. Must generally be flexible and adapt to atypical and unpredictable schedules.
12. Be available outside of normal working hours in order to answers questions and resolve potential problems pertaining to the individual's life (initiated by the individual or employer)

# **Family Support Worker**

## **Children with disabilities, Child protection and Family support**

### **Job Description**

#### **Job Purpose:**

During the development and implementation of the child's care plan, the Family Support Workers offer advice and share resources in order to help the family with their child's specific developmental needs.

The workers can intervene in child protection cases involving both young children and adolescents. Moreover, they can be called on to provide support to new parents who need guidance on the care of infants. They can also work with families who have children with disabilities (autism, ADHD, FASD, PTSD, multiple behavioral issues, orphan diseases, etc.)

They supervise, guide, and help with personal care, activities of daily living and activities related to children's health. They provide practical tools and structured programs that will help children live in a secure, safe and comfortable environment that meets their emotional, social, behavioral, developmental, intellectual and medical needs.

In some circumstances, this support may be imposed, such as in cases involving supervised access to a child by parents and family members (due to a court order), parent education anger management, in-school programs, etc.

#### **Job Duties**

Duties of a Family Support Services Worker may include some or all of the following:

##### **A. Individualized Service Plan:**

1. Participate in the development, implementation and evaluation of a goal-oriented plan. This plan sets out the means and the activities that meet the particular needs, abilities and circumstances of the child and/or family (interpersonal/intrapersonal skills, life skills, behaviour management, independent living, organization of daily living, eating habits, sexual education...)
2. Collaborate in the implementation of a case plan based on the assessment of a child's developmental needs, the family's strengths as well as unmet needs (ex: social skills, physiotherapy, respite, etc.). Support and/or make recommendations regarding a child's care plan while strengthening family ties
3. Guide, assist and support the family in developing and maintaining a healthy lifestyle
4. Support parents in organizing activities of daily life
5. Support the family in scheduling appointments, accompany them, document results and submit them to social workers in child protection cases
6. Observe and document changes in medical, social and financial status, etc. and work with families to take appropriate action
7. Recognize and document signs of negligence or physical, emotional, or sexual abuse

- and report them to appropriate authorities
8. Contact the agency's management, social workers, health and other professionals, next of kin/legal representative, community resources or emergency personnel when necessary
  9. Advocate with or on behalf of the child and/or family with various government departments, health professionals, the community, etc.
  10. Transport and accompany a child for hearings and provide information to court officials (testimony, affidavits)
  11. Mentor and help a child adhere to the conditions of their probation order or supervise their provision of community services

**B. Safety and Security:**

1. Contact emergency services, as required (medical emergencies, out of control behavior, reported missing, criminal related activities, etc.) and ensure follow-up with supervisor or social worker
2. Ensure the psychological and physical safety of children at all times (home environment, community setting, and supervised visits)
3. Discuss with the family the importance of adhering to food safety, preparation and handling standards
4. Discuss with the family the importance of a periodic household safety and security check
5. Use universal precaution practices when necessary (wearing gloves, masks, etc.)
6. Discuss with the family the importance of executing emergency plans (in the event of a fire, evacuation, pandemic, power outage, help prepare an emergency contact list)

**C. Behaviour Management:**

1. Observe and document changes in child and family behaviour and ensure proper follow-up
2. Use approved programs to emphasize the development of appropriate behaviours and/or to redirect inappropriate behaviours (use approved crisis intervention)
3. Assist in the development and implementation of a behaviour management program to better meet the family's needs
4. Address non-compliance issues with families, discuss and suggest appropriate actions

**D. Administrative Duties:**

1. Prepare and submit reports: progress, incident, health, behavior, affidavits, court testimonial...
2. Manage documents/inquiries (filing, faxing, photocopying, e-mail, telephone calls...)
3. Record on a daily basis all pertinent information related to family/child
4. Participate in staff meetings, health and safety meetings, staff training activities, conferences and relay information within the organization, permanency planning meetings, continuing education
5. Adhere to operational standards, policies, and procedures

6. Comply with applicable public health and work safety standards <sup>18</sup>

## **E. Skills Transfer:**

1. Determine which tasks and skills need to be taught
2. Observe and discuss with parents/caregiver their learning styles, their attitude and ability towards acquiring new skills based on the level of
3. Teach the specific skills required for each task deemed important while respecting the preferences of the family
4. Support the family in teaching life skills to the child
5. Lead by example, teach and support parents in menu planning, food purchasing, food safety and meal preparation according to the Canada Food Guide, respecting cultural and religious practices, allergies, or other medical conditions
6. Assist the family with household management and finance management by offering advice and support when sought or deemed necessary
7. Discuss and implement safety and security procedures as well as provide advice and tools to the families to help them during a crisis situation (out of control behavior, self-harm, suicide attempts)
8. Explain how to dispose of and store appropriately medication, dangerous products and objects (knives, needles...)
9. Lead by example, teach and support parents and caregivers in recognizing the main physical, cognitive, social, emotional, and language developmental stages in children, from birth through adolescence
10. Provide guidance/modelling to parents or caregivers in fostering the development of infants, children, and adolescents, caring for them, interacting and engaging with them as well as helping them understand the underlying reasons for these practices
11. Provide support for adolescent parents
12. Promote and encourage the importance of self-care to parents

## **F. Qualifications:**

1. Successful completion of one of the following training programs or equivalent training program approved by the Department of Social Development:
  - a. Programme d'éducation à l'enfance – one (1) year – CCNB
  - b. Human Services Certificate Program<sup>19</sup> - one (1) year – NBCC
  - c. Early Childhood Development Diploma Program – two (2) years – NBCC
  - d. Child and Youth Care Diploma Program – two (2) years – NBCC
  - e. Social Service Community Worker Diploma Program<sup>20</sup> – two (2) years – NBCC
  - f. Programme en techniques d'intervention en services communautaires: Spécialisation en Techniques d'intervention en éducation spécialisée et autisme – two (2) years – CCNB

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<sup>18</sup> There is now a greater emphasis on work safety, which requires more attention, knowledge and work on behalf of staff.

<sup>19</sup> Will no longer be offered as of Fall 2021

<sup>20</sup> Will replace the *Human Services Certificate Program* as of Fall 2021

2. Minimum of one (1) year experience
3. Equivalent combination of related education and experience may be considered
4. Valid First Aid Certificate
5. Valid Cardiopulmonary Resuscitation (CPR) Certificate
6. Asset: Work Safe NB *Back in Form* (BIF) training – every 2 years
7. Department of Social Development Record Check
8. Criminal Record Check – every 5 years
9. Valid driver's license
10. Provide own vehicle, assume maintenance costs and have a 2-million-dollar minimum civil liability insurance policy

### **G. Competencies/Abilities:**

1. Respect for families' rights and dignity
2. Knowledge of the ages and stages of child development
3. Ability to work with children who have disabilities (autism, ADHD, FASD, PTSD, multiple behavioral issues, orphan diseases, etc.)
4. Patience and realistic expectations towards families
5. Knowledge of provincial policies and procedures as well as the legal aspects related to Family Services Act
6. Ability to work and build trusting relationships with families and provide a holistic approach to the care of children within the family
7. Ability to adapt and be flexible
8. Ability to work independently
9. Strong interpersonal as well as verbal, non-verbal, and written communication skills
10. Ability to work in an emotionally charged/stressful environment
11. Ability to maintain personal and professional boundaries
12. Problem-solving and decision-making skills
13. Ability to multi-task and prioritize
14. Ability to remain calm and make timely and effective decisions during emergency situations
15. Excellent organizational and documentation skills
16. Ability to maintain confidentiality and a high degree of discretion within and outside the workplace
17. Ability to work effectively as part of a team and with others (families and children, next of kin/legal representative, co-workers, government agencies, community partners, health and other professionals, etc.)
18. Ability to lift and transfer up to 25kg/55lbs
19. Good coordination of gross and fine motor skills
20. Ability to work in small spaces
21. Ability to recognize and diffuse potentially volatile situations
22. Knowledge of addiction and trauma



## **H. Working Conditions:**

1. May work in various environments and alone without access to immediate assistance (ex: personal vehicle, the family home, rural settings, etc.)
2. Work in a demanding, hectic, and noisy environment
3. May be exposed to unpleasant or demanding verbal interactions
4. May work with children who are non-verbal or who have difficulty expressing themselves
5. Interact with parents or their children who might exhibit aggressive or violent behaviour
6. May experience significant mental and physical stress due to the nature of the job
7. May deal with matter and odors such as vomit, blood and feces
8. May come in contact with an ill and/or contagious individual
9. May be exposed to significant temperature variations while supervising families indoors, outdoors and/or on outings
10. Must generally be flexible and adapt to atypical and unpredictable schedules
11. Be available outside of normal working hours in order to answer questions and resolve potential problems pertaining to the individual's life

# STEP 5

## 5. Male-dominated job descriptions

The purpose of a pay equity exercise is to determine if pay inequities exist.

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 in 2008-2014 and during the maintenance exercise led by the Coalition in 2019-2020, the Coalition decided to use the method stipulated in the *Commission de 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*.

During the maintenance exercise in 2019-2020, the Steering Committee had updated job descriptions developed during the 2008-2014 exercise. It had 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 and validated by the Steering Committee in January 2020, are shown below.

## **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 a facility/agency in accordance with acts, regulations, standards, policies and procedures. He or she is responsible to plan, organize, direct, control and evaluate the operations of the maintenance services and installations of a facility/agency. He or she 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 (5 members or more) 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. 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 (i.e., disciplinary action, guidance and support, recruitment, professional development)
5. Monitor expenditures and manage petty cash
6. Plan and conduct meetings (staff, resource professionals)
7. Manage record(s) (i.e., personnel files)
8. Ensure daily management (client/service users and staff complaints, replacements, scheduling)
9. Ensure crisis management (unforeseen events, serious illnesses and/or injuries)
10. Purchase, receive and control inventory of supplies, materials and equipment
11. Respond to 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:**

- High School diploma or equivalent
- Post-secondary diploma in a related field:
  - Programme en administration des affaires – two (2 ) years - CCNB
  - NBCC Business Administration Diploma Program with a specialization in Management – two (2) years - NBCC
- Minimum of three (3) to five (5) years progressive and/or related experience
- Training in Workplace Hazardous Materials Information System (WHMIS)
- Valid First Aid Certificate
- Valid Cardiopulmonary Resuscitation (CPR) Certificate

## **C. Competencies/Abilities:**

1. A sound knowledge of provincial acts, regulations, standards, policies and procedures governing the operations 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 level of discretion
5. Ability to work effectively with others (clients/service users, management, employees, 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
3. Exposed to noisy, unclean, unhealthy, uncomfortable and unsafe environments when doing the initial assessment of work projects and performance reviews

# 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 duties<sup>21</sup>

### B. Qualifications:

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

### 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.)

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<sup>21</sup> Reflected in the "Clear communication, written and interpersonal skills" competency.

**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.

The jobs were evaluated based on generic job descriptions which represent each service overall. This being said, tasks associated with a job can vary from one agency to the next and even from one employee to another within the same agency, based on the clientele served.

In this exercise, the Job Evaluation Committee used the methodology covered in Section 3 of this report, job descriptions in Sections 4 and 5, as well as its knowledge and understanding of the sector to attribute levels to each sub-factor for each job.

The Committee had to:

- Read one sub-factor definition at a time;
- Read any relevant information pertaining to the sub-factor in job description;
- Read the level descriptions for the sub-factor;
- Write down the level on the evaluation sheet and justify the decision;
- Move on to the next job classification; and
- Repeat the process for each sub-factor in the job evaluation methodology.

The above process was followed for every female-dominated job classification as well as the Foreman and Maintenance Worker.

Once this process was complete, the Coalition underwent a rigorous process during which they objectively compared their rating (level) decisions to ensure that the value of each job classification in relation to each other reflected the hierarchal structure of the sector. The comparisons were performed using a factor-by-factor basis. The job evaluation forms were presented to the Job Evaluation Committee for final revision and to the Steering Committee for approval. The following pages are the approved Job Evaluation forms for each of the job classifications.

## Levels attributed during the job evaluation exercise

<b>Special Care Home Worker</b>	
<b>Required Qualifications</b>	
<b>1. Training</b>	<b>4</b>
<p>High School diploma or equivalent</p> <p>Successful completion of one of the following training programs or equivalent training program approved by the Department of Social Development:</p> <ul style="list-style-type: none"> <li>• The “Home Support Worker”, “Health Care Aid” or “Special Care Home Worker” programs - six (6) to 12 months – private learning institutions</li> <li>• Service de soutien en foyers de soins spéciaux – four (4) months - CCNB</li> <li>• Programme de Services de soutien en soins infirmiers – one (1) year - CCNB</li> <li>• Human Services Certificate Program<sup>22</sup> – one (1) year - NBCC</li> <li>• Personal Support Worker Certificate Program - one (1) year - NBCC</li> </ul>	
<b>2. Work Experience</b>	<b>2</b>
<p>Three to six months of relevant experience is required to gain knowledge and skills pertaining to the job, including:</p> <ul style="list-style-type: none"> <li>• Working to help persons with various physical or cognitive limitations;</li> <li>• Performing delegated functions such as blood sugar testing, catheter and colostomy care.</li> </ul>	
<b>3. Dexterity and Coordination</b>	<b>3</b>
<p>Muscular coordination and gross motor skills are required for:</p> <ul style="list-style-type: none"> <li>• Helping persons with physical and/or cognitive limitations to walk, exercise, and move safely into a chair, a bed, a vehicle, etc.;</li> <li>• Helping them perform personal hygiene tasks, take a bath, use the toilet;</li> <li>• Repositioning /turning over bed-ridden persons;</li> <li>• Handling lifts, wheelchairs, oxygen tanks, etc.;</li> <li>• Performing household tasks such as dusting, cleaning (floors, bathrooms, beds, kitchen, and dining room), receiving and storing food and supplies, picking up and eliminating garbage;</li> <li>• Changing towels and bed linen, doing laundry, sorting clothes.</li> </ul> <p>Dexterity and fine motor skills are required for the following:</p>	

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<sup>22</sup> Will no longer be offered as of Fall 2021. Will be replaced by the *Social Service Community Worker Diploma*.

- Helping people dress and undress;
- Perform delegated actions such as blood sugar tests, catheter and colostomy care, changing simple bandages, collecting certain samples and specimens, and administering medications;
- Writing reports and emails.

Speed is required on a regular basis but emergency situations may require a more rapid response.

### Responsibilities

#### 4. Accountability and Decision Making

**4**

Special Care Home Workers have important responsibilities with respect to the physical and psychological health, security and well-being of residents dealing with various degrees of physical and/or cognitive limitations. Their decisions can have a considerable impact at a human level.

Special Care Home Workers must:

- Work independently and at times alone (e.g., nightshift) without immediate assistance;
- Organize their time efficiently;
- Make timely and efficient decisions with respect to care-giving and actions to take, according to applicable guidelines, best practices, policies and norms;
- Use their judgment, knowledge and experience to observe, document and report on the resident's health status with management and/or team of professionals;
- Manage behavior and use approved interventions to avoid and diffuse crisis situations;
- Respect a safe system for the storage, control and administration of medication;
- Maintain confidentiality and a high degree of discretion.

The Special Care Home Worker has access to the support and help of colleagues, health professionals and others if needed.

#### 5. Communication/Interpersonal relations

**3**

The Special Care Home Worker communicates with other people in order to come to an agreement, get their cooperation and/or coordinate activities.

The Special Care Home Worker must:

- Communicate effectively with the residents in order to determine their needs and to obtain their cooperation for the administration of care and services (i.e., moving and feeding them, dispensing medication, etc.);

- Develop rapport with residents, provide companionship and stimulation, and foster trust;
- Facilitate individualized and group activities;
- Redirect inappropriate behaviour and de-escalate potential conflicts by showing tact, patience and compassion.

Special Care Home Workers must:

- Communicate effectively and discuss problems with management, family members, and other professionals concerning matters relating to the resident in order to get their approval, cooperation and/or coordination of care and activities;
- In smaller special care homes, communicate with inspectors and social workers;
- Document and report change, concerns and observations in medical, physical and cognitive status of residents;
- Collaborate with extramural staff;
- Provide assistance and information in case of investigations.

#### **6. Staff Supervision**

**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. Intellectual Effort**

**3**

The work of Special Care Home Workers consists of somewhat complex tasks with some choices as to what procedures should be followed. These tasks require a moderate level of judgment in selecting appropriate procedures and standards.

Special Care Home Workers must:

- Adapt to each resident's abilities (ambulation, personal hygiene, toileting, positioning/turning residents, etc.);
- Adapt to various situations and to the changing needs of residents who are in distress, challenging or confused;
- Learn about and comply with pandemic operational plans as well as standards established by WorkSafeNB, the Fire Marshall's office, public health authorities, Social Development;
- Learn techniques and requirements for the care of residents (oxygen tanks, changing dressings, blood sugar testing, etc.);
- Participate in continuing education (e.g., adult protection and prevention programs);
- Manage documents, inquiries;
- Operate system for the storage, control and administration of medication according to the needs of each resident.

## INDEPENDENCE AND JUDGMENT

Special Care Home Workers must:

- Adhere to agency policies and procedures while making timely and effective decisions to ensure the health, safety, and well-being of the residents;
- Remain calm and empathetic in all situations.

They have access to guidance from co-workers, their supervisor and other professionals but often work alone for periods of time where help is not readily available (e.g., night shifts).

### **8. Concentration & Sensory attention**

**3**

Special Care Home Workers perform activities requiring a high level of concentration for short periods during most of their working hours.

The Special Care Home Worker must supervise, observe, interact with, and monitor the residents to ensure their safety, health and well-being, as well as respond appropriately to crisis situations.

Interruptions and distractions are frequent while carrying out the various tasks associated with the job. The duration of uninterrupted time is up to and including one (1) hour, most working hours.

Simultaneous processing is required to perform various tasks concurrently when:

- Performing housekeeping duties;
- Providing personal care;
- Driving;
- Actively listening to the resident;
- Retaining pertinent information to later document in the residents' file for consistency, accuracy and future reference.

### **9. Physical Effort**

**3**

The Special Care Home Workers perform activities which require a moderate level of physical effort of intermediate duration (one to two hours) as well as activities which require a heavy level of physical effort of short duration (maximum one hour).

The Special Care Home Workers must:

- Continuously be in motion and remain on their feet for long periods of time;
- Bend over, kneel, climb and hunch over in order to assist residents with personal care, housekeeping and mobility;

- Work in confined spaces and awkward positions such as when taking residents to the bathroom, helping them out of bed, changing their bed, etc.;
- Lift, move, push or pull weights up to 25kg/55lbs;
- Sometimes lift /transfer residents weighing more than 25kg/55lbs from bed to chair or bath to chair, reposition them, etc.;
- At times, bring a resident who is agitated or experiencing a crisis under control.

### Working Conditions

#### 10. Unpleasant or Hazardous Environmental Conditions

4

Special Care Home Workers experience a high level of unpleasant or hazardous environmental conditions.

They are often exposed to/experience:

- Split shifts and shift work;
- Limited time to complete multiple tasks;
- Repulsive matter and odors such as vomit, blood and feces.

They may also be exposed to/experience:

- A noisy, demanding, and uncomfortable working environment;
- Unpleasant or demanding verbal interactions and aggressive or violent behavior;
- Significant mental and physical stress due to the nature of the job;
- An emotionally-charged environment;
- Residents with potentially infectious conditions;
- Working in an isolated environment (ex: working nights, traveling alone with residents).

<b>ESSP Workers</b>	
<b>Required Qualifications</b>	
<b>1. Training</b>	<b>5</b>
<p>Successful completion of one of the following training programs or equivalent program approved by the Department of Social Development:</p> <ul style="list-style-type: none"> <li>• Human Services Certificate Program<sup>23</sup> – one (1) year - NBCC</li> <li>• Social Service Community Worker<sup>24</sup> – two (2) years - NBCC</li> <li>• Programme en techniques d'intervention en services communautaires : spécialisation Techniques d'intervention en santé mentale et vieillissement – two (2) years - CCNB</li> </ul>	
<b>2. Work Experience</b>	<b>4</b>
<p>One-year relevant experience is required to gain knowledge and skills pertaining to their role, including:</p> <ul style="list-style-type: none"> <li>• Training clients in various aspects of social enterprises;</li> <li>• Helping them explore the job market;</li> <li>• Advocating for clients with employers;</li> <li>• Addressing non-compliant behaviour both within the agency and in the client's workplace, and determining the appropriate actions to be taken.</li> </ul>	
<b>3. Dexterity and Coordination</b>	<b>3</b>
<p>Muscular coordination and gross motor skills are required for:</p> <ul style="list-style-type: none"> <li>• Driving and accompanying clients to their workplace or where they volunteer;</li> <li>• Helping with wheelchairs;</li> <li>• Performing household maintenance duties (ex: cleaning, sanitizing, minor repairs, etc.);</li> <li>• Acquiring job skills to be able to guide, assist and support clients in various or all aspects of social enterprises (e.g., sales, construction, delivery, manufacturing, etc.) and/or workplace;</li> <li>• Training, skill transferring, and modeling.</li> </ul> <p>Dexterity and fine motor skills are required for the following duties:</p> <ul style="list-style-type: none"> <li>• Writing various documents (reports, emails, CVs, etc.);</li> <li>• Preparing or helping clients plan and prepare meals.</li> </ul>	

<sup>23</sup> Will no longer be offered as of Fall 2021

<sup>24</sup> Will replace the *Human Services Certificate Program* as of Fall 2021, meaning that the level attributed to education could move up from a five (5) to a six (6).

Speed is required on a regular basis but emergency situations may require a more rapid response.

### Responsibilities

#### 4. Accountability and Decision Making

**4**

ESSP Workers have important responsibilities with respect to the physical and psychological health, security and well-being of individuals dealing with various degrees of physical and/or cognitive challenges. Their decisions can have a considerable impact at a human level.

ESSP Workers must:

- Make timely and efficient decisions with respect to care-giving and actions to take, according to applicable guidelines, best practices, policies and norms;
- Organize their time efficiently;
- Help identify the needs of the clients, develop an Individual Employment and Support Plan (IESP) as well as measure clients' progress and results;
- Help the clients to develop and maintain work skills (attendance, professional conduct, etc.), job search, the relationship with their employer and their community inclusion;
- Manage behavior and use approved interventions to avoid and diffuse crisis situations;
- Identify and report risks, accidents and material damages at the workplace;
- Manage and record the distribution of medication as needed;
- Maintain confidentiality and a high degree of discretion.

ESSP Workers work independently. They have access to the support and help of colleagues, health professionals and others if needed but at times, work in an isolated environment, without access to immediate support.

#### 5. Communication/Interpersonal relations

**4**

ESSP Workers collaborate with people to guide them by using their professional experience and specialized knowledge.

ESSP Workers must:

- Communicate effectively with clients living with an intellectual, developmental and/or other disability;
- Teach and assist clients in life and work skills;
- Encourage interactions with other clients, work peers, supervisors, and the community;
- Address clients' non-compliance issues in both the agency and workplace setting, discuss and suggest appropriate actions (misconduct, fighting, stealing, etc.);



- Mediate and de-escalate conflicts and use approved interventions to emphasize the development of desired behaviors.

ESSP Workers must:

- Communicate effectively and discuss problems with management, colleagues, social workers, government representatives, community resources and other professionals in order to guide them using their professional experience and specialized knowledge;
- Often offer feedback to various professionals on the best course of action to take;
- Prepare and submit detailed reports regarding the clients (e.g., changes in medical, social or financial status, incidents, etc.);
- Advocate on behalf of the clients to employers and community and enlist the support of families, legal guardians and volunteers;
- Contact administration and emergency services (medical emergencies, out of control behavior, etc.) and explain the situation in order to ensure the appropriate response.

**6. Staff Supervision**

**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. Intellectual Effort**

**4**

ESSP Workers deal with complex tasks with several choices as to what procedures should be followed requiring the use of considerable judgment in adapting procedures and standards to fit facts and conditions while processing new information.

ESSP Workers must:

- Participate in the completion and yearly reviews of Individual Employment Support Plans (IESP);
- Follow through with programs and action plans and monitor progress;
- Adapt teaching and guidance continuously to meet specific and changing needs and abilities of each client;
- Comply with applicable Public Health and WorkSafeNB Standards;
- Be familiar with health and safety measures in order to relay information to clients;
- Implement strategies to assist the community in integrating clients;
- Help employers to understand the clients' abilities and to design jobs that meet both their needs and those of the clients.

INDEPENDENCE AND JUDGMENT

ESSP Workers must:

- Adhere to agency policies and procedures while making timely and effective decisions to ensure the safety and well-being of the clients;
- Remain calm, positive, and nonjudgmental in all situations, especially during a crisis in order to determine appropriate interventions.

They have access to guidance from co-workers, their supervisor and other professionals but often work alone where help is not readily available (e.g., vehicle, employer's work site, community outings, etc.).

**8. Concentration & Sensory attention**

**3**

ESSP Workers perform activities requiring a high level of concentration for short periods during most of their working hours.

ESSP Workers must interact, observe, supervise, and actively listen to clients in order to ensure their well-being and safety within a conducive learning environment.

Interruptions, distractions or changes in work priorities are frequent while carrying out the various tasks associated with the job.

Simultaneous processing is required to perform various tasks concurrently when:

- Observing the clients;
- Interacting with the clients;
- Dealing with requests;
- Driving;
- Actively listening to the clients;
- Responding to a crisis situation;
- Supervising other clients;
- Retaining pertinent information to later document in the clients' file for consistency, accuracy and future reference.

**9. Physical Effort**

**3**

ESSP Workers perform activities which require a moderate level of physical effort of intermediate duration (one to two hours) as well as activities which require a heavy level of physical effort of short duration (maximum one hour).

ESSP Workers may:

- Be in motion and remain on their feet for long periods of time;
- Perform repetitive movements (keyboarding, driving, etc.);

- Bend over, kneel, climb and descend stairs and hunch over in order to perform various job duties;
- Lift, move, push or pull weights up to 25kg/55lbs;
- Lift/transfer clients and equipment;
- Operate specialized medical equipment (e.g., one to two person lifts, help move safely into chairs, vehicles, etc.);
- Perform physical activities with clients;
- At times, bring a client who is agitated or experiencing a crisis under control.

### Working Conditions

#### 10. Unpleasant or Hazardous Environmental Conditions

**3**

ESSP Workers may experience a moderate level of unpleasant or hazardous environmental conditions.

They may be exposed to/experience:

- A noisy, demanding and hectic working environment;
- Unpleasant or demanding verbal interactions and aggressive or violent behavior;
- Significant mental and physical stress due to the nature of the job;
- Working in an isolated environment (ex: traveling alone with clients, community setting, etc.);
- Significant temperature variations while supervising clients indoors, outdoors and/or on outings;
- Repulsive matter and odors such as vomit, blood and feces.

They have to provide their own vehicle with proof of insurance.

<b>Family Support Worker - Adults</b>	
<b>Required Qualifications</b>	
<b>1. Training</b>	<b>5</b>
<p>Successful completion of one of the following training programs or equivalent training program approved by the Department of Social Development:</p> <ul style="list-style-type: none"> <li>• Human Services Certificate Program<sup>25</sup> – one (1) year - NBCC</li> <li>• Social Service Community Worker Diploma Program<sup>26</sup> – two (2) years - NBCC</li> <li>• Programme en techniques d'intervention en services communautaires: spécialisation en Techniques d'intervention en santé mentale et vieillissement – two (2) years – CCNB</li> </ul>	
<b>2. Work Experience</b>	<b>4</b>
<p>A minimum of one-year relevant experience is required to gain knowledge and skills pertaining to their role, including:</p> <ul style="list-style-type: none"> <li>• Providing supervisory/accompaniment services to adults with mental health issues or a disability (intellectual, cognitive, developmental, or physical);</li> <li>• Advocating for individuals with government departments, employers, health professionals, and others.</li> </ul>	
<b>3. Dexterity and Coordination</b>	<b>3</b>
<p>Muscular coordination and gross motor skills are required for:</p> <ul style="list-style-type: none"> <li>• Driving and accompanying persons to their appointments and other activities;</li> <li>• Helping with medical equipment;</li> <li>• Helping with transferring and lifting;</li> <li>• Helping persons with dwelling (moving), as needed.</li> </ul> <p>Dexterity and fine motor skills are required for:</p> <ul style="list-style-type: none"> <li>• Helping with personal care;</li> <li>• Writing various documents (reports, emails, etc.)</li> <li>• Dealing with a variety of documents (filing, faxing, photocopying);</li> <li>• Helping persons with meal preparation;</li> <li>• Teaching and supporting persons in the performance of household duties such as cleaning, laundry, shopping, minor repairs, etc.</li> </ul>	

<sup>25</sup> Will no longer be offered as of Fall 2021

<sup>26</sup> Will replace the *Human Services Certificate Program* as of Fall 2021, meaning that the level attributed to education could move up from a five (5) to a six (6).

Speed is required on a regular basis but emergency situations may require a more rapid response.

**Responsibilities**

**4. Accountability and Decision Making**

**4**

Family Support Workers for adults have important responsibilities with respect to the physical and psychological health, security and well-being of individuals dealing with various degrees of physical and/or cognitive challenges. Their decisions can have a considerable impact at a human level.

Family Support Workers for adults must:

- Work independently and often in an isolated environment, without access to immediate support;
- Organize their time efficiently;
- Make timely and efficient decisions with respect to care-giving and actions to take according to applicable guidelines, best practices, policies and norms;
- Participate in the development, execution and evaluation of a plan which meets the specific needs of individuals according to their abilities and conditions;
- Use their judgment, knowledge and experience to observe, document and report on the resident’s health, social or financial status with management and/or team of professionals;
- Prepare and submit reports: progress, incidents, health condition, behavior, affidavits, court testimonial;
- Help individuals with household management (moving, account activation, communication with owners and property managers, etc.), job search and the relationship with their employer;
- Manage behavior and use approved interventions to avoid and diffuse crisis situations;
- Choose appropriate activities for the individual;
- Explain the storage and elimination of medication, dangerous products and objects;
- Maintain confidentiality and a high degree of discretion.

The Family Support Workers have access to the support and help of colleagues, health professionals and others if needed.

**5. Communication and Interpersonal Relations**

**4**

Family Support Workers for adults collaborate with other people to guide them by using their professional experience and specialized knowledge.

Family Support Workers for adults must:

- Communicate effectively with individuals living with an intellectual, developmental and/or other disability;
- Facilitate a support network by encouraging the individual to interact with friends, works peers, the community, etc.;
- Guide and assist individuals in developing and maintaining a healthy lifestyle (personal, economic, safety, etc.);
- Address individual’s non-compliance issues in the workplace or other setting, discuss and suggest appropriate actions (misconduct, fighting, stealing...);
- Document accurate and detailed information in the individual’s file. (e.g., changes in medical, social or financial status, incidents, etc.);
- Offer crisis management (e.g., conflict resolution, de-escalation of volatile situation, etc.) and provide tools and guidance to help individual during a crisis (suicide attempt, out of control behavior, etc.).

Family Support Workers for adults must:

- Communicate with colleagues, social workers, government representatives, community resources and other professionals in order to guide them using their professional experience and specialized knowledge;
- Often offer feedback to various professionals on the best course of action to take;
- Prepare and submit detailed reports regarding the individual (e.g., medical or financial status, social network, incidents, etc.);
- Advocate with or on behalf of the individual with various government departments, employers, other professionals, community, etc.;
- Contact administration and emergency services, as required (medical emergencies, out of control behavior, etc.) and explain the situation to relevant parties in order to ensure the appropriate response.

<b>6. Staff Supervision</b>	<b>1</b>
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.	
<b>Required Effort</b>	
<b>7. Intellectual Effort</b>	<b>4</b>
Family Support Workers for adults deal with complex tasks with several choices as to what procedure should be followed requiring the use of considerable judgment in adapting procedures and standards to fit facts and conditions while processing new information.	

Family Support Workers for adults must:

- Participate in the completion and yearly review of a goal-oriented plan meeting the needs of each individual;
- Follow through with programs and action plans and monitor progress;
- Adapt guidance and support continuously to meet specific needs and abilities of each individual;
- Assist individual with their job search.

#### INDEPENDENCE AND JUDGMENT

Family Support Workers for adults must:

- Adhere to agency policies and procedures while making timely and effective decisions to ensure the safety and well-being of the individual;
- Remain calm, positive, and nonjudgmental in all situations, especially during a crisis in order to determine appropriate interventions.

They have access to guidance from co-workers, their supervisor and other professionals but often work alone for a period of time where help is not readily available (e.g., vehicle, community outings, etc.).

<b>8. Concentration and Sensory Attention</b>	<b>3</b>
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Family Support Workers for adults perform activities requiring a high level of concentration for short periods during most of their working hours.

Family Support Workers for adults must interact, prompt and actively listen to individuals in order to ensure their well-being and safety within the home, the community, activities of daily living, etc.

Interruptions, distractions or changes in work priorities are frequent while carrying out the various tasks associated with the job.

They are required to concentrate when interacting, observing, supervising and actively listening to individuals.

Simultaneous processing is required to perform various tasks concurrently when:

- Driving;
- Actively listening to the individual;
- Modeling and teaching skills;
- Managing crises;
- Retaining pertinent information to later document in the individual's file for consistency, accuracy and future reference.

<b>9. Physical Effort</b>	<b>3</b>
<p>Family Support Workers for adults perform activities which require a moderate level of physical effort of intermediate duration (one to two hours) as well as activities which require a heavy level of physical effort of short duration (maximum one hour).</p> <p>Family Support Workers for adults may:</p> <ul style="list-style-type: none"> <li>• Perform repetitive movements (keyboarding, etc.);</li> <li>• Bend over, kneel, climb and descend stairs and hunch over in order to perform various job duties.;</li> <li>• Lift, move, push or pull weights up to 25kg/55lbs;</li> <li>• Lift/transfer individuals and operate specialized medical equipment (e.g.; one to two person lifts, moving safely into vehicles, etc.);</li> <li>• Perform physical activities with the individuals;</li> <li>• At times, bring an individual who is agitated or experiencing a crisis under control.</li> </ul>	
<b>Working Conditions</b>	
<b>10. Unpleasant or Hazardous Environmental Conditions</b>	<b>3</b>
<p>Family Support Workers for adults experience a moderate level of unpleasant or hazardous environmental conditions.</p> <p>A worker:</p> <ul style="list-style-type: none"> <li>• Is often the only person with the individual when traveling, in the individual’s dwelling, in a rural setting, etc.;</li> <li>• Must generally be flexible and adapt to atypical and unpredictable schedules.</li> </ul> <p>They may be exposed to/experience:</p> <ul style="list-style-type: none"> <li>• Noisy, demanding and hectic working environment;</li> <li>• Unpleasant or demanding verbal interactions and aggressive or violent behavior;</li> <li>• Significant mental and physical stress due to the nature of the job;</li> <li>• Significant temperature variations while supervising individuals indoors, outdoors and/or on outings;</li> <li>• Repulsive matter and odors such as vomit, blood and feces.</li> </ul> <p>They have to provide their own vehicle with proof of insurance.</p>	



<b>Family Support Worker – Children</b>	
<b>Required Qualifications</b>	
<b>1. Training</b>	<b>5</b>
<p>Successful completion of one of the following training programs or equivalent training program approved by the Department of Social Development:</p> <ul style="list-style-type: none"> <li>• Programme d'éducation à l'enfance – one (1) year – CCNB</li> <li>• Human Services Certificate Program<sup>27</sup> - one (1) year - NBCC</li> <li>• Early Childhood Development Diploma Program – two (2) years - NBCC</li> <li>• Child and Youth Care Diploma Program – two (2) years - NBCC</li> <li>• Social Service Community Worker Diploma Program<sup>28</sup> – two (2) years - NBCC</li> <li>• Programme en techniques d'intervention en services communautaires: Spécialisation en Techniques d'intervention en éducation spécialisée et autisme – two (2) years – CCNB</li> </ul>	
<b>2. Work Experience</b>	<b>4</b>
<p>A minimum of one-year relevant experience is required to gain knowledge and skills pertaining to their role, including:</p> <ul style="list-style-type: none"> <li>• Offering advice and sharing resources to help a family manage their child's specific developmental needs;</li> <li>• Supervising, guiding and helping in matters of personal care, everyday living and their child's health;</li> <li>• Advocating for the child or the family, with them or on their behalf, with government departments, health professionals, the community, etc.</li> </ul>	
<b>3. Dexterity and Coordination</b>	<b>3</b>
<p>Muscular coordination and gross motor skills are required to:</p> <ul style="list-style-type: none"> <li>• Drive and accompanying the child and/or family members to their appointments, court hearings, etc.;</li> <li>• Help with lifting and transferring;</li> <li>• Help with medical equipment;</li> <li>• Use non-violent interventions;</li> <li>• Keep up with the steadily increasing speed of children's' reactions and actions.</li> </ul> <p>Dexterity and fine motor skills are required for:</p> <ul style="list-style-type: none"> <li>• Writing various documents (reports, emails, etc.);</li> </ul>	

<sup>27</sup> Will no longer be offered as of Fall 2021

<sup>28</sup> Will replace the *Human Services Certificate Program* as of Fall 2021, meaning that the level attributed to education could move up from a five (5) to a six (6).

- Dealing with a variety of documents (filing, faxing, photocopying);
- Helping families with meal preparation;
- Helping with toileting, modelling, respite.

Speed is required on a regular basis but emergency situations may require a more rapid response.

### Responsibilities

#### 4. Accountability and Decision Making

**4**

Family Support Workers for children have important responsibilities with respect to the physical and psychological health, security and well-being of children and their families. Their decisions can have a considerable impact at a human level.

Family Support Workers for children must:

- Work independently and often in an isolated environment, without access to immediate support;
- Organize their time efficiently;
- Make timely and efficient decisions according to applicable guidelines, best practices, policies and norms;
- Participate in the development, execution and evaluation of a plan which meets the specific needs of children and/or their family according to their abilities and circumstances;
- Use their judgment, knowledge and experience to observe, document and report on the family or the child's health, social or financial status with management and/or team of professionals, next of kin or legal representative;
- Manage behavior and use approved interventions to avoid and diffuse crisis situations;
- Recognize and document signs of negligence or physical, emotional or sexual abuse and report them to appropriate authorities;
- Ensure the psychological and physical safety of children at all times (home environment, community setting, and supervised visits);
- Provide tips regarding storage and elimination of medication, dangerous products and objects;
- Maintain confidentiality and a high degree of discretion.

Family Support Workers for children have access to the support and help of colleagues, health professionals and others if needed.

<b>5. Communication and Interpersonal Relations</b>	<b>4</b>
<p>Family Support Workers for children collaborate with people to guide them by using their professional experience and specialized knowledge.</p> <p>Family Support Workers for children must:</p> <ul style="list-style-type: none"> <li>• Communicate effectively with children with an intellectual, developmental and/or other disability;</li> <li>• Build and sustain a trusting relationship with the family unit;</li> <li>• Guide, teach and support parents with respect to their children and/or the family unit (e.g.; lifestyle, financial, behavior modification, etc.);</li> <li>• Address child’s non-compliance issues in the home or other setting, discuss and suggest appropriate actions (misconduct, fighting, stealing, etc.);</li> <li>• Offer crisis management (e.g., conflict resolution, de-escalation of volatile situation, etc.) and provide tools and guidance to a child and/or family during a crisis (out of control behavior, suicide attempt, etc.).</li> </ul> <p>Family Support Workers for children must:</p> <ul style="list-style-type: none"> <li>• Communicate with colleagues, social workers, government representatives, community resources and other professionals in order to guide them using their professional experience and specialized knowledge;</li> <li>• Often offer feedback to various professionals on the best course of action to take;</li> <li>• Prepare and submit detailed reports regarding the child and/or family (e.g., changes in medical or financial status, abuse and/or neglect, incidents, etc.);</li> <li>• Advocate with or on behalf of the child and/or family with various government departments, professionals, the community, etc.;</li> <li>• Contact administration and emergency services, as required (medical emergencies, out of control behavior, criminal related activities, etc.) and explain the situation to relevant parties in order to ensure the appropriate response.</li> </ul>	
<b>6. Staff Supervision</b>	<b>1</b>
<p>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.</p>	
<b>Required Effort</b>	
<b>7. Intellectual Effort</b>	<b>4</b>
<p>Family Support Workers for children deal with complex tasks with several choices as to what procedure should be followed requiring the use of considerable judgment in adapting procedures and standards to fit facts and conditions while processing new information.</p>	

Family Support Workers for children must:

- Participate in the completion and yearly review of a goal-oriented plan to meet the needs of each child and their family;
- Follow through with programs and action plans and monitor progress;
- Adapt guidance, assistance and support continuously to meet specific needs and abilities of each child and family.

#### INDEPENDENCE AND JUDGMENT

Family Support Workers for children must:

- Adhere to agency policies and procedures while making timely and effective decisions to ensure the safety and well-being of the child and/or family;
- Remain calm, positive, and nonjudgmental in all situations, especially during a crisis in order to determine appropriate interventions.

They have access to guidance from co-workers, their supervisor and other professionals but often work alone for a period of time where help is not readily available (e.g., family's home, vehicle, community outings, etc.).

<b>8. Concentration and Sensory Attention</b>	<b>4</b>
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Family Support Workers for children perform activities requiring a high level of concentration for short periods during most of their working hours.

Family Support Workers for children must guide, interact, observe, and actively listen to children and/or their family in order to ensure the well-being and safety of the child within the home, during supervised visits, in the community, activities of daily living, etc.

Interruptions, distractions or changes in work priorities are frequent while carrying out the various tasks associated with the job.

They are required to concentrate when interacting, observing, supervising and actively listening to children and/or their family. Simultaneous processing is required to perform various tasks concurrently when:

- Ensuring the safety of children at all times;
- Accompanying parents with regards to skills-building;
- Driving;
- Listening actively to the child and/or family;
- Following guidelines while respecting the family's rights and will;
- Retaining pertinent information to later document in the child and/or family's file for consistency, accuracy and future reference.

<b>9. Physical Effort</b>	<b>3</b>
<p>Family Support Workers for children perform activities which require a moderate level of physical effort of intermediate duration (one to two hours) as well as activities which require a heavy level of physical effort of short duration (maximum one hour).</p> <p>Family Support Workers for children may:</p> <ul style="list-style-type: none"> <li>• Perform repetitive movements (keyboarding, etc.);</li> <li>• Bend over, kneel, climb and descend stairs and hunch over in order to perform various job duties.;</li> <li>• Lift, move, push or pull weights up to 25kg/55lbs;</li> <li>• Lift/transfer children and operate specialized medical equipment (e.g.; one to two person lifts, moving safely into vehicles, etc.);</li> <li>• Perform physical activities with the child;</li> <li>• At times, bring a child or family member who is agitated or experiencing a crisis under control.</li> </ul>	
<b>Working Conditions</b>	
<b>10. Unpleasant or Hazardous Environmental Conditions</b>	<b>4</b>
<p>Family Support Workers for children experience a high level of unpleasant or hazardous environmental conditions.</p> <p>They are often exposed to/experience:</p> <ul style="list-style-type: none"> <li>• Significant mental and physical stress due to the nature of the job;</li> <li>• Varying working hours: family support workers must be flexible in order to adapt to unpredictable schedules;</li> <li>• Working in an isolated environment (e.g., only person with the child and the family when traveling, in a rural setting, etc); and</li> <li>• Significant temperature variations while supervising families indoors, outdoors and/or on outings.</li> </ul> <p>They may also be exposed to/experience:</p> <ul style="list-style-type: none"> <li>• Noisy, demanding and hectic working environment;</li> <li>• Unpleasant or demanding verbal interactions and aggressive or violent behavior;</li> <li>• Repulsive matter and odors such as vomit, blood and feces.</li> </ul> <p>They have to provide their own vehicle with proof of insurance.</p>	

<b>Foreman</b>	
<b>Required Qualifications</b>	
<b>1. Training</b>	<b>6</b>
<p>Successful completion of a 2-year college program in Business or equivalent training program:</p> <ul style="list-style-type: none"> <li>• Programme en administration des affaires – two (2) years - CCNB</li> <li>• NBCC Business Administration Diploma Program with a specialization in Management – two (2) years - NBCC</li> </ul>	
<b>2. Work Experience</b>	<b>6</b>
<p>Three (3) to five (5) years of progressive and/or related experience is required to gain knowledge and skills pertaining to their role:</p> <ul style="list-style-type: none"> <li>• Administration, financial and human resource management;</li> <li>• Building and maintenance management;</li> <li>• Creating and maintaining an environment that protects the health, safety and well-being of staff and clients/service users.</li> </ul>	
<b>3. Dexterity and Coordination</b>	<b>2</b>
<p>Dexterity and fine motor skills are required for:</p> <ul style="list-style-type: none"> <li>• Writing reports and/or keyboarding;</li> <li>• Preparing the payroll, paying bills, counting money;</li> <li>• Filing, and documenting.</li> </ul> <p>Speed is required at a regular pace.</p>	
<b>Responsibilities</b>	
<b>4. Accountability and Decision Making</b>	<b>4</b>
<p>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.</p> <p>A Foreman must:</p> <ul style="list-style-type: none"> <li>• Be responsible for the maintenance and installations of a facility/agency in accordance with acts, regulations, standards, policies and procedures;</li> <li>• Ensure the health, safety and well-being of clients and staff;</li> <li>• Ensure daily management (clients/service users and staff complaints, replacements, scheduling);</li> </ul>	

- Organize his or her time efficiently;
- Participate in the financial management, related to maintenance services and installations (e.g., monitor expenditures and manage petty cash);
- Make recommendations on human resource issues (e.g., disciplinary action, guidance and support, professional development, etc.);
- Ensure crisis management (e.g., unforeseen events, serious illnesses and/or injuries, etc.);
- Maintain confidentiality and a high degree of discretion.

He or she works independently and makes decisions based on guidelines and past practices but may have access to support from other professionals when dealing with situations that he or she has not come across before.

### **5. Communication and Interpersonal Relations**

**5**

The Foreman must negotiate by presenting arguments to convince people to take certain steps to make decisions in order to come to an agreement or a solution.

He or she must communicate clearly and effectively in order to:

- Ensure the cooperation, support, consent and collaboration of staff and clients when informing, implementing programs and strategies, and resolving issues;
- Ensure that acts, regulations, standards, policies and procedures are adhered to;
- Plan and conduct meetings (staff, resource professionals, etc.);
- Coordinate daily operations and direct the maintenance and repair of the facility/agency;
- Ensure the necessary intervention during emergency situations.

### **6. Staff Supervision**

**5**

A Foreman has a very high level of supervision as he or she must plan work, establish requirements, evaluate performance and take disciplinary measures for 5 staff members or more.

A Foreman is responsible for:

- Recruiting and orientating staff members;
- Developing work plans and establishing requirements;
- Evaluating performance and determining professional development for staff;
- Motivating staff;
- Promoting a respectful workplace;
- When necessary, implement progressive disciplinary measures.

<b>Required Effort</b>	
<b>7. Intellectual Effort</b>	<b>4</b>
<p>A Foreman deals with complex tasks with several choices as to what procedure should be followed requiring the use of considerable judgment in adapting procedures and standards to fit facts and conditions while processing new information.</p> <p>A Foreman must:</p> <ul style="list-style-type: none"> <li>• Supervise the maintenance and installations of a facility;</li> <li>• Ensure that the agency/facility is maintained to the highest standards in order to ensure the health, safety and well- being of staff, clients and/or service users;</li> <li>• Participate in the financial management (e.g., make budget recommendations and provide quality services and installations within the allocated budget and resources);</li> <li>• Make difficult decisions in collaboration with the Executive Director when dealing with complex situations that involve staff (e.g.; disciplinary action, interventions, etc.)</li> </ul> <p><b>INDEPENDENCE AND JUDGMENT</b></p> <ul style="list-style-type: none"> <li>• Interpret and implement acts, regulations, agency/facility standards, policies and procedures and ensure that they are adhered to;</li> <li>• Revise agency/facility standards, policies and procedures to fit facts and conditions;</li> <li>• Remain calm and make timely and effective decisions during emergency situations.</li> </ul>	
<b>8. Concentration and Sensory Attention</b>	<b>3</b>
<p>A Foreman’s work requires a high level of concentration and sensory attention while supervising, interacting with and monitoring staff, clients, mostly from a distance, to ensure their safety, health and well-being and while helping to prepare a budget with allocated resources and managing records (e.g., personnel files).</p> <p>Simultaneous processing is required to perform various tasks concurrently when:</p> <ul style="list-style-type: none"> <li>• Answering the telephone;</li> <li>• Completing paperwork/keyboarding;</li> <li>• Observing and listening to staff and/or clients;</li> <li>• Documenting;</li> <li>• Responding to requests for service;</li> <li>• Dealing with complaints;</li> <li>• Dealing with scheduling changes.</li> </ul> <p>He or she must perform these activities often for periods of intermediate duration.</p>	



<b>9. Physical Effort</b>	<b>2</b>
<p>The Foreman performs activities which require a light level of physical effort of intermediate duration (one to two hours) as well as activities which require a moderate level of physical effort of short duration (maximum one hour).</p> <p>The Foreman must:</p> <ul style="list-style-type: none"> <li>• Perform repetitive movements (keyboarding, etc.) while seated which requires maintaining one position for up to two (2) hours occasionally;</li> <li>• Help occasionally with lifting from 10 kg/22 lbs up to 25 kg/55 lbs for a short duration;</li> <li>• Help with certain activities within the agency/facility which would require him or her to stand for short periods of time.</li> </ul>	
<b>Working Conditions</b>	
<b>10. Unpleasant or Hazardous Environmental Conditions</b>	<b>3</b>
<p>A Foreman experiences a moderate level of unpleasant or hazardous environmental conditions.</p> <p>He or she may be exposed to:</p> <ul style="list-style-type: none"> <li>• A work environment that is demanding, hectic and noisy;</li> <li>• Unpleasant or demanding verbal and physical interactions;</li> <li>• Noisy, unclean, and unsafe environments when supervising operations of the maintenance services and installations or work projects;</li> <li>• Uncomfortable conversations during performance reviews;</li> <li>• Unforeseen events, serious illnesses and/or injuries amongst clients and staff requiring a quick and appropriate response.</li> </ul>	

<b>Maintenance Worker</b>	
<b>Required Qualifications</b>	
<b>1. Training</b>	<b>3</b>
High School diploma or equivalent is required to carry out the duties of a Maintenance Worker.	
<b>2. Work Experience</b>	<b>2</b>
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, namely: cleaning and maintaining the interior and exterior of a facility/agency and the surrounding grounds.	
<b>3. Dexterity and Coordination</b>	<b>2</b>
<p>Muscular coordination and gross motor skills are required for:</p> <ul style="list-style-type: none"> <li>• Lifting, arranging and setting up equipment;</li> <li>• Cleaning;</li> <li>• Using long-handled tools (brooms, mops);</li> <li>• Mowing the lawn and removing snow and ice.</li> </ul> <p>Dexterity and fine motor skills are required for:</p> <ul style="list-style-type: none"> <li>• Repairing small objects and equipment;</li> <li>• Writing and documenting;</li> <li>• Putting together objects, changing light bulbs, picking up small objects, etc.</li> </ul> <p>Speed is required at a regular pace.</p>	
<b>Responsibilities</b>	
<b>4. Accountability and Decision Making</b>	<b>2</b>
<p>The consequences of a Maintenance Worker's decisions and actions are limited. He or she contributes to the health and safety of others by ensuring that the agency/facility is well maintained.</p> <p>The Maintenance Worker must:</p> <ul style="list-style-type: none"> <li>• Execute tasks and make decisions based on guidelines pertaining to the security and safety measures in place as well as past practices;</li> <li>• Identify potential or actual health hazards in the facility/agency;</li> <li>• Identify when a tradesperson is required for major repairs;</li> <li>• Maintain confidentiality and a high degree of discretion.</li> </ul>	

He or she has immediate assistance from his supervisors if needed.	
<b>5. Communication and Interpersonal Relations</b>	<b>1</b>
Maintenance Workers must exchange factual and work-related information with their supervisor, coworkers, suppliers and health and fire inspectors.	
<b>6. Staff Supervision</b>	<b>1</b>
Supervisory responsibilities are not normally part of the job requirement. A maintenance worker may be asked to orient new cleaning staff to become familiar with their work by showing them work methods, techniques and procedures.	
<b>Required Effort</b>	
<b>7. Intellectual Effort</b>	<b>2</b>
<p>The Maintenance Worker's job consists of semi-routine tasks with few choices as to what procedures should be followed.</p> <p>They follow standards, policies, and procedures as well as the guidelines of the agency/facility's Executive Director.</p> <p>Maintenance workers require judgment in making minor decisions and organizing their work.</p>	
<b>8. Concentration and Sensory Attention</b>	<b>1</b>
<p>The work requires a moderate level of concentration and sensory attention while performing assigned tasks.</p> <p>The Maintenance Worker may be interrupted and distracted occasionally while carrying out the various tasks associated with the job.</p> <p>He or she must perform his tasks sometimes for periods of short duration.</p>	
<b>9. Physical Effort</b>	<b>4</b>
Maintenance Workers must perform activities which require a heavy level of physical effort of intermediate duration (one to two hours) as well as activities which require a moderate level of physical effort of long duration (up to and excess of two hours)	

Maintenance Workers must:

- Lift, move, push or pull heavy weights weighing more than 25kg/55lbs;
- Lift and move equipment;
- Bend over, kneel, climb and hunch over;
- Perform repetitive motions (e.g.; mopping, vacuuming and sweeping);
- In many situations, work in confined spaces and awkward positions such as bathrooms, utility rooms, etc.;
- Handle specialized equipment such as lawn mowers, snow blowers, floor-waxing machines, carpet cleaners, etc.

### Working Conditions

#### 10. Unpleasant or Hazardous Environmental Conditions

3

A Maintenance Worker experiences a moderate level of unpleasant or hazardous environmental conditions.

A Maintenance Worker is exposed to:

- Repulsive matter and odors when cleaning washrooms and garbage containers;
- Vapors and odors from paint and chemicals potentially hazardous to his or her health;
- Dust and dirt when making minor repairs to the agency/facility, maintaining public and outdoor areas, and ensuring the proper functioning of the electrical, cooling, heating, ventilating, and plumbing systems;
- Significant temperature variations while performing outdoor maintenance tasks such as snow and ice removal, mowing the lawn, repairing the facility, etc.;
- A high level of noise emitted by machinery, thus requiring a certain level of protection.

## Point Distribution

Job classes	Required Qualifications			Responsibilities			Required Effort			Working Conditions
<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>
<b>Maintenance Worker</b>	3	2	2	2	1	1	2	1	4	3
<b>Special Care Home Workers</b>	4	2	3	4	3	1	3	3	3	4
<b>ESSP Workers</b>	5	4	3	4	4	1	4	3	3	3
<b>Family Support Workers (adults)</b>	5	4	3	4	4	1	4	3	3	3
<b>Family Support Workers (Youth)</b>	5	4	3	4	4	1	4	4	3	4
<b>Foreman</b>	6	6	2	4	5	5	4	3	2	3

# 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.<sup>29</sup>

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

<sup>29</sup> 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.

In order to explain the weighting established for the current pay equity exercise, it is necessary to backtrack briefly to the 2008-2014 exercises and the 2019-2020 maintenance exercises mentioned at the beginning of the current report. In 2008-2014, pay equity committees from each service worked independently. Thus, they established slightly different weightings. Normally, a pay equity maintenance exercise relies on the weighting established during the initial pay equity exercise. However, there were many similarities between the tasks of the evaluated jobs and the weightings used in 2008-2014. Also, during the 2019-2020 maintenance exercise, the Advisory Committee chose to apply the weighting used for community residences during the 2008-2014 exercise for all of the services. In fact, a single weighting allowed for the objective evaluation of each of these jobs, to compare them with one another and thus, reinforce consistency throughout the sector.

In order to ensure consistency between services, the Advisory committee decided to use this same weighting for the three new evaluated services. See the table below.

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



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 ( $3 \times 20$  points). The table below shows the value for each level.

Factors	Sub-factors	Weighting	Point value for each of the levels							Maximum points
			1	2	3	4	5	6	7	
Qualifications	Training	12%	17	34	51	69	86	103	120	120 <sup>30</sup>
	Experience	10%	14	29	43	57	71	86	100	100 <sup>31</sup>
	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
<b>TOTAL</b>		<b>100%</b>								<b>1000</b>

<sup>30</sup> For Training, since 7 times 17 equals 119, one point was added to level 4 to get a total of 120.

<sup>31</sup> 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>	
<b>Maintenance Worker</b>	51	29	28	40	20	18	48	22	72	60	<b>388</b>
<b>Special Care Home Workers</b>	69	29	42	80	60	18	72	66	54	80	<b>570</b>
<b>ESSP Workers</b>	86	57	42	80	80	18	96	66	54	60	<b>639</b>
<b>Family Support Workers (adults)</b>	86	57	42	80	80	18	96	66	54	60	<b>639</b>
<b>Family Support Workers (children)</b>	86	57	42	80	80	18	96	88	54	80	<b>681</b>
<b>Foreman</b>	103	86	28	80	100	90	96	66	36	60	<b>745</b>

# 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 used and adapted job descriptions for the two male-dominated jobs chosen for the pay equity exercises of 2008-2014 – 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**

At the very beginning of the project, Ruth Rose first analyzed Statistics Canada data on labour force classification *6733 Janitors, caretakers and building superintendents* for New Brunswick in 2018. She had 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 had decided to use 2018 average wages for the entire classification 6733 (\$15.72/hr) to determine the maintenance worker's wages. This included 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.

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.

To establish pay equity in community care services for the year 2021, the hourly wage for the maintenance worker (\$15.72) had to be adjusted in order to allow for usual wage hikes since 2018.

Acting on Ruth Rose's recommendation, the Advisory Committee decided to index wages at the rate of 2.13% per year, based on the growth of New Brunswick's Consumer Price Index (CPI) between 2017-2018. Therefore, the maintenance worker's hourly wage was set at \$16.75 for 2021.

Inflation as well as wage increases in New Brunswick and in Canada from 2018 to today were taken into consideration.

New Brunswick's CPI increased by 1.72% in 2019 and by only 0.2% in 2020, for an average of 0.97% for the two years. If 2018 wages were indexed at 0.97% per year for three years, the results would only be \$16.18. Inflation for the entire country was slightly higher in Canada over the same period.

It must be noted that the cost of living in 2020 reflected unusual factors related to the COVID-19 pandemic. According to Statistics Canada<sup>32</sup>, the health crisis had an impact on the economy, which affected financial markets and labour markets all over the world. Canadians very quickly started to spend their money differently, got used to staying at home, travelled less often, and bought more of certain items and less of others. Household buying habits changed, which had repercussions on the consumer basket used to measure consumer price inflation.

During the same period, wage increases for the New Brunswick labour force were higher: 2.8% in 2019 and 4.1% in 2020 (an average of 3.46% for the two years), and even higher for Canada as a whole. Had the reference wage of \$15.72 in 2019 increased at the same rate, it would have reached \$16.83 in 2020 and \$17.41 in 2021.

As a compromise, 2018 wages were indexed at the rate of 2.13% per year, which resulted in an hourly wage of \$16.75.

### **Foreman wages**

In the province of Québec, they recommend setting the maintenance worker's wages at 60% of the foreman's. In 2014, Ruth Rose used statistics from the National Household Survey 2011 for New Brunswick to make sure this ratio was appropriate in this case<sup>33</sup>. 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%.

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<sup>32</sup> Adjusting the Consumer Price Index to the new spending realities during the pandemic  
<https://www150.statcan.gc.ca/n1/daily-quotidien/201008/dq201008a-eng.htm>

<sup>33</sup> Pay Equity in Care-Giving Services in New Brunswick. Ruth Rose, October 2014.  
<https://equite-equity.com/sites/default/files/2020-06/PAY%20EQUITY%20IN%20CARE-GIVING%20SERVICES%20%28ISBN%29.pdf>

Ruth Rose concluded that the 60% ratio between the wages of the two jobs, rather than the 80% ratio which was used in the 2008-2014 exercises, was appropriate in New Brunswick. Applying the rule of three, she determined that **in 2021** the foreman's reference wage should be **\$27.92/hr.**

$$\frac{\$16.75}{X} = \frac{60}{100}$$

$$X = (\$16.75 \times 100) / 60$$

$$X = \$27.92$$

# 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. The goal is to set “fair” wages compared to the other jobs: higher if value is higher, lower if value is lower.

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

There are several methods to calculate 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 (\$27.92) and the maintenance worker’s (\$16,75) is **\$11.17.**

$$\$27.92 - \$16.75 = \$11.17$$

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 \$0.031279 per point.<sup>34</sup>

$$\$11.17 \div 357 = \$0.031279$$

Therefore, each point difference between the total value of wages is equal to \$0.031279. With this information, fair wages can be calculated for female-dominated job classifications.

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<sup>34</sup> This result comes from calculations taking several decimals into account, which explains the difference with the result of the simple division indicated here. Here is the more exact calculation:  $(\$16.75 \times 100) / 60 = \$27.916666\dots$ ;  $\$27.916666\dots - \$16.75 = \$11.166666\dots$ ;  $\$11.166666\dots / 357 = \$0.031279\dots$

Here is how to do it:

**Fair wage calculations for an ESSP Worker**

The ESSP Worker received 639 points during the evaluation and the maintenance worker, 388.

The intervener has 251 more points than the maintenance worker.

$251 \text{ (points)} \times \$0.031279 \text{ (value for each point)} = \$7.85$

She should therefore earn \$7.85/hr more than the maintenance worker.

$\$16.75 \text{ (maintenance worker's wages)} + \$7.85 = \$24.60 \text{ (fair wage)}$

A fair wage for the ESSP Worker is therefore \$24.60/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 \$0.031279	Fair hourly wages (column C plus column G)
Maintenance worker	388	\$16.75	Special Care Home Workers	570	182	\$5.69	\$22.44
Foreman	745	\$27.92	ESSP Workers	639	251	\$7.85	\$24.60
			Family Support Workers (adults)	639	251	\$7.85	\$24.60
			Family Support Workers (children)	681	293	\$9.17	\$25.91

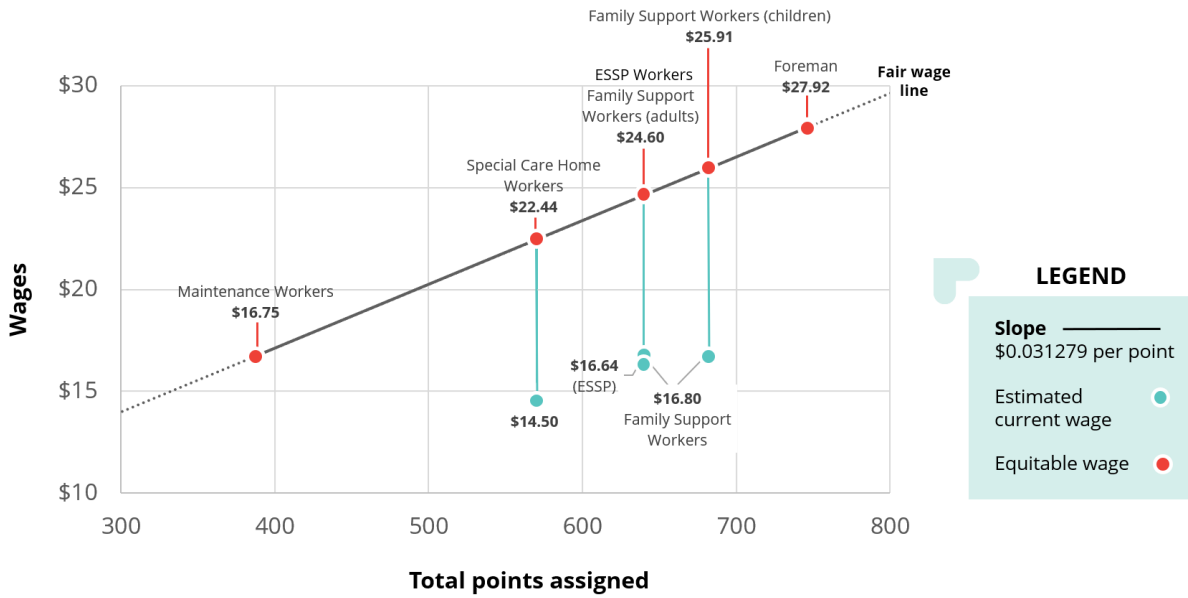
The table below compares pay equity analysis results and current hourly wages for evaluated female-dominated jobs. The last column shows the gap that has to be eliminated to achieve pay equity.

Job classification	Fair hourly wage	Current entry-level hourly wage <sup>35</sup>	Difference
Special Care Home Workers	\$22.44	\$14.50	\$7.94
ESSP Workers	\$24.60	\$16.64	\$7.96
Family Support Workers (adults)	\$24.60	\$16.80	\$7.80
Family Support Workers (children)	\$25.91	\$16.80	\$9.11

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<sup>35</sup> The current level-entry hourly wage for special care homes and family support services is derived from the Human Services Coalition of New Brunswick and includes the increases announced by the Department of Social Development, in the news release *Wage increases on April 1 for workers in the human service sector*, March 19<sup>th</sup> 2021, [https://www2.gnb.ca/content/gnb/en/news/news\\_release.2021.03.0218.html](https://www2.gnb.ca/content/gnb/en/news/news_release.2021.03.0218.html). Please note that the hourly wage differs from the average hourly wage identified in this same release. The entry-level wage for ESSP agencies is derived solely from the data provided by the Department of Social Development.

We can also present these results using a trend line drawn according to the value and the obtained wages for the two male-dominated jobs, as illustrated in the figure below. The female-dominated jobs must then be adjusted along that line, according to their value.



# CONCLUSION

## Conclusion

Pay equity – equal pay for work of equal value – is a human right. The results of the pay equity exercise clearly show that current wages do not reflect the value of work done by workers in Special Care Home, ESSP Agencies and Family Support Services. Thus, substantial changes are needed to allow for these caregiving sector workers to obtain pay equity. These individuals safeguard the health and well-being of a vulnerable segment of the population.

For far too long workers in female-dominated jobs in the community care sector have been under-valued and under-paid. This is unfair. 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 unfair 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 a wage scale 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 change over time, a 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. Sooner rather than later we will need to do pay equity exercises for all workers in community care.

As previously mentioned, jobs were evaluated based on generic job descriptions which represent each service overall. Thus, tasks associated with a job can vary from one agency to the next and even from one employee to another within the same agency, based on the clientele served. Each agency should consider the possibility of adapting wages if requirements of the job exceed those detailed during this exercise.

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 exercise to advocate for public funds to increase wages, improve working conditions and ensure 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, including those of management.
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.