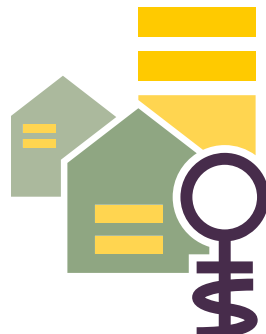


PAY EQUITY EVALUATIONS

A GUIDE TO UNDERSTANDING THE PROCESS



Coalition for Pay Equity
Coalition pour l'équité salariale
New Brunswick • Nouveau-Brunswick



**PAY
EQUITY
IS COMING
TO TOWN!**

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Acknowledgements

The New Brunswick Coalition for Pay Equity wishes to thank the New Brunswick Pay Equity Bureau, the Canadian Union of Public Employees (CUPE), and the Conseil d'intervention pour l'accès des femmes au travail (CIAFT) for their unwavering support.

ISBN: 978-1-988868-41-7

This project is funded by Women and Gender Equality Canada.



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INTRODUCTION

This guide was written for local governments and Regional Service Commission (RSC) employers and employees. It can also be useful to anyone who has an interest in pay equity.

Everyone must be paid fairly. Women-dominated jobs, however, are often undervalued and underpaid when compared to men-dominated jobs.

This is what a pay equity exercise is meant to correct. By comparing the value of women-dominated and men-dominated jobs, we can verify whether job wages are fair. Equal pay for equal value.

Pay equity is a fundamental right that has been recognized since the International Labour Organization's convention in 1951. However, without a law, this right is difficult to enforce.

New Brunswick has had a law to ensure pay equity in the public sector since 2009, but the Act does not apply to local governments or RSCs.

The New Brunswick Coalition for Pay Equity's project "Pay Equity is Coming to Town!" is designed to guide local governments and RSCs through the implementation process for pay equity.

The project started during the province's local governance reform, which brought about substantial changes for local government and RSC employees; consequently, their compensation systems were revised and adjusted.

Pay equity is a very effective human resources management tool. It is therefore pertinent to implement it even when there is no law.

During the development of this project, and for the first time ever, the government of New Brunswick has promised to phase in pay equity in sectors not covered by the *Pay Equity Act, 2009*.

Local governments and RSCs must therefore be prepared to implement it.

This training guide is intended to demystify the job evaluation process within the context of pay equity. It will explain principles and steps for achieving pay equity so that you can better understand the process and prepare for it.

We don't yet know the content of the future law, nor the steps that will be proposed. Therefore, this guide will be based on the principles of the existing law. Some adjustments may be necessary as we learn more about the government's plan for implementing pay equity. In the meantime, however, pay equity legislation generally includes all the job evaluation steps presented here.

In the first section, you will explore what pay equity is, understand its numerous benefits, and learn about New Brunswick's stance on the issue.

In the second section, you will delve into the various steps of the job evaluation process as they relate to pay equity.

In the third section, the entire process will be summarized within a summary diagram for easy reference.

We hope this training guide empowers you to take meaningful steps toward pay equity.

1. CONTEXT

In this section, we begin by defining pay equity and job evaluations. We will then explore the legislative context with a focus on local governments and RSCs. Finally, we will review and highlight the many advantages of pay equity.

1.1. What is wage discrimination?

Wage discrimination often stems from societal beliefs and biases that influence us as individuals. It is not always intentional, and we may not even be aware of it; in such cases, it constitutes **systemic discrimination**. This can affect how wages are determined for jobs and thus can contribute to the overall wage gap between women and men.

While women have been participating in the workforce for decades, they often hold jobs that are perceived to be extensions of unpaid, domestic work – such as teaching, cooking, and caregiving. The more closely a job's tasks resemble those traditionally done at home, the more its value is underestimated by society. As a result, women-dominated jobs are often associated with lower wages.

Society has also historically assumed that men should receive higher wages than women because they have to support their families. Consequently, women's earnings are often viewed as supplementary, but non-essential.

Over time, certain characteristics have become associated with women-dominated jobs, such as interpersonal skills (empathy, active listening, diplomacy), patience, organization, versatility, and attention to detail. In contrast, traits like strength, physical endurance, and leadership are typically linked to men-dominated jobs.

We often hear comments such as:

- ✓ Women have easier working conditions than men because their jobs are less physically demanding.
- ✓ Women work comfortably indoors.
- ✓ Women have a low level of responsibility.



Because of these prejudices, stereotypes, and gendered biases, many aspects of women's labour are often overlooked and undervalued when compensation structures are established. This influences women's remuneration and thus plays a significant role in the wage gap between women-dominated and men-dominated jobs.

Here are some aspects of women's work that are not always recognized:

- ✓ multi-tasking, quickly alternating between tasks;
- ✓ regularly moving many light objects;
- ✓ protecting confidential information or information of a sensitive nature;
- ✓ enduring stress caused by multi-tasking and unpredictable tasks;
- ✓ dealing with difficult clients.

In overlooking the hidden aspects of women's work, employers risk undervaluing women-dominated jobs. This encourages and maintains wage discrimination.



1.2. Definitions

To better understand what pay equity is, it is important to review a few definitions.

1.2.1. Pay equality or Pay parity

Pay equity should not be confused with pay equality or pay parity. Pay equality and pay parity are terms used to refer to the principle of “equal pay for equal work.” For example, in the same restaurant, a man head chef and a woman head chef with equal skills and responsibilities will earn the same salary. This is **equal pay for equal work**.

1.2.2. Internal equity

Pay equity should not be confused with internal equity. Internal equity involves evaluating and comparing **all jobs within an organization** based on effort. However, while internal equity ensures consistency and fairness in the salaries of various jobs within an organization, it does not provide a gendered analysis.

1.2.3. Pay equity

Pay equity is **equal pay for work of equal or comparable value**.

This means that, to achieve pay equity, the value of women-dominated jobs must be compared to the value of men-dominated jobs. Women-dominated jobs are often undervalued and underpaid compared to men-dominated jobs of equal or comparable value.

For example, if an administrative assistant's work has the same value as that of a mechanic, these two employees should earn the same wages. If the administrative assistant's wages are lower, they must be adjusted to achieve pay equity. **Equal pay for equal value!**

1.2.4 Job evaluation

A job evaluation is a process that objectively determines the relative value of each job within an organization and therefore influences the consistency of pay rates. The process must be fair and acceptable for both the employer and their employees.

Two factors affect people's perception of an equitable wage:

- ✓ the relationship between the wage and **the qualifications and skills, responsibilities, effort, and working conditions of the job;**
- ✓ the comparison of the wage with that of other employees in the organization.



A job evaluation provides:

- ✓ precise and updated job descriptions;
- ✓ a precise method for measuring existing, newly created, or modified jobs, and for establishing the relative value of jobs;
- ✓ a method for identifying and correcting pay inequities;
- ✓ an efficient method to reclassify jobs;
- ✓ a fair and equitable wage structure that is easy to understand;
- ✓ a method to ensure and maintain pay equity.

It is important to understand that **job evaluations are about assessing the jobs themselves and not the individuals performing them;** this process is not a performance review. However, it is essential to **involve employees** throughout the process.

1.3. Legislative context in New Brunswick

Since the 1980s, individuals, organizations, and unions in New Brunswick have been advocating for a provincial pay equity law that covers both the public and private sectors.

In 1989, the *Pay Equity Act* was enacted, but it only applied to ministerial public servants. It wasn't until 2009 that a pay equity law was finally passed for the public sector in New Brunswick.

1.3.1. Pay Equity Act, 2009

The *Pay Equity Act, 2009* applies, with some exceptions, to public services. This includes government departments, schools, hospitals, and Crown corporations, such as NB Power and WorkSafe.

The Act is intended to **eliminate systemic discrimination** against individuals who work in women-dominated jobs.

It is a **proactive law**: employers must prove that wage discrimination does not exist in their organizations. Under the Act, employers must evaluate both women-dominated and men-dominated job categories. If women-dominated categories are paid less than men-dominated categories of equal or comparable value, the employer is required to adjust the wages accordingly.

Unfortunately, this law does not apply to local governments or RSCs, and only a few local governments have voluntarily completed a pay equity exercise.

1.3.2. Promise of a law: the case of local governments and RSCs

For the first time, the elected provincial government of New Brunswick has pledged itself to “phasing in pay equity in the private sector and the community care sector using a model similar to that of Quebec and Ontario.”

We are hopeful that, within the next two years, a law will be adopted to cover all organizations and sectors currently not included in the existing legislation. This would mean that local governments and RSCs would also be subject to the law and would be required to complete a pay equity exercise. While the exact scope of the forthcoming law remains unknown, it is expected to be comparable to – if not stronger than – the existing law.

1.4. Advantages of pay equity as a human resources management tool

Pay equity has many advantages, for both employers and employees alike. It is, among other things, a very efficient human resources management tool.

Thanks to pay equity, employers have the opportunity to:

- ✓ create a **logical and consistent wage structure**, making **remuneration management** more efficient (especially between current and new jobs);
- ✓ gain a clearer **understanding** of the roles within their organization;
- ✓ **attract and retain** employees more effectively;
- ✓ **reduce costs** associated with staff turnover;
- ✓ enhance **productivity** and improve **competitiveness**.

Thanks to pay equity, employees have the opportunity to:

- ✓ **remain in** or **return to** the workforce;
- ✓ have their **skills** recognized and have a sense of **fairness** because the work is valued;
- ✓ increase their **financial independence**;
- ✓ strengthen their sense of **belonging (within the organization)** and feel more **motivated**.

Overall, pay equity helps eliminate gender-based discrimination, enhances the work environment and colleague relationships, and boosts team efficiency. As shown, the benefits are numerous – making pay equity a win-win for both employers and employees.



2. JOB EVALUATION IN A PAY EQUITY CONTEXT

In this section, we will discuss and describe the various stages that are involved when conducting a job evaluation using a pay equity framework. Once again, it is important to note that the scope of the forthcoming law remains uncertain, and thus the information presented here may be subject to change. For now, our focus is on the core principles and the overall process for carrying out job evaluations in the context of pay equity.

Normally, a pay equity exercise has nine steps:

- Step 1:** Identifying job categories and their gender predominance
- Step 2:** Choosing an evaluation tool
- Step 3:** Developing job descriptions (analysis questionnaire and description)
- Step 4:** Comparing job category value (job category evaluation, factor and subfactor weighting, job category value)
- Step 5:** Calculating equitable wages
- Step 6:** Deciding how wage adjustment installments will be paid
- Step 7:** Publishing results
- Step 8:** Paying wage adjustments
- Step 9:** Maintaining pay equity

2-1 Preparing for the evaluation

2-1.1 Evaluation committee

Depending on the law and the size of your organization, you may need to form a **Job Evaluation Committee** that is typically mandated to:

- ✓ determine which **job categories** in your organization are women-dominated and which are men-dominated;
- ✓ choose an **evaluation method** that can detect wage inequities in job categories;
- ✓ **evaluate** job categories objectively and impartially;
- ✓ **detect and correct** any wage inequity;
- ✓ guarantee the method is **neutral**.

The Job Evaluation Committee must have at least three members:

- ✓ **one third** (1/3) of its members representing the **employer**;
- ✓ **two thirds** (2/3) of its members representing **employees** (employee or union representatives).

We recommend that **50%** of members representing employees be **women**, who ideally hold a job in a women-dominated category.

Whenever possible, committee members will avoid evaluating their own job, the job of a direct subordinate, or any position where their involvement could present a real or perceived conflict of interest.

2-1.2 Communication

Communication is essential for a successful job evaluation within a pay equity framework. A communication plan or strategy must be developed before beginning the evaluations, ensuring that both **employers and employees** are kept informed at **every step of the process**.

Communication can be facilitated during meetings, group information sessions, by email, on a website, or via direct dialogue.

2-2 Steps



STEP 1 Identifying job categories and their gender predominance

When doing a job evaluation exercise using a pay equity framework, the first step is to identify women- and men-dominated job categories.

What is a job category?

A **job category** refers to a group of jobs that share the following three characteristics:

- ✓ similar **roles and responsibilities**;
- ✓ similar **qualifications and skills**;
- ✓ the same **wages or wage scale**.

If a job does not share these **three characteristics** with another, then it should be placed in a separate job category. When in doubt about the similarity between jobs, it is safer to create a distinct job category. Keep in mind that **jobs evolve over time**, so it is essential that each job description is complete and updated. Every job must be assigned to a job category. Below are examples of job categories within an organization.

Table 1: Examples of job categories

JOB CATEGORY
Administrative Assistant
Office Manager
Policy Coordinator
Senior Policy Advisor
Research and Planning Officer
Program Coordinator
Manager
Project Manager
Human Resources Counsellor

After identifying job categories, you must determine whether they are women-dominated, men-dominated, or gender-neutral. This classification helps identify which job categories should be compared in order to address wage inequities.

A job category may be considered women- or men-dominated if it meets one of the following criteria:

- ✓ the job category is commonly linked to a specific gender due to societal **stereotypes** (e.g., women as nurses, men as mechanics);
- ✓ at least **60% of people holding jobs** in the category are of the same gender;
- ✓ **historically**, the majority of people in the job category have identified as either women or men.

If a job category meets any of these criteria, it will be classified as either a women-dominated category or men-dominated category. If none of these criteria is met, the job category is considered mixed and will be excluded from the pay equity evaluation.

Table 2: Examples of gender dominance in job categories

JOB CATEGORIES	GENDER (F/M)
Administrative Assistant	F
Office Managers	F
Policy Coordinator	F
Senior Policy Advisor	M
Research and Planning Officer	F
Program Coordinator	F
Manager	M
Project Manager	F
Human Resources Counsellor	F

N.B. The absence of a men-dominated job category does not imply that gender-based wage discrimination does not exist or that no evaluation is needed. On the contrary! In such cases, an evaluation method tailored for workplaces without men-dominated comparators must be used.



STEP 2 Choosing an evaluation tool

Regardless of the tool you use, it is important to remember that **job evaluations are not an exact science**. They are based on judgement, which may unintentionally be influenced by biases and preconceived notions about the value of work traditionally done by women versus work traditionally done by men. The choice of an evaluation method does not guarantee a discrimination-free assessment, especially concerning women-dominated job categories, which are the focus of this exercise. **The Evaluation Committee therefore plays a crucial role in ensuring fairness.**

It is worth noting that the evaluation must focus solely on the **aspects of job categories, regardless of the individuals holding the positions, the job titles, their hierarchical levels, or salaries**. This evaluation serves as the foundation for a fair and justifiable salary structure.

Several evaluation tools are available to help compare jobs and determine equitable wages. However, it is crucial to use a tool that is **free from gender-discrimination**.

Four factors are considered in a pay equity job evaluation:

- ✓ Qualifications and skills (required for the job);
- ✓ Responsibilities (related to the position);
- ✓ Effort (both mental and physical);
- ✓ Working conditions (environment and demands).

These factors **measure the level of competence required to perform routine tasks**.

To do a comprehensive and balanced evaluation of the job categories, and to consider all general requirements, **the main four factors can be broken down into sub-factors**. Table 3 shows 10 sub-factors that you can use. Of course, this number can vary.

Table 3: Example of 10 sub-factors

FACTORS	SUB-FACTORS
Qualifications and skills	<ul style="list-style-type: none">• Training• Experience• Coordination and dexterity
Responsibilities	<ul style="list-style-type: none">• Accountability/decision-making (consequences)• Communication/interpersonal skills• Supervision
Effort	<ul style="list-style-type: none">• Intellectual effort• Sensory concentration and attention• Physical effort
Working conditions	<ul style="list-style-type: none">• Unpleasant or dangerous environmental conditions

These factors and sub-factors must **reflect the nature of your organization and the specific job requirements within your workplace** in terms of qualifications and skills, responsibilities, effort, and working conditions. The definitions of these factors will vary between different environments; for example, factor definitions will not be the same for a local government and a dental clinic.

Care must be taken to avoid neglecting or under-evaluating aspects of work typically performed by women, such as managing difficult clients or working in a busy, overcrowded office. Similarly, work typically performed by men should not be overvalued. For a detailed example of factors and sub-factors, please refer to **Appendix 1**.



STEP 3

Developing job descriptions (analysis questionnaire and description)

Job descriptions play a key role in job evaluations. However, in some workplaces, they may be non-existent, incomplete, or outdated. Therefore, this step is especially important.

Job descriptions are used to outline work requirements for employees and their supervisors. They can also be used for hiring.

To write an accurate job description, **employees must be involved** in defining their tasks and responsibilities.

There are many options available for developing job descriptions:

- ✓ a job analysis questionnaire (with open and/or closed questions);
- ✓ an interview;
- ✓ observation (meaning a visit to the workplace).

Employees begin by filling out the job analysis questionnaire. If necessary, the person in charge of supervising can add relevant information, but **they should never alter the answers provided by the employee**. We recommend conducting an interview and/or an on-site observation following the questionnaire to gather more comprehensive information, ensuring that all aspects of the job are considered. Once all the information has been collected, the job description can be written.

The goal is to determine the value of the jobs to enable comparison and calculate equitable wages. Therefore, the questionnaire must be detailed and **should focus on the job itself – not the individual who holds it!**

A job description contains the following information:

1. Job title
2. Main functions
3. Tasks and responsibilities
4. Required qualifications
5. Required skills and abilities (physical and mental)
6. Working conditions
7. Salary scale (if there is one)

Once the job description is finalized, **it must be reviewed by the employee**. If necessary, it is modified and then approved by the person in charge of supervision. Because it is used to evaluate the job, **everyone must agree on the final job description**. See **Appendix 2** for an example of a job description.

The questionnaire is designed for all employees

- ✓ If several people perform the same job, not all of them need to complete the questionnaire – only a few responses are sufficient. However, keep in mind that more responses usually lead to more accurate and comprehensive information.
- ✓ It is important to explain to employees why they need to complete the questionnaire: **the focus is on the job itself, not the individual performing it.**

Remember: women often tend to underestimate or minimize the work they do!



STEP 4 Comparing job category value

This step lies at the heart of the evaluation process. It involves comparing one job category to others to determine whether they should be paid the same or different wages.

2-2.4.1 Job category evaluation

After approving all information related to job categories and job descriptions, the next step is to evaluate the job categories. By this stage, you should have up-to-date job descriptions along with factor and sub-factor definitions tailored to your organization's values and mission. We will use several examples to illustrate the evaluation method. Remember, detailed job descriptions and factor and sub-factor definitions can be found in the **Appendixes**.

Steps to follow:

1. Read the job description.
2. Read the factor and sub-factor definitions.
3. Read the description of each sub-factor level.
4. Determine which level applies to the job.
5. Enter the level on the evaluation sheet and provide justification for the decision.
6. Repeat these steps for each sub-factor.

To ensure the most accurate assessment, it is important **to evaluate all job categories for a given sub-factor before moving on to the next one**.

Here is a description of levels for the sub-factor “training,” designed to help determine the appropriate level for each job.

Table 4: Description of levels for the sub-factor “Training”

LEVEL	DESCRIPTION
1	No high school diploma
2	No high school diploma, plus related training
3	High school diploma or equivalent
4	High school diploma or equivalent, plus related training
5	High school diploma, plus one-year postsecondary program (ex. Certificate)
6	High school diploma, plus two-year postsecondary program (ex. Diploma)
7	Undergraduate diploma in a related field (Bachelor's degree)

Here is an evaluation of the factor “Qualifications and Skills” for an administrative assistant position, based on the determined level of each sub-factor and supported by documented justifications for each decision.

Table 5: Evaluation of the factor « Qualifications and Skills »

QUALIFICATIONS AND SKILLS	
Training	Level
High school diploma and postsecondary diploma in a related field + at least six months relevant experience. For example: office organization	6
Experience	Level
At least six months of related experience to acquire the required knowledge and skills to perform tasks.	3
Dexterity and coordination	Level
Fine motor skills to file, write, type, and document. This work is done on a regular basis.	2

Here is a summary of the administrative assistant job evaluation:

Table 6: Job evaluation summary

JOB CATEGORY		Administrative Assistant
QUALIFICATIONS AND SKILLS	Training	6
	Experience	3
	Dexterity and coordination	2
RESPONSIBILITIES	Accountability/ decision making	2
	Communication/ interpersonal skills	2
	Supervision	1
EFFORT	Intellectual effort	2
	Sensory concentration and attention	3
	Physical effort	2
WORKING CONDITIONS	Unpleasant or dangerous environmental conditions	2

2-2.4.2 Factor and Sub-factor Weighting

To complete the evaluation, you must weigh each factor and sub-factor. The weighting represents the **value and the importance given to each factor based on your organization's mission and objectives**. The weighting of factors and sub-factors must add up to 100%. As a rule of thumb, the percentage given to each sub-factor should be between 5% and 15%. Here is a factor and sub-factor weighting system that could be used.

Table 7: Factor and sub-factor weighting

FACTORS	SUB-FACTORS	WEIGHTING
Qualifications and skills 20 to 35%	Training	10 à 15 %
	Experience	6 à 12 %
	Dexterity and coordination	4 à 8 %
Responsibilities 25 to 30%	Accountability/decision-making	9 à 10 %
	Communication/interpersonal skills	9 à 10 %
	Personnel supervision	7 à 10 %
Effort 20 to 40%	Intellectual effort	8 à 14 %
	Sensory concentration and attention	6 à 13 %
	Physical effort	6 à 13 %
Working conditions 5 to 15%	Unpleasant or dangerous environmental conditions	5 à 15 %
Total		100 %

2-2.4.3 Job category value

Once you have determined the factor and sub-factor weighting, you can **convert the results into points to determine the value of each job category**. To do so, you can use an Excel spreadsheet to calculate and compile your results.

To better understand the method, here is an example of a possible point allocation system for the factor “Qualifications and Skills.” The total weighting given to the four factors adds up to 100%, and the total number of points given adds up to 1000. If you have given a weighting of 29% to the factor “Qualifications and skills,” then the total for that factor is 290 points (29% of 1000 = 290), as shown in the table below.

Table 8: Number of points given to the factor “Qualifications and skills”

SUB-FACTOR	WEIGHTING	VALUE IN POINTS
Training	12 %	120 points
Experience	9 %	90 points
Dexterity and coordination	8 %	80 points
Total	29 %	290 points

After you have determined the sub-factor point values, you can give a point value to each level of a sub-factor by using the formula below.

$$\frac{\text{Sub-factor level}}{\text{Total number of sub-factor levels}} \times \text{Maximum number of sub-factor points} = \text{Number of points}$$

Here is an example of a possible point allocation system for all factors and sub-factors, to reach a total of 1000 points.

Table 9: Point allocation

LEVELS			1	2	3	4	5	6	7	MAXIMUM POINTS
Factors	Sub-factors	Weighting								
QUALIFICATIONS AND SKILLS	Training	12%	17	34	51	69	86	103	120	120
	Experience	9%	13	26	39	51	64	77	90	90
	Dexterity and coordination	8%	16	32	48	64	80			80
RESPONSIBILITIES	Accountability/decision making	10%	20	40	60	80	100			100
	Communication/interpersonal skills	10%	20	40	60	80	100			100
	Supervision	7%	14	28	42	56	70			70
EFFORT	Intellectual effort	12%	24	48	72	96	120			120
	Sensory concentration and attention	12%	24	48	72	96	120			120
	Physical effort	12%	24	48	72	96	120			120
WORKING CONDITIONS	Unpleasant or dangerous environmental conditions	8%	16	32	48	64	80			80
TOTAL		100%								1000

To get the point value of a job, you add points allotted to each sub-factor. For example, the administrative assistant job could add up to a total of 468 points. Of course, total points can vary from one organization to another based on the job description of each evaluated job.

Advice: After evaluating all factors and sub-factors for different job categories and determining the point value for each job category, take time to look at the overall results to ensure they are coherent with your organization's landscape.

Although measures are taken to make the evaluation process a rigorous one, results are influenced by our judgements. The Evaluation Committee's role is precisely to ensure judgment criteria are clear and as fair as possible.



STEP 5

Calculating an equitable wage

At this stage of the process, you have evaluated the job categories and determined the value of each women-dominated and men-dominated job category.

It is now time to **compare results and calculate an equitable remuneration for each job.**

What is remuneration?

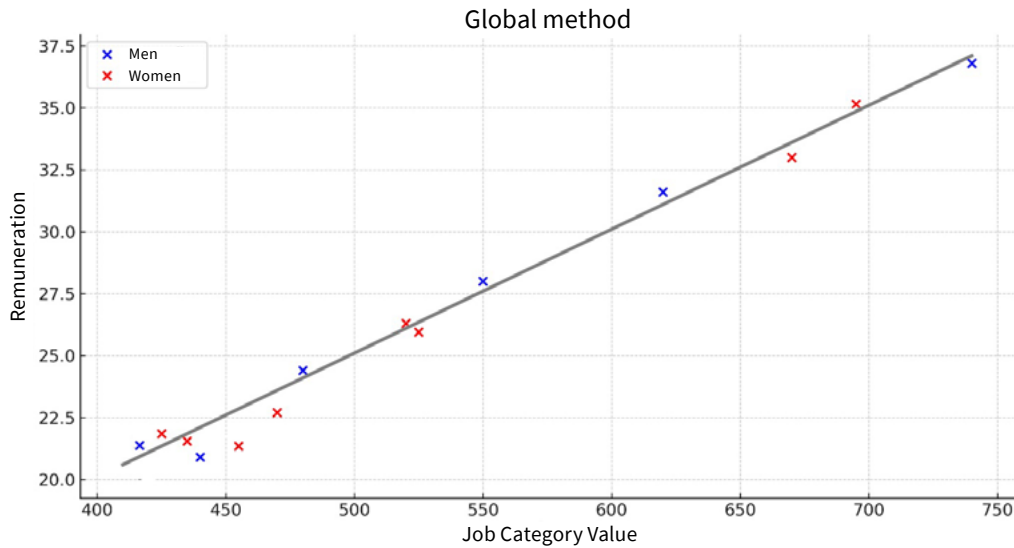
Remuneration refers to money paid for work or a service, and can include wages, benefits (such as insurance), pension plans, or any other benefit or bonus offered by the workplace. The definition can vary; thus, it is important to consult the definition provided by the law. In the *Pay Equity Act, 2009* remuneration includes « wages and regular worktime salary.” The law also states that “remuneration on an hourly basis is used” for comparison purposes.

There are several methods used to calculate equitable salaries, with different laws recommending various approaches. Software tools also exist to assist in determining fair remuneration for each job.

The *Pay Equity Act, 2009* does not specify which method to use. We will follow the Pay Equity Bureau's recommendations, which favours the **global method**, in which remuneration for women-dominated job categories is compared to the remuneration for all men-dominated job categories.

Using this method, you can plot a wage curve for men-dominated job categories within your organization. Women-dominated job categories are then positioned on this curve according to their point value. If a women-dominated job falls below the wage level corresponding to its value on the men-dominated jobs' wage curve, you must calculate the difference and make the necessary adjustments to ensure pay equity.

Graph 1: Global method comparing value and wages



N.B. When implementing pay equity, the employer **CANNOT**:

- ✓ lower or freeze an employee's wages;
- ✓ place an employee at a lower level on the salary scale which has been adjusted upwards.



STEP 6 Deciding how wage adjustment installments will be paid

Current pay equity laws allow for pay equity wage adjustment installments.

If there are inequities, **it is the employer's responsibility to decide how wage adjustment installments will be paid**, and they must inform all employees (whether unionized or not) of this decision.

The remuneration adjustments must be fair, equitable, and non-discriminatory. If the job category is unionized, then the adjustment must be an integral part of the collective agreements.

Generally, laws stipulate that pay equity adjustments must be paid in a lump sum or in equal installments over a certain number of years. They also provide the date by which installments must be started, as well as rules concerning retroactivity if the process is running late.



STEP 7 Publishing results

Current pay equity laws provide employers **with ways to inform employees about job evaluation results**. Generally, pay equity evaluation **results must be posted in the workplace and include at least:**

- ✓ a summary of the **process** (including the method with which jobs were compared);
- ✓ the **list of women-dominated job categories** and the **list of men-dominated job categories** that were used as comparators;
- ✓ the **percentage of adjustment amounts** to be paid and how the installments will be distributed for each women-dominated job category.

The posted results must also indicate that the employees have the right to ask for more information or to communicate their observations in writing, along with a time limit to do so.



STEP 8 Paying wage adjustments

Under current laws, once adjustments needed to achieve pay equity have been identified, employers are required to implement them within a specified timeframe.



STEP 9 Maintaining pay equity

Under current pay equity laws, employers **must maintain** pay equity by doing an evaluation at least **every five years**. Jobs and wages evolve over time and job categories can be added, eliminated, or changed. These changes can result in gender-based discrimination within an organization's wage structure.

We recommend evaluating the maintenance of pay equity with a **committee**, as well as the **evaluation sheet used in the initial exercise**. It is therefore crucial to keep all documents from the initial evaluation.

Since the employer is responsible for maintaining pay equity in their organization, they must do a maintenance evaluation and **make the necessary wage adjustments to maintain pay equity**.

Similarly to the initial evaluation, to maintain pay equity, employers cannot:

- ✓ lower or freeze an employee's remuneration;
- ✓ place an employee at a lower level on the wage scale which has been adjusted upwards.

The employer must also **inform the involved employee** about pay equity maintenance.

3. SUMMARY DIAGRAM

Job evaluation at a glance



9 steps to follow



BEFORE YOU BEGIN

Set up a job evaluation committee and prepare a communication plan



STEP 1

Identify job categories and their gender predominance



STEP 3

Develop job descriptions



STEP 2

Choose an evaluation tool



STEP 4

Compare job category value



STEP 5

Calculate equitable wages



STEP 7

Publish results



STEP 6

Decide how wage adjustment installments will be paid



STEP 8

Pay wage adjustments



STEP 9

Maintain pay equity

CONGRATULATIONS!

CONCLUSION

That's it! Now you know how to do job evaluations in a pay equity context. Congratulations!

After doing this exercise, you will better understand the roles that each person plays on your team, and your team's efficiency and cohesion will improve.

Remember this is not an exact science. Use common sense, show good faith, and after completing the exercise, you may see your team through fresh eyes.

We can never say it often enough: employees must be involved in the process. Success depends on it!

Remember, pay equity is a highly effective human resources management tool. It is important to look beyond the initial investment and view it as a strategic process with short-, medium-, and long-term benefits.

In conclusion, remember this is not a one-time process, but rather a tool that is to be reviewed regularly to maintain pay equity in the future.

If you have any questions or if you need help, be sure to contact the New Brunswick Coalition for Pay Equity or the New Brunswick Pay Equity Bureau.

APPENDIX

Appendix 1: Factor and sub-factor descriptions

(adapted from NB Pay Equity Bureau documents)

Four factors are used to do a job evaluation for pay equity. These factors in turn are divided into sub-factors (the number of which can vary). In the following example, there are **10 sub-factors**. You can modify each sub-factor level's description based on your organization's needs.

QUALIFICATIONS AND SKILLS

This factor measures the level of **qualifications and skills** needed to perform regular tasks, such as:

- ✓ essential training;
- ✓ minimum previous experience;
- ✓ training period or adaptation needed to perform satisfactory work;
- ✓ muscular coordination and dexterity required to fulfill tasks.

TRAINING

This sub-factor measures the minimum **training** needed to do the job. Levels are based on acquired theoretical knowledge through:

- ✓ conventional education;
- ✓ any other recognized training, for example, training offered by a company, a professional association, etc.

LEVEL	DESCRIPTION
1	No high school diploma
2	No high school diploma + relevant training
3	High school diploma or equivalent
4	High school diploma or equivalent + relevant training
5	High school diploma + one-year postsecondary program (ex.: certificate)
6	High school diploma + two-year postsecondary program (ex.: diploma)
7	Undergraduate diploma in a related field (bachelor's degree)

EXPERIENCE

This sub-factor measures **experience** required to do the job, such as:

- ✓ minimum previous experience where practical knowledge needed to do the job was acquired;
- ✓ time needed to become familiar with the job: learn techniques, methods, practices, processes, etc.

LEVEL	DESCRIPTION
1	Less than 3 months
2	From 3 months to less than 6 months
3	From 6 months to less than 12 months
4	From 1 year to less than 2 years
5	From 2 years to less than 3 years
6	From 3 years to less than 5 years
7	Five years or more

DEXTERITY AND COORDINATION

This sub-factor measures dexterity and coordination levels needed to do the job, considering precision (skill) and execution speed.

Dexterity means manual skills (fingers and hands): making precise movements to grab, place, move or put objects together. **Coordination** means the combination of movements or muscular control needed to carry out a well-coordinated action: drive a vehicle, operate an ice resurfacer (Zamboni), collect samples.

Fine motor skills involve using small muscles: keyboarding, writing, repairing small equipment, putting objects together, grabbing objects. **Gross motor skills** involve using big muscles: using long-handled tools such as brooms, sorting the mail, climbing or bending.

LEVEL	DESCRIPTION
1	The job entails tasks requiring gross motor skills, where speed/pace is a minor consideration.
2	The job entails tasks requiring gross motor skills, where speed/pace is a moderate consideration OR fine and gross motor skills, where speed/pace is a minor consideration.
3	The job entails tasks requiring gross motor skills, where speed/pace is a major consideration OR fine and gross motor skills, where speed/pace is a moderate consideration OR fine motor skills, where speed/pace is a minor consideration.
4	The job entails tasks requiring fine and gross motor skills, where speed/pace is a major consideration OR fine motor skills, where speed/pace is a moderate consideration.
5	The job entails tasks requiring fine motor skills, where speed/pace is a major consideration.

Speed/pace is determined by the necessity to accomplish tasks within a set time period.

Normal pace: task requires execution at a normal pace.

Moderate pace: task requires execution at a normal pace, but other tasks are as important, such as movement precision.

Fast pace: task requires execution at a fast pace given the nature of the work.

Sub-factor Table:

DEXTERITY	PACE		
	NORMAL	MODERATE	FAST
Gross	1	2	3
Gross/fine	2	3	4
Fine	3	4	5

RESPONSIBILITIES

This factor measures assumed level of **responsibility** for regular tasks, meaning:

- ✓ consequences of decisions made and actions taken;
- ✓ oral and written communication required to do the work;
- ✓ degree of precaution and care required to prevent injury to oneself or others;
- ✓ level of supervision over others' work.

ACCOUNTABILITY/ DECISION-MAKING

This sub-factor measures the **level of responsibility concerning accountability and decision-making** for the execution of tasks.

The level is based on direct consequences of decisions and actions on a program or activity's success regarding: administration (organization, deadlines, confidentiality, etc.); services (quality, image, reputation, etc.); human experience (physical and psychological health, safety of others); and financial considerations (financial gain or loss).

LEVEL	DESCRIPTION
1	Very limited consequences of actions and decisions. Very low level of responsibility.
2	Limited consequences of actions and decisions. Low level of responsibility.
3	Moderately important consequences of actions and decisions. Moderate level of responsibility.
4	Important consequences of actions and decisions. High level of responsibility.
5	Major consequences of actions and decisions. Very high level of responsibility.

COMMUNICATION/INTERPERSONAL SKILLS

This sub-factor measures the **level of responsibility concerning communication** when performing tasks.

The level is based on the type of communication (oral, written, sign language) that must be used when performing a task:

- ✓ within the organization: with colleagues, supervisor or other employees;
- ✓ without the organization: with clients, suppliers and government representatives, etc.

LEVEL	DESCRIPTION
1	Sharing: exact information or information related to work.
2	Explaining and interpreting: information or ideas.
3	Discussing: for approval or collaboration or coordination of activities.
4	Collaborating and advising: collaboration with people in order to guide them, drawing on professional experience and specialized knowledge.
5	Persuading and negotiating: presentation of arguments to convince people to take certain measures or decisions and come to an agreement or a solution.

SUPERVISION

This sub-factor measures the degree of **supervision** an employee has over other people's work such as other employees, students or volunteers (full-time, part-time or casual, etc.) The level is based on the nature of the responsibility (helping, coordinating or supervising) and on the number of people supervised.

LEVEL	DESCRIPTION
1	Helping: guide others in their work, show them methods, techniques, work procedures, etc.
2	Coordinating: assign tasks and ensure work done by fewer than five people complies with standards and specifications provided.
3	Coordinating: assign tasks and ensure work done by five or more people complies with standards and specifications provided.
4	Supervising: plan work, set requirements, evaluate work for fewer than five people, and take disciplinary measures when necessary.
5	Supervising: plan work, set requirements, evaluate work for five or more people and take disciplinary measures when necessary.

EFFORT

This factor measures the level of **mental and physical effort** needed to do the regular work.

Mental effort measures the level of effort related to:

- ✓ sensory concentration and attention;
- ✓ task complexity;
- ✓ initiative and judgement needed to do the work;
- ✓ self-control needed to manage emotional reactions.

Physical effort measures the level of effort related to:

- ✓ movements made;
- ✓ positions the body has to assume;
- ✓ frequency and duration of effort.

INTELLECTUAL EFFORT

This sub-factor measures the level of **intellectual effort** needed to perform regular tasks based on:

- ✓ work complexity: complexity of situation to deal with, problems that need to be resolved, quantity and newness of information to deal with or to learn, degree of reasoning, creativity and analysis needed to deal with situations, etc.
- ✓ level of autonomy and judgement needed to organize and finish tasks.

LEVEL	DESCRIPTION
1	Work consists of very routine tasks with little or no choice in which procedures to follow to get results.
2	Work consists more or less of routine tasks with little choice in which procedures to follow. Low level of judgement is needed in making minor decisions.
3	Work consists of simple tasks with a few choices in which procedures to follow. Moderate level of judgement is needed in choosing appropriate procedures and standards.
4	Work consists of complex tasks with several choices in which procedures to follow. High level of judgement is needed in adapting procedures and standards to situations and conditions.
5	Work consists of difficult and complex tasks. High level of judgement is needed when answers and solutions can only be found after careful thought and analysis.

SENSORY CONCENTRATION AND ATTENTION

This sub-factor measures the **duration and frequency** of periods of mental, visual and aural concentration needed to do the work.

Concentration means listening, interpreting, reading, watching, driving, data entry, or use of a combination of senses (sight, taste, smell, touch or hearing) which causes mental or sensorial fatigue. It is important to consider such elements as interruptions and simultaneous processing of several pieces of information (staying concentrated in spite of frequent interruptions or frequent changes in priorities).

The duration of uninterrupted periods of sensory concentration and attention is measured according to the following:

SHORT	Up to a maximum of 1 hour
MEDIUM	More than 1 hour up to a maximum of 2 hours
LONG	Over 2 hours

The frequency of uninterrupted periods of sensory concentration and attention is based on work done regularly over the course of the year.

OCCASIONAL	Once in while, most days
FREQUENT	Several times a day
ALMOST CONTINUOUS	Most of working hours

Levels of sensory concentration and attention needed to do the work:

LEVEL	DESCRIPTION
1	Occasional periods for short time
2	Frequent periods for short time OR Occasional periods for medium time
3	Almost continuous periods for short time OR Frequent periods for medium time OR Occasional periods for long time
4	Almost continuous periods for medium time OR Frequent periods for long time
5	Almost continuous periods for long time

Sub-factor Table:

FREQUENCY	DURATION		
	SHORT	MEDIUM	LONG
Occasional	1	2	3
Frequent	2	3	4
Almost continuous	3	4	5

PHYSICAL EFFORT

This sub-factor measures the level of **physical effort** needed to do regular tasks in terms of:

- ✓ energy spent to move fairly heavy objects or to walk, climb, stir, etc.;
- ✓ energy needed to hold different body positions (standing or sitting without possibility of moving) or precise and repetitive motions (often lifting and moving light objects, etc.).

To determine the level of physical effort, you must determine its **type** and **duration**.

Physical effort type:

LIGHT	Sitting, driving, walking on level surfaces, lifting objects weighing up to 10 kg / 22 lb
MODERATE	Standing position, climbing stairs, walking on uneven surfaces, lifting objects weighing more than 10 kg / 22 lb, but less than 25 kg / 55 lb
INTENSE	Bending, kneeling, crouching, lifting objects weighing more than 25 kg / 55 lb

Physical effort duration:

SHORT	Up to 1 hour, occasionally
MEDIUM	More than 1 hour up to 2 hours, occasionally OR Up to 1 hour, frequently
LONG	More than 2 hours, occasionally OR More than 1 hour up to 2 hours, frequently

Occasionally = 2 to 3 times per week

Frequently = daily

Levels of physical effort needed to do the work:

LEVEL	DESCRIPTION
1	Light activity for short time
2	Light activity for medium time OR Moderate activity for short time
3	Light activity for long time OR Moderate activity for medium time OR Intense activity for short time
4	Moderate activity for long time OR Intense activity for medium time
5	Intense activity for long time

Sub-factor Table:

TYPE	DURATION		
	SHORT	MEDIUM	LONG
Light activity	1	2	3
Moderate activity	2	3	4
Intense activity	3	4	5

WORKING CONDITIONS

This factor measures the level of **unpleasant physical and psychological conditions** related to the work environment considering the nature, duration and frequency of the unpleasantness or danger.

UNPLEASANT OR DANGEROUS ENVIRONMENTAL CONDITIONS

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

These inconveniences or risks are related to the:

- ✓ physical environment: heat, noise, smells, handling of repulsive materials, etc.;
- ✓ psychological environment: tight deadlines, difficult human contacts, etc.

Levels of unpleasantness or danger at work:

LEVEL	DESCRIPTION
1	Very low level of unpleasant or dangerous environmental conditions
2	Low level of unpleasant or dangerous environmental conditions
3	Medium level of unpleasant or dangerous environmental conditions
4	High level of unpleasant or dangerous environmental conditions
5	Very high level of unpleasant or dangerous environmental conditions

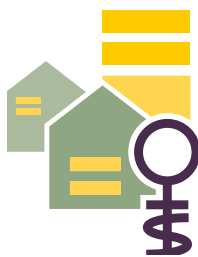
Appendix 2 – Example of a job description

(adapted from NB Pay Equity Bureau documents)

HAPPINESS LOCAL GOVERNMENT JOB DESCRIPTION	
Date: June 1, 2025	Job number (if applicable): 001
Job title: Administrative Assistant	
Immediate supervisor: Financial Officer	
Workplace: Happiness city	
Main role: Under the supervision of the Financial Officer, the administrative assistant is responsible for giving administrative support to the Financial Officer and other staff members.	
Tasks and responsibilities: <ul style="list-style-type: none"> ✓ Prepare and revise correspondence and reports. ✓ Prepare invoices and follow-up on budget. ✓ Make appointments and organize management meetings. ✓ Answer the telephone, redirect calls and take messages. ✓ Open and deliver mail. ✓ Carry out other related tasks as requested by the immediate supervisor. 	
Qualifications: High school diploma and postsecondary certificate in a related field and at least six months relevant experience.	
Skills and abilities: <ul style="list-style-type: none"> ✓ Ability to work in teams. ✓ Aptitude for multi-tasking and setting priorities. ✓ Fine motor skills. ✓ Clear and efficient oral and written communication skills, excellent people skills. 	
Working conditions: <ul style="list-style-type: none"> ✓ Overtime may be required. ✓ Frequent interruptions and changes in priorities. 	
Wage scale and benefits: <ul style="list-style-type: none"> ✓ From XX to XX \$ based on current wage scale. ✓ Group Insurance Plan. 	



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