

Transition House Sector Pay Equity Program

2012

Women's Issues Branch

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Lastly, we'd sincerely like to thank the transition home and second stage workers who completed a Job Analysis Questionnaire (JAQ). Without you, this process would not have been successful. Again, we sincerely appreciate your invaluable input into the process.

Thank you!

INTRODUCTION

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

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

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

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

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

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

What is the wage gap?

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

The wage gap is caused by outdated societal attitudes and beliefs about the place and value of women in the work place and the behaviours these attitudes and beliefs foster.

Here are the contributors to the wage gap:

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

The undervaluation of traditional female occupations:

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

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

What is pay equity?

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

What are the benefits of pay equity?

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

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

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

Job Evaluation and Pay Equity Process

The aim of the job evaluation and pay equity analysis process was to determine if any pay inequities exist for employees in the Transition House sector. The steps used to determine if any pay inequities exist are as follows:

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

This report will outline in detail the steps that were followed in achieving Pay Equity for employees in the Transition House Sector.

1. Communication

In the spring of 2008 the Women's Issues Branch began discussions with the Department of Social Development concerning employees of the Transition House Sector.

In our discussions, it was identified that in New Brunswick there were approximately 60 Crisis Interveners, 13 Child Support Workers, 15 Outreach Workers and 4 Support Workers (Second Stage Housing Program) working in the Transition House Sector. The Department of Social Development, Program Development and Monitoring Division, provides 100% of the approved budgets for Transition Houses and provides funding for the Child Support Workers. The Executive Council Office, Women's Issues Branch provides 90% of the approved funding for the Second Stage Houses (with funding increasing to 100% of approved levels in 2009-10) and provides total funding for the 13 Community Outreach Workers.

The Women's Issues Branch visited each Transition House across the province in order to provide an information session to Crisis Interveners, Child Support Workers, Outreach Workers and Support Workers.

The goal of the information sessions was to give employees in the Transition House Sector an overview of the Job Evaluation and Pay Equity Process and to invite them to participate in this important initiative.

The information sessions were held at each Transition House on the following dates:

<i>Region</i>	<i>Date</i>
Maison Notre Dame	November 25, 2008
Passage House	November 25, 2008
L'Accueil Sainte-Famille Inc.	November 26, 2008
Escale Madavic	December 2, 2008
Woodstock Sanctuary House	December 3, 2008
Gignoo Transition House Inc.	December 5, 2008
Crossroads for Women Inc.	December 11, 2008
Miramichi Emergency Centre for Women	December 11, 2008
Hestia House	December 17, 2008
Women in Transition House Inc.	January 15, 2009
Maison Sérénité	January 22, 2009
Fundy Region Transition House	February 11, 2009

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

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

2. Establish Committees

Joint Steering Committee

In May 2009 the Women's Issues Branch established the Transition House Sector Joint Steering Committee. The committee consists of representation from Government, Transition House Executive Directors, Crisis Interveners, a Child Support Worker, an Outreach Worker and a Support Worker. It was important to have representation from all regions of New Brunswick in both official languages.

The Transition House Sector Joint Steering Committee members are:

Transition House Executive Directors:

Region	Name
Acadian Peninsula	Nadia Losier
Bathurst	Shirley Kearney
Fredericton	Nathalie McBride

Crisis Interveners

Region	Name
Moncton	Carmen Lacombe
Saint John	Dawn Cassie

Child Support Worker

Region	Name
Miramichi	Niki Breau

Outreach Worker

Region	Name
Campbellton	Stéphanie Savoie

Support Worker

Region	Name
Saint John	Pat Chevarie

Government Representatives

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

The role of the Joint Steering Committee was to:

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

Establish Committees

Joint Job Evaluation Committee

In June 2009 the Women's Issues Branch established the Transition House Sector Joint Job Evaluation Committee. The committee consists of representation from Government, Transition House Executive Directors, Crisis Interveners, a Child Support Worker, an Outreach Worker and a Support Worker. It was important to have representation from all regions of New Brunswick in both official languages.

The Transition House Sector Joint Job Evaluation Committee members are:

Transition House Executive Directors

Region	Name
St. Stephen	Lynne Matheson
Edmundston	Charlotte Côté
Woodstock	Debrah Westenburg
Sainte-Anne de Kent	Cécile Cormier

Crisis Interveners

Region	Name
Bathurst	Diane Maltais
Sussex	Carol Gamblin

Child Support Worker

Region	Name
Fredericton	Jill Harding
	Amanda Williams

Outreach Worker

Region	Name
Edmundston	Martine Thériault

Support Worker

Region	Name
Moncton	Suzanne Bibeau

Government Representatives

Department	Name
Women's Issues Branch	Anne Soles
Women's Issues Branch	Shelley Murray
Women's Issues Branch	Jessica Gerges
Department of Social Development	Barbara Lemieux

The role of the Joint Job Evaluation Committee was to:

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

3. Identify Job Classes

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

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

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

It was determined that the following Job Classes would be evaluated under the Pay Equity Program for the Transition House Sector:

<i>Transition House Sector</i>	<i>Definition</i>
Crisis Interveners	A person who is employed in a Transition House to provide intervention services to residents who are suffering from alleged physical, emotional, psychological, financial or sexual abuse. They are responsible to make community referrals, perform outreach services to ex-residents and non-residents, work the twenty four (24) hour crisis line, as well as providing day services to non residents.
Child Support Workers	A person who is employed to provide interventions, both play-based and psycho-educational, to preschool children who have witnessed violence. They also provide parenting skills development and outreach services.
Community Outreach Workers	A person who is employed to manage programs that provide support services for families experiencing violence. In addition to providing direct support services, group members and staff are available to participate in presentations and workshops about the dynamics of violence in relationships. In certain situations these individuals are also involved in supporting their respective regional networks.
Support Workers	A person who is employed in a Second Stage Housing agency, to provide support to women and their children who have experienced family violence to attain personal and economic independence and a future free of violence.

4. Job Evaluation Methodology

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

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

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

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

The following is the Job Evaluation Methodology used to evaluate the job classes for employees in the Transition House Sector.

Transition House Sector

Pay Equity Program

TRANSITION HOUSE SECTOR

Joint Job Evaluation Methodologie

between
The Transition House Sector
and
The Government of New
Brunswick

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Transition House Sector

Joint Job Evaluation Methodology

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Introduction

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

Systematic job analysis and evaluation is based on two criteria:

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

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

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

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

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

Required Qualifications

Education

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

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

- through traditional education, and
- through all other recognized training: e.g. training provided by the employer, public/private sector, profit/non-profit organisations, etc.

Consider the minimum level required to perform the tasks.

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

Examples of the requirements and characteristics of Transition House Staff:

- CPR and First Aid training
- Human Service Program - Certificate
- Early Childhood Education Program (Child Support Worker) - Certificate
- Applied Suicide Intervention Skills Training (ASIST)
- Nonviolent Crisis Intervention Training Program (Crisis Prevention Institute)

Required Qualifications

Experience

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

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

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

Consider the minimum experience REQUIRED to carry out the duties.

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

Examples of the requirements and characteristics of Transition House Staff:

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

Required Qualifications *Dexterity & Coordination*

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

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

Coordination is the combination of movements or muscular control used to perform a very coordinated action, driving vehicles, playing with children, playing ball, changing diapers, sewing, etc.

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

Fine motor skills means using small muscles, i.e. writing, opening small containers, assembling objects, picking up small objects, putting together puzzles

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

Dexterity & Coordination

Sub-factor Chart:

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

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

Minor – Speed is required at a regular pace.

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

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

Examples of the requirements and characteristics of Transition House Staff:

- Dexterity required by fine motor skills (i.e. writing, picking up small objects, changing light bulbs)
- Coordination and dexterity required for driving a vehicle, folding laundry, lifting, bending, vacuuming

Responsibilities Accountability/Decision Making

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

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

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

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

Examples:

- Responsibility for confidentiality
- Responsibility for record keeping (i.e. daily log book, maintaining client files, producing stats)
- Responsibility for the health, safety and well-being of others (i.e. fire drills, locking up toxic supplies)
- Responsibility for prescription/non prescription drug management (securing medication, disposal, monitoring prescription/non prescription drug use)
- Conflict management
- Responsibility for the security of the facility (monitoring video surveillance)
- Safety plan for clients
- Responsibility for case management
- Responsibility for referrals to Child Protection Services
- Responsibility for Suicide Intervention
- Crisis management

Responsibilities

Communication/ Interpersonal Relations

This sub-factor measures the level of **responsibility with regard to the communication/interpersonal relations** 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 on a regular and/or routine basis.

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

- **Within the service:** with clients (residents, non residents, children and women), co-workers, Executive Director, coordinators, board members
- **Outside the service:** government representatives, emergency personnel, community services, contractors, media, community, family members, abusers, health care providers.

<i>Degree</i>	<i>Description</i>
1	Exchanging: To exchange information.
2	Explanation and interpretation: To explain information or ideas.
3	Discussions: To discuss problems with people in order to get approval, cooperation and/or coordinating activities.
4	Collaboration: Working with people and providing guidance in order to help them by using your professional experience and specialized knowledge.
5	Persuading and negotiating: Presenting arguments to persuade people to take certain steps or to make decisions in order to come to an agreement or a solution.

Examples:

- Communicate positively with clients (residents, non residents and ex-residents), i.e. non-judgmental, calm, guide, help, comfort, etc.
- Communicate effectively with Executive Directors/coordinators and other co-workers
- Advocate on behalf of clients/collaborate with service providers
- Record and present clear and concise documentation
- Interview clients to gather information in order to assess/evaluate their needs
- 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 clients/residents.

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

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

Required Effort

Intellectual Effort

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

The level of intellectual effort depends on:

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

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

Required Effort

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

Duration of uninterrupted time is measured as follows:

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

Frequency relates to work carried out on a regular basis throughout the year:

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

Concentration & Sensory Attention

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

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

Sub-factor Chart:

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

Examples:

- Concentration and attention required when dealing with requests for attention from clients/ residents, children
- Concentration and attention required due to interruptions or distractions that occur during the performance of duties
- Concentration and attention required when preparing meals, assembling objects, etc.

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 without the possibility of moving) or to perform accurate or repetitive movements (frequently lifting and moving light weights, etc.)

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

Types of Physical effort:

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

Duration of Physical effort:

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

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

Physical Effort

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

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

Sub-factor Chart:

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

Working Conditions *Unpleasant or Hazardous Environmental Conditions*

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

These are linked to the following:

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

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

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

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

Examples:

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

5. Job Analysis Questionnaire

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

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

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

JAQ's for Transition House Sector employees were developed by the Joint Job Evaluation Committee and approved by the Joint Steering Committee.

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

Due to the fact that there were not many employees in the Transition House Sector, it was important that all of the employees complete the JAQ. In October and November 2009 employees of the Women's Issues Branch visited each Transition House in order to provide an information session, give the JAQ's to be completed, have them approved by their immediate supervisor and returned to the Joint Job Evaluation Committee. Participants were given 2 weeks to complete the JAQ.

The Joint Job Evaluation Committee received 91 completed JAQ's which represented 84% of the Transition House Sector employees.

Job Analysis Questionnaire

The Job Analysis Questionnaire information sessions were held in the following order:

<i>Transition House</i>	<i>Date</i>
Women in Transition House	October 29, 2009
Gignoo House	October 30, 2009
Maison Notre Dame	November 3, 2009
Maison de Passage House	November 3, 2009
Accueil Ste-Famille	November 4, 2009
Miramichi Emergency Centre for Women Inc.	November 5, 2009
Escale Madavic	November 9, 2009
Woodstock Sanctuary House	November 10, 2009
Sussex Vale Transition House	November 16, 2009
Crossroads for Women Inc./Second Stage	November 17, 2009
Maison Sérénité House et maison oasis	November 17, 2009
Fundy Region Transition House	November 19, 2009
Hestia House Inc./Second Stage Housing Inc.	November 19, 2009

Submitted Job Analysis Questionnaires were as follows:

<i>Transition House</i>	<i>Crisis Interveners</i>	<i>Child Support Workers</i>
Gignoo Transition House	5	1
Maison Notre Dame	3	0
Maison de Passage House Inc.	5	1
L'Accueil Ste-Famille Inc.	6	1
Miramichi Emergency Centre for Women	3	1
Escale Madavic Inc	5	1
Woodstock Sanctuary House	8	1
Women in Transition House Inc	5	1
Sussex Vale Transition House	5	1
Crossroads for Women Inc.	1	2
Maison Sérénité	5	1
Fundy Region Transition House	5	1
Hestia House	7	1

Job Analysis Questionnaire

Second Stage Housing Facility

Support Workers

Crossroads for Women Inc.	0
Liberty Lane	1
Second Stage Safe Haven	0
Maison Oasis	1

Region

Outreach Workers

Saint John	3
Moncton	2
Fredericton	2
Edmundston	1
Miramichi	1
Chaleur	1
Restigouche	1
Péninsule acadienne	2

The following are copies of the Job Analysis Questionnaire that Transition House Sector employees completed.

The contents in the Description of Key Work Activities were different for each questionnaire, but the rest of the information was the same for all questionnaires.

Transition House Sector

Pay Equity Program

CRISIS INTERVIEWERS

Job Analysis Questionnaire

INTRODUCTION

This Job Analysis Questionnaire is intended to collect information towards the pursuit of achieving pay equity for Crisis Interveners who work in the New Brunswick Transition House sector.

The information you provide will not be used to assess your individual performance or your workload. The information will be analyzed only for the purpose of the pay equity program. All information gathered will establish the value of the job, to determine if any pay inequity exists in the Transition House sector.

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

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

Employee - Steps to Follow:

1. Please read the Job Analysis Questionnaire carefully, and complete each section using a pen. (Please print) If you find that some questions do not relate to your job, please write in "not applicable" N/A.
2. The information you provide should relate to the job as it is presently.
3. In completing each section, be as specific and concise as you can.
4. Once you have completed the Job Analysis Questionnaire, please complete the signature section and then forward it to your Executive Director, Coordinator or Immediate Supervisor for review.

Executive Director, Coordinator or Immediate Supervisor - Steps to Follow:

1. Please review all sections of the completed questionnaire thoroughly and add any additional information or comments in the Executive Director, Coordinator or Immediate Supervisor's section.
2. **DO NOT CHANGE EMPLOYEE'S RESPONSES.**

Once your Executive Director, Coordinator or Immediate Supervisor has signed off on the Job Analysis Questionnaire, please keep a copy and send the original to the Women's Issues Branch using the enclosed envelope.

If you require assistance, please call our toll free number 1-877-253-0266 or email nbwagegap@gnb.ca.

Job Analysis Questionnaire

Please complete the following information:

<i>Transition House:</i>	
<input type="checkbox"/>	Crossroads for Women Inc.
<input type="checkbox"/>	Fundy Region Transition House Inc.
<input type="checkbox"/>	Gignoo Transition House
<input type="checkbox"/>	Hestia House Inc.
<input type="checkbox"/>	L'Accueil Sainte-Famille Inc.
<input type="checkbox"/>	L'Escale Madavic Inc.
<input type="checkbox"/>	Maison de "Passage" House Inc.
<input type="checkbox"/>	Maison Notre Dame
<input type="checkbox"/>	Maison Sérénité House
<input type="checkbox"/>	Miramichi Emergency Centre for Women Inc.
<input type="checkbox"/>	Sanctuary House
<input type="checkbox"/>	Sussex Vale Transition House
<input type="checkbox"/>	Women in Transition House Inc.

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

<i>Type of Shift:</i>					
<input type="checkbox"/>	Day	<input type="checkbox"/>	Night	<input type="checkbox"/>	Shift work

Job Analysis Questionnaire

The following section lists key work activities that may be performed by Crisis Interveners in the Transition House sector. Please identify by placing a checkmark in the appropriate boxes, the activities that apply to your job:

Admissions/Intake and Discharge

- Determine if a client fits the criteria for admission into the Transition House (alcohol and drug abuse)
- Determine if client is in immediate crisis during intake process and how to calm them down
- Complete various intake forms (medication form, confidentiality and release of information form, etc.)
- Ensure the health, safety and well-being of all residents
- Orient new residents (describe services, house guidelines, fire and evacuation procedures, house chores, etc.)
- Ensure that residents are provided with daily living supplies (toiletry items, clothes, baby items, medication, etc.)
- Contact the appropriate services (i.e. Mental Health, Sexual Assault Centre, Department of Social Development...)
- Ensure that appropriate paperwork is completed upon discharge

Safety and Security

- Ensure that safety guidelines are being followed (food safety, clear hallways and stairs, alcohol/drugs, etc.)
- Manage prescription/non prescription medication (recording, safe keeping, monitor dosage)
- Ensure that all sharp objects and cleaning supplies are properly stowed away
- Monitor surveillance cameras and/or visual monitors
- Verify who is at the door before opening
- Record log ins and outs of residents, staff, visitors, maintenance workers, donators, etc.
- Ensure that doors, windows, fenced-in gates are secured or locked at all times
- Contact emergency personnel (missing resident, injury, drug or alcohol support, suspicious activities, etc.)
- Set alarms and ensure that they are working properly
- Safety assessments and planning

Job Analysis Questionnaire

Safety and Security (con't)

- Ensure that house policies regarding suspected drug/alcohol abuse are adhered to
- Promote and ensure that children are safe while mothers are preparing the meals
- Ensure that house checks are carried out according to house guidelines (i.e. check smoke detectors, fire extinguishers, emergency lights, carry out scheduled fire drills, etc.)
- Accompany clients to various appointments (doctor, court, etc.)
- Identify when furnishings, toys, equipment are unsafe or in need of repair and to take appropriate action (CSA approved)

Crisis Intervention/Case Management

- Assess and determine resident's needs and provide options and adapt interventions (children, pet care)
- Assess and determine if relocation is necessary (i.e. move to another Transition House)
- Encourage, establish and follow up on action plan with resident
- Provide residents with information about community resources (Social Development, Housing, Legal Aid, Mental Health, etc.)
- Input pertinent resident information into appropriate programs or forms (daily and monthly stats)
- Write daily reports on individual residents and update Crisis Intervener during shift changes
- Address noncompliance to policies and taking appropriate action (missing curfews, drug and/or alcohol abuse, etc.)
- Conflict resolutions between residents, residents and staff
- Prepare and facilitate meetings with residents (general house meetings, special topic meetings, etc.)
- Determine if resident's stay needs to be extended
- Monitor and respond to 24/7 crisis phone line
- Contact community resources for resident if requested
- Promote appropriate reading material to residents
- Authorize transportation services to transport resident to Transition House

Job Analysis Questionnaire

House Duties/Maintenance

Perform cleaning and maintenance tasks:

- Laundry
- Sweep and clean floors; vacuuming
- Fill containers and dispensers
- Empty and take out garbage and recycling boxes
- Disinfect and sanitize kitchen and bathrooms, door knobs, railings, mattresses
- Wash bedding
- Repair household items (toilets, unclogging sinks, toys, furniture, etc.)
- Ensure all storage areas and closets are clean and organized

Outdoor and seasonal chores:

- Maintain the lawn and/or garden
- Shovel
- Paint

Food and Nutrition

- Plan menus according to Canada's Food Guide, cultural and religious practices, and any allergies and/or medical conditions
- Assist residents in preparing meals according to Canada's Food Guide, cultural and religious practices, and any allergies and/or medical conditions
- Prepare meals according to Canada's Food Guide, cultural and religious practices, and any allergies and/or medical conditions
- Monitor and make suggestions concerning proper nutrition
- Ensure that foods and kitchen appliances are up to standards (i.e. food safety standards, check and log temperature of fridge/freezer, gloves are worn during meal preparation, etc.)

Job Analysis Questionnaire

Fundraising/Marketing

- Participate in fundraising events or activities
- Accept, sort through and record donations on behalf of the house
- Write acknowledgment letters to donators
- Public relations (community groups and schools)
- Promote special events and dates related to domestic violence (Family Violence Month, International Women's Day, etc.)

Administration

- Monitor and act upon incoming and outgoing communications (emails, mail, telephone, etc.)
- Ensure that house guidelines and standards are adhered to
- Financial responsibilities (i.e. balancing petty cash, credit card, receipts, bank deposits, etc.)
- Record(s) management (i.e. resident's files, child files)
- Assist in emergency response (i.e. power outages, communicable diseases, floods, fires, serious illnesses and/or injuries)
- Prepare proof of residency letters
- Attend staff meetings
- Secure cash donations
- Orientate and train new staff members and volunteers
- Facilitate liaison with Child Support Worker, Outreach Worker, Executive Director/Coordinator
- Accept complaints and grievances from residents

Job Analysis Questionnaire

Required Qualifications

Education:

What do you think is the level of education or formal training required to be a Crisis Intervener in the Transition House sector? (Please note that this question is not referring to the education that you have, but what is required for the job.) (Please check one box only.)

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

Other courses/training required, please specify:

Experience:

What do you think is the minimum amount of experience required for a new person to acquire the skills needed to carry out the requirements of this job?
(Experience may be acquired in any related work or in any pertinent life experience.)

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

Job Analysis Questionnaire

Dexterity and Coordination:

Does your work require **accurate hand/eye or hand/foot coordination**?

- **Fine motor skills:** using small muscles, i.e. keyboard/writing skills, dressing children, repairing small toys/equipment, handing out oral medications, assembling objects, changing diapers, picking up small objects.
- **Gross motor skills:** using large muscles, i.e. using long-handled tools such as mops and brooms, stocking shelves, folding laundry, sorting mail, lifting/carrying, climbing/bending, running.

Using the chart below:

- Please provide examples of activities that require dexterity and coordination, that are applicable to your job.
- Please check off **fine** motor skills and/or **gross** motor skills where they apply.
- Place a checkmark in the chart below indicating the frequency of the activity.

Frequency Table:

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

<i>Activity Examples</i>	<i>Dexterity/Coordination</i>			<i>Frequency</i>	
	<i>Fine</i>	<i>Gross</i>	<i>Fine&Gross</i>	<i>Sometimes</i>	<i>Often</i>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Job Analysis Questionnaire

Is **speed** a factor when performing the activities of your job?

- Yes
- No

If yes, please provide detailed examples:

Job Analysis Questionnaire

Responsibilities

Accountability / Decision Making:

For each situation, please indicate the response that most appropriately describes your job.

<i>When there is a situation you have not come across before, do you (check all responses that apply)</i>	<i>Never</i>	<i>Sometimes</i>	<i>Often</i>	<i>Most of the time</i>	<i>Not applicable (N/A)</i>
Ask your Executive Director, Coordinator or Immediate Supervisor what to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask your Executive Director, Coordinator or Immediate Supervisor for help in deciding what to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask funders/stakeholders what to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask funders/stakeholders for help in deciding what to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask colleagues (crisis interveners, child support workers, outreach workers, support workers) for help in deciding what to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Read manuals and figure out what to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Check guidelines and past practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Decide what to do based on your related experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify) _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Job Analysis Questionnaire

Accountability / Decision Making (con't):

For each situation, please indicate the response that most appropriately describes your job.

<i>To what extent is the decision making of this job guided by others (check all responses that apply and provide examples)</i>	<i>Never</i>	<i>Sometimes</i>	<i>Often</i>	<i>Most of the time</i>	<i>Not applicable (N/A)</i>
Executive Director, Coordinator or Immediate Supervisor Example: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Funders/Stakeholders Example: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Colleagues (crisis interveners, child support workers, outreach workers, support workers) Example: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health and Other Professionals (i.e. Social Workers, Police, Lawyers, Mental Health, etc.) Example: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community Resources (i.e. Family Resource Centers, Day Cares, Outreach Services, etc.) Example: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other, please specify:_____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Job Analysis Questionnaire

Communication / Interpersonal Relations:

Referring to the table below please specify the level of Communication/Interpersonal Relations required in performing your job. (Consider verbal or written communications or sign language)

Level of communication

A. No Exchange.	D. Discussions: To discuss problems with people in order to get approval, cooperation and/or coordinating activities.
B. Exchanging factual or work-related information.	E. Collaborating: Working with people and providing guidance in order to help them by using your professional experience and specialized knowledge
C. Explanation and interpretation of information or ideas.	F. Persuading and negotiating: Presenting arguments to convince people to take certain measures or make decisions for the purpose of coming to an agreement or a solution.

Contact

	A	B	C	D	E	F
Clients, residents, non residents, ex-residents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Colleagues (crisis interveners, child support workers, outreach workers, support workers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Volunteers/students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Executive Director, Coordinator or Immediate Supervisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Family, friends, other third parties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Abusers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Suppliers, contractors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community (i.e. Schools, Groups)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transition House or other organizations (i.e. Sexual Assault Centre and/or other immediate partners)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health and Other Professionals (i.e. Social Workers, Lawyers, Mental Health, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Administration (Networks, Executive Director)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Women's Issues Branch, Violence Prevention Initiatives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emergency Personnel (Police, Fire Department and Ambulance)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inspectors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Others (please specify):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5

Supervision:

Do your job duties involve one or more of the following activities? If so, please provide an example.

Activity	Never	Sometimes	Often	Most of the time	Not applicable (N/A)	Example
Provide orientation to coworkers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Provide direction to others on how to carry out job duties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Assign and/or check work of other staff (i.e. volunteers, students, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Supervise a group of staff members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Coach/mentor work of other staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Ensure that work complies with standards and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Schedule staff/coordinate replacements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Evaluate staff performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Establish staff's workplan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Responsible for taking staff disciplinary measures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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

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

How many employees do you supervise? _____

Job Analysis Questionnaire

Required Effort

Intellectual Effort:

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

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

Please provide examples to support/describe the choice made above:

Example 1

Example 2

Example 3

Job Analysis Questionnaire

Concentration and Sensory Attention:

Referring to the table below, please indicate the activities which you perform in your job that requires concentration and sensory (seeing, tasting, smelling, touching, hearing).

For each activity that pertains to your job, place a checkmark in the chart below indicating the duration and frequency.

Duration means individual periods of **uninterrupted time** (except for scheduled breaks) – i.e. how long you have to perform the activity each time.

Frequency means **how often** each activity occurs within the day or week.

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

Job Analysis Questionnaire

Activities Requiring Concentration & Sensory Attention

	DURATION(cumulative)			FREQUENCY				N/A
	Up to and including 1 hr	Over 1 hr up to 2 hrs	More than 2hrs	Sometimes	Often	Always Continuous		
Preparation of written/electronic materials (i.e. log book, stats, reports)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dealing with requests from clients, residents, non residents, ex-residents, children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Driving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concentration on precise work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Making presentations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Group sessions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intakes and/or discharge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interacting/observing children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supervision of children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interacting/observing clients, residents, non residents, ex-residents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Active listening/interpretation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meal and snack preparation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oral communication (in person or telephone calls)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Answering crisis calls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify): _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Job Analysis Questionnaire

Concentration and Sensory Attention (con't):

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

Example 1

Example 2

Example 3

Job Analysis Questionnaire

Physical Effort :

For each physical activity that pertains to your job, please specify the frequency, and corresponding duration using the levels indicated below. Also, for each physical activity selected, please specify the working situation.

Frequency Level

- **Occasionally:** 2-3 times per week
- **Frequently:** Everyday

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

Physical Activity	Frequency			Duration(cumulative)			Working Situations
	Sometimes	Frequent	Up to & including 1 hr	Over 1 hr up to 2 hrs	More than 2 hours		
Lifting, pushing, pulling, holding or moving light weights/objects (less than 10kg/22lbs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Lifting, pushing, pulling, holding or moving medium weights/objects (from 10kg/22lbs up to 25kg/55lbs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Lifting, pushing, pulling, holding or moving heavy weights/objects (more than 25kg/55lbs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Climbing (stairs, ladders, etc.), running, jumping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Bending over, hunching, squatting, kneeling, climbing over, crawling, reaching, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Working while seated (can get up from time to time)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Working while standing (including walking) (i.e. making presentations)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Performing repetitive motions (i.e. washing dishes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Maintaining one position	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Bringing a person who is agitated or experiencing a crisis under control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Working in confined spaces and/or awkward positions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Mopping/sweeping/vacuuming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Job Analysis Questionnaire

Working Conditions

Unpleasant or Hazardous Environmental Conditions:

Please check the Unpleasant or Hazardous Environmental Conditions that you are exposed to and specify the frequency using the table below.

Frequency table:

1. **Rare (Condition seldom occurs)**
 2. **Sometimes (Condition occurs weekly, monthly, etc)**
 3. **Often (Condition occurs several times daily)**
 4. **Continuous (Condition occurs almost all of the time)**
- N/A – Not applicable

✓	<i>Unpleasant or Hazardous Environmental Conditions</i>	<i>Frequency (1, 2, 3 or 4) or N/A</i>
	Noisy environment Noise level such as that in a daycare, cafeteria, or common open air space with or without dividers.	
	Repulsive matter and odors Vomit, waste matter, blood, etc.	
	Confidentiality of information Stress caused by the confidential nature of information.	
	Time constraints Tight, numerous, simultaneous, peak period, unforeseen deadlines.	
	Unpleasant or demanding verbal interactions Interactions that are difficult, conflictual, hostile that require patience, comfort, tact, diplomacy.	
	Situations involving violent physical interactions Blows, bites, kicks, spits etc.	
	Unpredictable schedule and tasks Multiple unpredictable tasks and hours of work.	
	Dust, vapours, and chemical odors Requires ventilation or wearing of protective equipment or a protective apparatus.	
	Hazardous materials, contaminants, contagious tissues Close contact with, near work, or handled, such as cleaning products, blood, etc.	

Job Analysis Questionnaire

Unpleasant or Hazardous Environmental Conditions (con't):

Frequency table:

1. Rare (Condition seldom occurs)
 2. Sometimes (Condition occurs weekly, monthly, etc)
 3. Often (Condition occurs several times daily)
 4. Continuous (Condition occurs almost all of the time)
- N/A – Not applicable

✓	<i>Unpleasant or Hazardous Environmental Conditions</i>	<i>Frequency (1, 2, 3 or 4) or N/A</i>
	Significant temperature variations or bad weather Going from warm inside to cold outside.	
	High or low temperatures Which make the situation uncomfortable or unpleasant.	
	Difficult visual conditions (lighting, darkness, glare) Which strain the eyes.	
	Driving motor vehicles Exposure to traffic, accidents.	
	Confined areas Where air circulation makes it difficult to be there a long time.	
	Limited space Which restricts actions/motions.	
	Dirt, grease On skin or clothing.	
	Shift work	
	On-call	
	Working in a locked facility Safety and security risks, etc.	
	Other (specify):	

Job Analysis Questionnaire

Executive Director, Coordinator or Immediate Supervisor's Comments

Please review all sections of the completed questionnaire thoroughly. It is important that the information provided serve as a fair representation of the job.

DO NOT CHANGE EMPLOYEE'S RESPONSES.

Please add any additional information or comments and **reference the specific section and question as appropriate.**

Name: _____

Signature: _____

Date: _____

PLEASE RETURN JOB ANALYSIS QUESTIONNAIRE TO EMPLOYEE.

Job Analysis Questionnaire

<i>Respondent Identification</i>	<i>Questionnaire Number</i>

Respondent's Name (First and Last): _____

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

Date

Respondent's signature

Note

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

Phone number (work): _____

Fax number: _____

E-mail address: _____

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

****Please mail Job Analysis Questionnaire to:**

**Women's Issues Branch
Executive Council Office
P.O. Box 6000, 551 King Street
Fredericton, NB
E3B 5H1**

Transition House Sector

Pay Equity Program

Job Analysis Questionnaire

CHILD SUPPORT WORKERS

5

INTRODUCTION

This Job Analysis Questionnaire is intended to collect information towards the pursuit of achieving pay equity for Child Support Workers who work in the New Brunswick Transition House sector.

The information you provide will not be used to assess your individual performance or your workload. The information will be analyzed only for the purpose of the pay equity program. All information gathered will establish the value of the job, to determine if any pay inequity exists in the Transition House sector.

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

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

Employee - Steps to Follow:

1. Please read the Job Analysis Questionnaire carefully, and complete each section using a pen. (Please print) If you find that some questions do not relate to your job, please write in "not applicable" N/A.
2. The information you provide should relate to the job as it is presently.
3. In completing each section, be as specific and concise as you can.
4. Once you have completed the Job Analysis Questionnaire, please complete the signature section and then forward it to your Executive Director, Coordinator or Immediate Supervisor for review.

Executive Director, Coordinator or Immediate Supervisor - Steps to Follow:

1. Please review all sections of the completed questionnaire thoroughly and add any additional information or comments in the Executive Director, Coordinator or Immediate Supervisor's section.
2. **DO NOT CHANGE EMPLOYEE'S RESPONSES.**

Once your Executive Director, Coordinator or Immediate Supervisor has signed off on the Job Analysis Questionnaire, please keep a copy and send the original to the Women's Issues Branch using the enclosed envelope.

If you require assistance, please call our toll free number 1-877-253-0266 or email nbwagegap@gnb.ca.

Job Analysis Questionnaire

Please complete the following information:

<i>Transition House:</i>	
<input type="checkbox"/>	Crossroads for Women Inc.
<input type="checkbox"/>	Fundy Region Transition House Inc.
<input type="checkbox"/>	Gignoo Transition House
<input type="checkbox"/>	Hestia House Inc.
<input type="checkbox"/>	L'Accueil Sainte-Famille Inc.
<input type="checkbox"/>	L'Escale Madavic Inc.
<input type="checkbox"/>	Maison de "Passage" House Inc.
<input type="checkbox"/>	Maison Notre Dame
<input type="checkbox"/>	Maison Sérénité House
<input type="checkbox"/>	Miramichi Emergency Centre for Women Inc.
<input type="checkbox"/>	Sanctuary House
<input type="checkbox"/>	Sussex Vale Transition House
<input type="checkbox"/>	Women in Transition House Inc.

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

5

Job Analysis Questionnaire

The following section lists key work activities that may be performed by Child Support Workers in the Transition House sector. Please identify by placing a checkmark in the appropriate boxes, the activities that apply to your job:

Assisting in parenting skills/Safety and well-being of children:

- Guide or assist mothers to help their children with everyday living activities; diet, infant feeding, hygiene, dress, and personal care, by fostering autonomy and healthy habits
- Encourage and support children and their mothers to participate in daily routines and activities
- Create and maintain an environment that protects the health and physical safety of children
- Create an environment that provides a variety of opportunities for play and exploration, problem solving, creativity and interactions
- Supervise children according to their developmental level, to ensure their safety
- Recognize signs of neglect and/or physical, emotional or sexual abuse
- Maintain an environment that conveys a sense of calm, order, consistency and continuity without being overly regimented
- Administer and record medication as per parental consent, physician instructions and transition house guidelines
- Monitor children who have chronic medical conditions and/or allergies that require special precautions or care and to ensure that such precautions are taken and/or the required care is provided (i.e. EpiPens, insulin, etc.)
- Develop and maintain a warm, comforting, caring and responsive relationship with each child and/or children
- Provide positive child guidance (i.e. behavior management, active listening, interacting, reorientation, positive reinforcement, etc.)
- Recognize signs and symptoms of emotional/developmental delays or challenges (i.e. speech delays, potential vision and/or hearing impairments, and motor skills)
- Arrange rooms and furniture for daily activities, meal and rest periods
- Observe the interaction between mother and children
- Accompany mothers on outings with children
- Accompany mothers to court, hospital, or other agencies
- Provide ongoing support and/or follow-up after mother and child have left the house

Job Analysis Questionnaire

Food and Nutrition

- Plan menus according to Canada's Food Guide, cultural and religious practices, and any allergies and/or medical conditions
- Assist mothers in preparing meals according to Canada's Food Guide, cultural and religious practices, and any allergies and/or medical conditions
- Prepare meals according to Canada's Food Guide, cultural and religious practices, and any allergies and/or medical conditions
- Monitor and make suggestions concerning proper nutrition

Education

- Plan daily experiences and activities that support and encourage each child's physical, emotional, social, communicative, cognitive, ethical and creative development
- Coordinate activities with parents
- Carry out activities with child, child & mother, or with a group
- Inform mothers regarding various resources that are available in the community
- Inform mothers regarding various issues concerning their children (assertiveness training, boundaries, effects of child abuse, etc.)
- Plan, prepare and give presentations to schools, community groups, agencies etc.
- Prepare and hold individual or group sessions with parents on various topics
- Make referrals to various agencies for family resources
- Participate in community networks and making liaisons with various agencies (i.e. Jump Start, Early Childhood Initiative, Healthy Baby & Me, Family Resource Centre, etc.)

Job Analysis Questionnaire

Relationship with Child's Family

- Establish and maintain an open and cooperative relationship with each child's mother
- Make suggestions concerning observations of children's developmental or behavioral issues

House Maintenance

Perform cleaning and maintenance tasks

- Dishes, utensils and food preparation area
- Equipment and working area
- Sweep and clean floors; vacuuming
- Wash and disinfect toilets, wash basins, etc.
- Fill containers and dispensers
- Empty and take out garbage and recycling boxes
- Disinfect and store toys and materials
- Wash bedding
- Repair household items (toilets, unclogging sinks, toys, furniture, etc.)

Outdoor and seasonal chores:

- Rake
- Shovel
- Mow the lawn
- Paint
- Identify potential or actual health hazards in the Transition House
- Participate in effective procedures and protocols for completing fire and emergency exit drills and handling emergency situations

Job Analysis Questionnaire

Administration

- Ensure that policies, standards and regulations are adhered to
- Financial responsibilities (i.e. petty cash, credit card, receipts, bank deposits, etc.)
- Record(s) management (i.e. resident's files, child files, monthly stats)
- Answering the telephone, sort mail, photocopying
- Ensure that daily issues are dealt with appropriately (i.e. resident's and staff complaints)
- Assist in emergency response (i.e. power outages, communicable diseases, floods, fires, serious illnesses and/or injuries)
- Complete children's admission forms, if necessary
- Document, and report signs of neglect and/or physical, emotional or sexual abuse
- Record signs and symptoms of emotional/developmental delays or challenges (i.e. speech delays, potential vision and/or hearing impairments, and motor skills)
- Complete a wide range of required paperwork (i.e. intake, daily activities, medical forms, parental waivers, etc.)

Please specify **any other** key work activities that you may perform:

Job Analysis Questionnaire

Required Qualifications

Education:

What do you think is the level of education or formal training required to be a Child Support Worker in the Transition House sector? (Please note that this question is not referring to the education that you have, but what is required for the job.)

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

Other courses/training required, please specify:

Experience:

What do you think is the minimum amount of experience required for a new person to acquire the skills needed to carry out the requirements of this job? (Experience may be acquired in any related work or in any pertinent life experience.)

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

Job Analysis Questionnaire

Dexterity and Coordination:

Does your work require **accurate hand/eye or hand/foot coordination**?

- **Fine motor skills:** using small muscles, i.e. keyboard/writing skills, dressing children, repairing small toys/equipment, handing out oral medications, assembling objects, changing diapers, picking up small objects.
- **Gross motor skills:** using large muscles, i.e. using long-handled tools such as mops and brooms, stocking shelves, folding laundry, sorting mail, lifting/carrying, climbing/bending, running.

Using the chart below:

- Please provide examples of activities that require dexterity and coordination, that are applicable to your job.
- Please check off **fine** motor skills and/or **gross** motor skills where they apply.
- Place a checkmark in the chart below indicating the frequency of the activity.

Frequency Table:

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

Activity Examples	Dexterity/ Coordination			Frequency	
	Fine	Gross	Fine&Gross	Sometimes	Often
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Job Analysis Questionnaire

Is **speed** a factor when performing the activities of your job?

- Yes No

If yes, please provide detailed examples:

Job Analysis Questionnaire

Responsibilities

Accountability / Decision Making:

For each situation, please indicate the response that most appropriately describes your job.

<i>When there is a situation you have not come across before, do you (check all responses that apply)</i>	<i>Never</i>	<i>Sometimes</i>	<i>Often</i>	<i>Most of the time</i>	<i>Not applicable (N/A)</i>
Ask your Executive Director, Coordinator or Immediate Supervisor what to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask your Executive Director, Coordinator or Immediate Supervisor for help in deciding what to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask funders/stakeholders what to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask funders/stakeholders for help in deciding what to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask colleagues (crisis interveners, child support workers, outreach workers, support workers) for help in deciding what to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Read manuals and figure out what to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Check guidelines and past practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Decide what to do based on your related experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify) _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Job Analysis Questionnaire

Accountability / Decision Making (con't):

For each situation, please indicate the response that most appropriately describes your job.

<i>To what extent is the decision making of this job guided by others (check all responses that apply and provide examples)</i>	<i>Never</i>	<i>Sometimes</i>	<i>Often</i>	<i>Most of the time</i>	<i>Not applicable (N/A)</i>
Executive Director, Coordinator or Immediate Supervisor Example: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Funders/Stakeholders Example: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Colleagues (crisis interveners, child support workers, outreach workers, support workers) Example: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health and Other Professionals (i.e. Social Workers, Police, Lawyers, Mental Health, etc.) Example: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community Resources (i.e. Family Resource Centers, Day Cares, Outreach Services, etc.) Example: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other, please specify:: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Job Analysis Questionnaire

Communication / Interpersonal Relations:

Referring to the table below please specify the level of Communication/Interpersonal Relations required in performing your job. (Consider verbal or written communications or sign language)

Level of communication

A. No Exchange.	D. Discussions: To discuss problems with people in order to get approval, cooperation and/or coordinating activities.
B. Exchanging factual or work-related information.	E. Collaborating: Working with people and providing guidance in order to help them by using your professional experience and specialized knowledge
C. Explanation and interpretation of information or ideas.	F. Persuading and negotiating: Presenting arguments to convince people to take certain measures or make decisions for the purpose of coming to an agreement or a solution.

Contact

	A	B	C	D	E	F
Clients, residents, non residents, ex-residents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Colleagues (crisis interveners, child support workers, outreach workers, support workers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Volunteers/students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Executive Director, Coordinator or Immediate Supervisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Family, friends, other third parties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Abusers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Suppliers, contractors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community (i.e. Schools, Groups)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transition House or other organizations (i.e. Sexual Assault Centre and/or other immediate partners)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health and Other Professionals (i.e. Social Workers, Lawyers, Mental Health, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Administration (Networks, Executive Director)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Women's Issues Branch, Violence Prevention Initiatives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emergency Personnel (Police, Fire Department and Ambulance)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inspectors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Others (please specify):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Supervision:

Do your job duties involve one or more of the following activities? If so, please provide an example.

Activity	Never	Sometimes	Often	Most of the time	Not applicable (N/A)	Example
Provide orientation to coworkers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Provide direction to others on how to carry out job duties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Assign and/or check work of other staff (i.e. volunteers, students, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Supervise a group of staff members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Coach/mentor work of other staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Ensure that work complies with standards and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Schedule staff/coordinate replacements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Evaluate staff performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Establish staff's workplan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Responsible for taking staff disciplinary measures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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

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

How many employees do you supervise? _____

Job Analysis Questionnaire

Required Effort

Intellectual Effort:

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

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

Please provide examples to support/describe the choice made above:

Example 1

Example 2

Example 3

Job Analysis Questionnaire

What is the most difficult aspect of your job?

Job Analysis Questionnaire

Concentration and Sensory Attention:

Referring to the table below, please indicate the activities which you perform in your job that requires concentration and sensory (seeing, tasting, smelling, touching, hearing).

For each activity that pertains to your job, place a checkmark in the chart below indicating the duration and frequency.

- **Duration** means individual periods of **uninterrupted time** (except for scheduled breaks) – i.e. how long you have to perform the activity each time.
- **Frequency** means **how often** each activity occurs within the day or week.
 - **Occasional** – Once in a while, most days
 - **Frequent** – Several times a day
 - **Almost Continuous** – Most working hours

Job Analysis Questionnaire

Activities Requiring Concentration & Sensory Attention

	DURATION (cumulative)			FREQUENCY				N/A
	Up to and including 1 hr	Over 1 hr up to 2 hrs	More than 2 hrs	Sometimes	Often	Always Continuous		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Preparation of written/electronic materials (i.e. log book, stats, reports)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Dealing with requests from clients, residents, non residents, ex-residents, children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Driving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Concentration on precise work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Making presentations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Group sessions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Intakes and/or discharge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Interacting/observing children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Supervision of children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Interacting/observing clients, residents, non residents, ex-residents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Active listening/interpretation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Meal and snack preparation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Oral communication (in person or telephone calls)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Answering crisis calls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Other (please specify): _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Job Analysis Questionnaire

Concentration and Sensory Attention (con't):

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

Example 1

Example 2

Example 3

Job Analysis Questionnaire

Physical Effort :

For each physical activity that pertains to your job, please specify the frequency, and corresponding duration using the levels indicated below. Also, for each physical activity selected, please specify the working situation.

Frequency Level

Occasionally: 2-3 times per week

Frequently: Everyday

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

Physical Activity	Frequency			Duration(cumulative)			Working Situations
	Sometimes	Frequent	Up to & including 1 hr	Over 1 hr up to 2 hrs	More than 2 hours		
Lifting, pushing, pulling, holding or moving light weights/objects (less than 10kg/22lbs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Lifting, pushing, pulling, holding or moving medium weights/objects (from 10kg/22lbs up to 25kg/55lbs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Lifting, pushing, pulling, holding or moving heavy weights/objects (more than 25kg/55lbs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Climbing (stairs, ladders, etc.), running, jumping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Bending over, hunching, squatting, kneeling, climbing over, crawling, reaching, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Working while seated (can get up from time to time)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Working while standing (including walking) (i.e. making presentations)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Performing repetitive motions (i.e. washing dishes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Maintaining one position	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Bringing a person who is agitated or experiencing a crisis under control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Working in confined spaces and/or awkward positions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Mopping/sweeping/vacuuuming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Job Analysis Questionnaire

Working Conditions

Unpleasant or Hazardous Environmental Conditions:

Please check the Unpleasant or Hazardous Environmental Conditions that you are exposed to and specify the frequency using the table below.

Frequency table:

1. **Rare** (Condition seldom occurs)
 2. **Sometimes** (Condition occurs weekly, monthly, etc)
 3. **Often** (Condition occurs several times daily)
 4. **Continuous** (Condition occurs almost all of the time)
- N/A – Not applicable

	<i>Unpleasant or Hazardous Environmental Conditions</i>	<i>Frequency (1, 2, 3 or 4) or N/A</i>
	Noisy environment Noise level such as that in a daycare, cafeteria, or common open air space with or without dividers.	
	Repulsive matter and odors Vomit, waste matter, blood, etc.	
	Confidentiality of information Stress caused by the confidential nature of information.	
	Time constraints Tight, numerous, simultaneous, peak period, unforeseen deadlines.	
	Unpleasant or demanding verbal interactions Interactions that are difficult, conflictual, hostile that require patience, comfort, tact, diplomacy.	
	Situations involving violent physical interactions Blows, bites, kicks, spits etc.	
	Unpredictable schedule and tasks Multiple unpredictable tasks and hours of work.	
	Dust, vapours, and chemical odors Requires ventilation or wearing of protective equipment or a protective apparatus.	
	Hazardous materials, contaminants, contagious tissues Close contact with, near work, or handled, such as cleaning products, blood, etc.	

Job Analysis Questionnaire

Unpleasant or Hazardous Environmental Conditions (con't):

Frequency table:

1. Rare (Condition seldom occurs)
 2. Sometimes (Condition occurs weekly, monthly, etc)
 3. Often (Condition occurs several times daily)
 4. Continuous (Condition occurs almost all of the time)
- N/A – Not applicable

✓	<i>Unpleasant or Hazardous Environmental Conditions</i>	<i>Frequency (1, 2, 3 or 4) or N/A</i>
	Significant temperature variations or bad weather Going from warm inside to cold outside.	
	High or low temperatures Which make the situation uncomfortable or unpleasant.	
	Difficult visual conditions (lighting, darkness, glare) Which strain the eyes.	
	Driving motor vehicles Exposure to traffic, accidents.	
	Confined areas Where air circulation makes it difficult to be there a long time.	
	Limited space Which restricts actions/motions.	
	Dirt, grease On skin or clothing.	
	Shift work	
	On-call	
	Working in a locked facility Safety and security risks, etc.	
	Other (specify):	

Job Analysis Questionnaire

Executive Director, Coordinator or Immediate Supervisor's Comments

Please review all sections of the completed questionnaire thoroughly. It is important that the information provided serve as a fair representation of the job.

DO NOT CHANGE EMPLOYEE'S RESPONSES.

Please add any additional information or comments and **reference the specific section and question as appropriate.**

Name: _____

Signature: _____

Date: _____

PLEASE RETURN JOB ANALYSIS QUESTIONNAIRE TO EMPLOYEE.

Job Analysis Questionnaire

<i>Respondent Identification</i>	<i>Questionnaire Number</i>

Respondent's Name (First and Last): _____

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

Date

Respondent's signature

Note

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

Phone number (work): _____

Fax number: _____

E-mail address: _____

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

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

Transition House Sector

Pay Equity Program

5

OUTREACH WORKERS

Job Analysis Questionnaire

INTRODUCTION

This Job Analysis Questionnaire is intended to collect information towards the pursuit of achieving pay equity for Outreach Workers who work in the New Brunswick Transition House sector.

The information you provide will not be used to assess your individual performance or your workload. **The information will be analyzed only for the purpose of the pay equity program. All information gathered will establish the value of the job, to determine if any pay inequity exists in the Transition House sector.**

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

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

Employee - Steps to Follow:

1. Please read the Job Analysis Questionnaire carefully, and complete each section using a pen. (Please print) If you find that some questions do not relate to your job, please write in "not applicable" N/A.
2. The information you provide should relate to the job as it is presently.
3. In completing each section, be as specific and concise as you can.
4. Once you have completed the Job Analysis Questionnaire, please complete the signature section and then forward it to your Executive Director, Coordinator or Immediate Supervisor for review.

Executive Director, Coordinator or Immediate Supervisor - Steps to Follow:

1. Please review all sections of the completed questionnaire thoroughly and add any additional information or comments in the Executive Director, Coordinator or Immediate Supervisor's section.
2. **DO NOT CHANGE EMPLOYEE'S RESPONSES.**

Once your Executive Director, Coordinator or Immediate Supervisor has signed off on the Job Analysis Questionnaire, please keep a copy and send the original to the Women's Issues Branch using the enclosed envelope.

If you require assistance, please call our toll free number 1-877-253-0266 or email nbwagegap@gnb.ca.

Job Analysis Questionnaire

Please complete the following information:

Please specify which areas in New Brunswick you provide outreach services to:

If you work in a Transition House, please indicate which one: _____

Language of Work:

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

<input type="checkbox"/> Urban (City or town)	<input type="checkbox"/> Rural (Outside city or town)	<input type="checkbox"/> Both
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Job Analysis Questionnaire

The following section lists key work activities that may be performed by Outreach Workers in the Transition House sector. Please identify by placing a checkmark in the appropriate boxes, the activities that apply to your job:

Individual Support/Case Management

- Develop and follow up on action plan, which includes a long term safety plan, if required
- Determine level of crisis and deal with immediate crisis
- Actively listen to and support clients who are affected by all forms of abuse without passing judgment
- Ensure that clients understand your role and responsibilities and set boundaries and limits with clients as required
- Maintain an environment that conveys a sense of calm, order, consistency and continuity without being overly regimented
- Recognize signs and symptoms of domestic violence
- Safety assessments – determine if the client is safe and/or needs assistance (calling the police, help her to get her to a safe place, safety planning...)
- Determine the needs of the clients, provide options and adapt interventions (children, pet care...)
- Provide client with information on community resources (Legal Aid, Social Development, police, Victim Services, low income housing, parenting programs and support groups, Transition House ...)
- Contact community resources for client if requested
- Accompany clients as requested to various appointments (police station, court, lawyer, medical appointments/emergencies, food banks, Red Cross, pharmacy, airport...) and provide support and/or facilitate meetings
- Contact the Department of Social Development, Child Protection Services Branch when children are victims of violence (direct)
- Contact the Department of Social Development, Child Protection Services Branch when children are witnesses of violence (indirect)

Job Analysis Questionnaire

Group Support/Personal Development

- Assess needs and determine which programs are suitable for clients
- Market and promote support group and personal development programs available within your region
- Screen prospective participants for support groups and personal development programs
- Research various programs and resource materials
- Prepare course material and presentations
- Determine logistics (Child care, transportation, safety plan, risk assessment, time, place...)
- Act as the resource person for participants
- Facilitate programs and support groups
- Evaluate effectiveness of programs and support group
- Follow-up with participants as needed
- Screen and train facilitators and co-facilitators for groups

Public awareness and education

- Assess community awareness and education need
- Market and promote outreach services offered within the community
- Create information packages, media packages, pamphlets, radio ads, newsletters, flyers...
- Prepare presentations
- Research and up-date tools and materials
- Make presentations to service providers, community members, youth, schools, community groups...
- Evaluate presentations (i.e. using feedback forms)
- Follow-up with the contact person
- Promote special events and dates related to domestic violence (Family Violence Month, International Women's Day...)

Job Analysis Questionnaire

Administration

- Monitor and act upon incoming and outgoing communications (emails, mail, telephone...)
- Provide monthly statistics
- Log all incoming calls and visits
- Create required documentation (forms, letters...)
- Assist in preparation of request for outreach funding
- Verify and pay bills
- Purchasing (client support and office supplies)
- Maintain and perform minor repairs on office equipment and supplies
- Budgeting
- Prepare regular reports (i.e. annual reports, funding, community networks)
- Prepare proposal/application for project funding
- Supervise students on job placements
- Recruit and supervise volunteers

Networking Community partnership and development

- Participate in Family Violence Network Committee (take minutes, chair meeting, etc.)
- Assist and participate in other related committees and network groups (suicide prevention committee, PPA, research teams, outreach networks, etc.)
- Participate in the organization and execution of fundraising activities
- Support community partners' initiatives (kiosks, open houses, wellness days, information sessions...)
- Foster working relationships within your community and network

Job Analysis Questionnaire

Required Qualifications

Education:

What do you think is the level of education or formal training required to be a Crisis Intervener in the Transition House sector? (Please note that this question is not referring to the education that you have, but what is required for the job.) (Please check one box only.)

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

Other courses/training required, please specify:

Experience:

What do you think is the minimum amount of experience required for a new person to acquire the skills needed to carry out the requirements of this job?

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

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

Job Analysis Questionnaire

Dexterity and Coordination:

Does your work require **accurate hand/eye or hand/foot coordination**?

- **Fine motor skills:** using small muscles, i.e. keyboard/writing skills, dressing children, repairing small toys/equipment, handing out oral medications, assembling objects, changing diapers, picking up small objects.
- **Gross motor skills:** using large muscles, i.e. using long-handled tools such as mops and brooms, stocking shelves, folding laundry, sorting mail, lifting/carrying, climbing/bending, running.

Using the chart below:

- Please provide examples of activities that require dexterity and coordination, that are applicable to your job.
- Please check off **fine** motor skills and/or **gross** motor skills where they apply.
- Place a checkmark in the chart below indicating the frequency of the activity.

Frequency Table:

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

Activity Examples	Dexterity/ Coordination			Frequency	
	Fine	Gross	Fine&Gross	Sometimes	Often
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Job Analysis Questionnaire

Responsibilities

Accountability / Decision Making:

For each situation, please indicate the response that most appropriately describes your job.

<i>When there is a situation you have not come across before, do you (check all responses that apply)</i>	<i>Never</i>	<i>Sometimes</i>	<i>Often</i>	<i>Most of the time</i>	<i>Not applicable (N/A)</i>
Ask your Executive Director, Coordinator or Immediate Supervisor what to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask your Executive Director, Coordinator or Immediate Supervisor for help in deciding what to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask funders/stakeholders what to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask funders/stakeholders for help in deciding what to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask colleagues (crisis interveners, child support workers, outreach workers, support workers) for help in deciding what to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Read manuals and figure out what to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Check guidelines and past practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Decide what to do based on your related experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Job Analysis Questionnaire

Accountability / Decision Making (con't):

For each situation, please indicate the response that most appropriately describes your job.

<i>To what extent is the decision making of this job guided by others (check all responses that apply and provide examples)</i>	<i>Never</i>	<i>Sometimes</i>	<i>Often</i>	<i>Most of the time</i>	<i>Not applicable (N/A)</i>
Executive Director, Coordinator or Immediate Supervisor Example: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Funders/Stakeholders Example: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Colleagues (crisis interveners, child support workers, outreach workers, support workers) Example: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health and Other Professionals (i.e. Social Workers, Police, Lawyers, Mental Health, etc.) Example: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community Resources (i.e. Family Resource Centers, Day Cares, Outreach Services, etc.) Example: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other, please specify:: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Job Analysis Questionnaire

Communication / Interpersonal Relations:

Referring to the table below please specify the level of Communication/Interpersonal Relations required in performing your job. (Consider verbal or written communications or sign language)

Level of communication

A. No Exchange.	D. Discussions: To discuss problems with people in order to get approval, cooperation and/or coordinating activities.
B. Exchanging factual or work-related information.	E. Collaborating: Working with people and providing guidance in order to help them by using your professional experience and specialized knowledge
C. Explanation and interpretation of information or ideas.	F. Persuading and negotiating: Presenting arguments to convince people to take certain measures or make decisions for the purpose of coming to an agreement or a solution.

Contact

	A	B	C	D	E	F
Clients, residents, non residents, ex-residents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Colleagues (crisis interveners, child support workers, outreach workers, support workers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Volunteers/students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Executive Director, Coordinator or Immediate Supervisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Family, friends, other third parties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Abusers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Suppliers, contractors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community (i.e. Schools, Groups)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transition House or other organizations (i.e. Sexual Assault Centre and/or other immediate partners)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health and Other Professionals (i.e. Social Workers, Lawyers, Mental Health, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Administration (Networks, Executive Director)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Women's Issues Branch, Violence Prevention Initiatives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emergency Personnel (Police, Fire Department and Ambulance)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inspectors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Others (please specify):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Job Analysis Questionnaire

Supervision:

Do your job duties involve one or more of the following activities? If so, please provide an example.

Activity	Never	Sometimes	Often	Most of the time	Not applicable (N/A)	Example
Provide orientation to coworkers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Provide direction to others on how to carry out job duties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Assign and/or check work of other staff (i.e. volunteers, students, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Supervise a group of staff members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Coach/mentor work of other staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Ensure that work complies with standards and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Schedule staff/coordinate replacements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Evaluate staff performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Establish staff's workplan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Responsible for taking staff disciplinary measures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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

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

How many employees do you supervise? _____

Job Analysis Questionnaire

Required Effort

Intellectual Effort:

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

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

Please provide examples to support/describe the choice made above:

Example 1

Example 2

Example 3

Job Analysis Questionnaire

What is the most difficult aspect of your job?

Job Analysis Questionnaire

Concentration and Sensory Attention:

Referring to the table below, please indicate the activities which you perform in your job that requires concentration and sensory (seeing, tasting, smelling, touching, hearing).

For each activity that pertains to your job, place a checkmark in the chart below indicating the duration and frequency.

- **Duration** means individual periods of **uninterrupted time** (except for scheduled breaks) – i.e. how long you have to perform the activity each time.
- **Frequency** means **how often** each activity occurs within the day or week.
 - **Occasional** – Once in a while, most days
 - **Frequent** – Several times a day
 - **Almost Continuous** – Most working hours

<i>Activities Requiring Concentration & Sensory Attention</i>	<i>DURATION(cumulative)</i>			<i>FREQUENCY</i>			<i>N/A</i>
	<i>Up to and including 1 hr</i>	<i>Over 1 hr up to 2 hrs</i>	<i>More than 2hrs</i>	<i>Sometimes</i>	<i>Often</i>	<i>Always Continuous</i>	
Preparation of written/electronic materials (i.e. log book, stats, reports)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dealing with requests from clients, residents, non residents, ex-residents, children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Driving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concentration on precise work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Making presentations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Group sessions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intakes and/or discharge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interacting/observing children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supervision of children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interacting/observing clients, residents, non residents, ex-residents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Active listening/interpretation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meal and snack preparation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oral communication (in person or telephone calls)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Answering crisis calls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify): _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Job Analysis Questionnaire

Concentration and Sensory Attention (con't):

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

Example 1

Example 2

Example 3

Job Analysis Questionnaire

Physical Effort:

For each physical activity that pertains to your job, please specify the frequency, and corresponding duration using the levels indicated below. Also, for each physical activity selected, please specify the working situation.

Frequency Level

Occasionally: 2-3 times per week

Frequently: Everyday

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

Physical Activity	Frequency			Duration (cumulative)			Working Situations
	Sometimes	Frequent	Up to & including 1 hr	Over 1 hr up to 2 hrs	More than 2 hours		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Lifting, pushing, pulling, holding or moving light weights/objects (less than 10kg/22lbs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Lifting, pushing, pulling, holding or moving medium weights/objects (from 10kg/22lbs up to 25kg/55lbs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Lifting, pushing, pulling, holding or moving heavy weights/objects (more than 25kg/55lbs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Climbing (stairs, ladders, etc.), running, jumping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Bending over, hunching, squatting, kneeling, climbing over, crawling, reaching, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Working while seated (can get up from time to time)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Working while standing (including walking) (i.e. making presentations)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Performing repetitive motions (i.e. washing dishes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Maintaining one position	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Bringing a person who is agitated or experiencing a crisis under control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Working in confined spaces and/or awkward positions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Mopping/sweeping/vacuuming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Job Analysis Questionnaire

Working Conditions

Unpleasant or Hazardous Environmental Conditions:

Please check the Unpleasant or Hazardous Environmental Conditions that you are exposed to and specify the frequency using the table below.

Frequency table:

1. **Rare (Condition seldom occurs)**
 2. **Sometimes (Condition occurs weekly, monthly, etc)**
 3. **Often (Condition occurs several times daily)**
 4. **Continuous (Condition occurs almost all of the time)**
- N/A – Not applicable

✓	<i>Unpleasant or Hazardous Environmental Conditions</i>	<i>Frequency (1, 2, 3 or 4) or N/A</i>
	Noisy environment Noise level such as that in a daycare, cafeteria, or common open air space with or without dividers.	
	Repulsive matter and odors Vomit, waste matter, blood, etc.	
	Confidentiality of information Stress caused by the confidential nature of information.	
	Time constraints Tight, numerous, simultaneous, peak period, unforeseen deadlines.	
	Unpleasant or demanding verbal interactions Interactions that are difficult, conflictual, hostile that require patience, comfort, tact, diplomacy.	
	Situations involving violent physical interactions Blows, bites, kicks, spits etc.	
	Unpredictable schedule and tasks Multiple unpredictable tasks and hours of work.	
	Dust, vapours, and chemical odors Requires ventilation or wearing of protective equipment or a protective apparatus.	
	Hazardous materials, contaminants, contagious tissues Close contact with, near work, or handled, such as cleaning products, blood, etc.	

Job Analysis Questionnaire

Unpleasant or Hazardous Environmental Conditions (con't):

Frequency table:

1. Rare (Condition seldom occurs)
 2. Sometimes (Condition occurs weekly, monthly, etc)
 3. Often (Condition occurs several times daily)
 4. Continuous (Condition occurs almost all of the time)
- N/A – Not applicable

✓	<i>Unpleasant or Hazardous Environmental Conditions</i>	<i>Frequency (1, 2, 3 or 4) or N/A</i>
	Significant temperature variations or bad weather Going from warm inside to cold outside.	
	High or low temperatures Which make the situation uncomfortable or unpleasant.	
	Difficult visual conditions (lighting, darkness, glare) Which strain the eyes.	
	Driving motor vehicles Exposure to traffic, accidents.	
	Confined areas Where air circulation makes it difficult to be there a long time.	
	Limited space Which restricts actions/motions.	
	Dirt, grease On skin or clothing.	
	Shift work	
	On-call	
	Working in a locked facility Safety and security risks, etc.	
	Other (specify):	

Job Analysis Questionnaire

Executive Director, Coordinator or Immediate Supervisor's Comments

Please review all sections of the completed questionnaire thoroughly. It is important that the information provided serve as a fair representation of the job.

DO NOT CHANGE EMPLOYEE'S RESPONSES.

Please add any additional information or comments and reference the specific section and question as appropriate.

Name: _____

Signature: _____

Date: _____

PLEASE RETURN JOB ANALYSIS QUESTIONNAIRE TO EMPLOYEE.

Job Analysis Questionnaire

<i>Respondent Identification</i>	<i>Questionnaire Number</i>

Respondent's Name (First and Last): _____

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

Date

Respondent's signature

Note

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

Phone number (work): _____

Fax number: _____

E-mail address: _____

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

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

Transition House Sector

Pay Equity Program

5

SUPPORT WORKERS

Job Analysis Questionnaire

INTRODUCTION

This Job Analysis Questionnaire is intended to collect information towards the pursuit of achieving pay equity for Support Workers who work in the New Brunswick Transition House sector.

The information you provide will not be used to assess your individual performance or your workload. The information will be analyzed only for the purpose of the pay equity program. All information gathered will establish the value of the job, to determine if any pay inequity exists in the Transition House sector.

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

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

Employee - Steps to Follow:

1. Please read the Job Analysis Questionnaire carefully, and complete each section using a pen. (Please print) If you find that some questions do not relate to your job, please write in “not applicable” N/A.
2. The information you provide should relate to the job as it is presently.
3. In completing each section, be as specific and concise as you can.
4. Once you have completed the Job Analysis Questionnaire, please complete the signature section and then forward it to your Executive Director, Coordinator or Immediate Supervisor for review.

Executive Director, Coordinator or Immediate Supervisor Steps to Follow:

1. Please review all sections of the completed questionnaire thoroughly and add any additional information or comments in the Executive Director, Coordinator or Immediate Supervisor’s section.
2. DO NOT CHANGE EMPLOYEE’S RESPONSES.

Once your Executive Director, Coordinator or Immediate Supervisor has signed off on the Job Analysis Questionnaire, please keep a copy and send the original to the Women’s Issues Branch using the enclosed envelope.

If you require assistance, please call our toll free number 1-877-253-0266 or email nbwagegap@gnb.ca.

Job Analysis Questionnaire

Please complete the following information:

Transition House:

Liberty Lane Inc.

Second Stage Housing Inc.

Crossroad for Women Inc.

Maison Oasis

Language of Work:

English

French

Both

Job Analysis Questionnaire

The following section lists key work activities that may be performed by Support Workers in the Transition House sector. Please identify by placing a checkmark in the appropriate boxes, the activities that apply to your job:

Eligibility Assessment

- Meet with potential clients to evaluate their situation and to discuss the Second Stage residential program
- Determine with client whether or not the Second Stage residential program is suitable for the client's situation
- Determine if a client is admissible to the Second Stage residential program based on referral forms, potential client meetings, self-assessment questionnaires, and information provided by Health and other Service providers
- Refer clients who are not admissible to Community Services (Outreach Workers, Counselors, Mental Health, Family Services, NB Housing, etc.)
- Discuss with the Executive Director the results of the assessment and a decision is made as to whether or not a client meets eligibility requirements for the Second Stage residential program

Second Stage Residential Program Agreement and Lease Agreement

- Contact client to advise them that they have been accepted into the Second Stage residential program and determine whether or not they will accept the terms and conditions of the Second Stage residential program
- Meet with client to determine what their needs are (furniture, food, financial status, etc.)
- Accompany client to view apartment
- Provide client with contact information for the Department of Social Development, Victim Services, Child Protection Services, Salvation Army, etc.
- Collect damage deposit and submit to the Office of the Rentalsman (\$100)
- Advise client as to when they can move in
- Determine the rent to be paid based on a client's income
- Meet with client to explain the lease agreement
- Visit apartment with client to complete a condition report
- Provide clients with assistance in finding movers, furniture and household items
- Ensure that other clients are informed of new clients moving in and any other details that may concern them (male movers...)

Job Analysis Questionnaire

Needs assessment

- Determine safety and security level
- Provide orientation to new clients
- Provide client with information concerning safety, transportation, change of address, contact information for other service providers, etc.
- Provide client with Resource Handbook

Case Management

- Develop, along with client an action plan (goals, what is needed to achieve goals, how to achieve goals, time lines...)
- Prepare and meet with clients to follow up on action plan
- Prepare and facilitate meetings with clients and children (group meetings, special topic meetings, etc.)
- Address noncompliance to rules and regulations and taking appropriate action (i.e. males in the building, alcohol and drug abuse, pets, breach of confidentiality...)
- Conflict resolution between clients
- Accompany clients to various appointments, if appropriate
- Determine whether or not client needs to be evicted
- Facilitate case meetings with clients and other service providers
- Record information in client's file and maintain it

Job Analysis Questionnaire

Building Maintenance

- Prepare chore charts for clients and ensure that the chores assigned are being carried out
- Ensure that entrances and exits are clear of snow and ice
- Repairing household items (replace lightbulbs, unclog toilets, change light fixtures, etc.)
- Outdoor maintenance
- Contact service providers and contractors
- Inspections with NB Housing inspector

Administration

- Monitor and act upon incoming and outgoing communications (emails, mail, telephone...)
- Ensure that guidelines and standards are adhered to
- Financial responsibilities (collecting rent, damage deposits, bank deposits, coin-operated laundry facilities, etc.)
- Records management (client's files, children's files, etc.)
- Assist in emergency response (power outages, floods, fire, serious illnesses and/or injuries, etc.)
- On-call for crises/emergencies
- Attend team meetings
- Maintaining website
- Prepare documentation (forms, letters, posters, pamphlets, etc.)
- Orientate and train new staff, co-workers, volunteers, interns, students, etc.
- Prepare and present information to various community groups and organizations
- Deal with complaints

Job Analysis Questionnaire

Donations/Fundraising

- Accept, sort through and record donations (ensure that toy donations are safe and CSA approved)
- Write acknowledgment letters to donators
- Participate in fundraising events or activities
- Public relations (community groups and schools)
- Promote special events and dates related to domestic violence (Family Violence Month, International Women's Day)

Safety and Security

- Ensure that doors, windows, fenced-in gates are secured or locked at all times
- Ensure that safety guidelines are being followed (clear hallways and stairs, alcohol/drugs...)
- Monitor surveillance cameras and/or visual monitors
- Verify who is at the door before opening
- Contact emergency personnel (missing client, drug or alcohol support, suspicious activities, etc.)
- Safety assessments and planning
- Ensure that facility checks are carried out according to guidelines (i.e. check smoke detectors, fire extinguishers, emergency lights, etc.)

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Please specify **any other** key work activities that you may perform:

Job Analysis Questionnaire

Required Qualifications

Education:

What do you think is the level of education or formal training required to be a Child Support Worker in the Transition House sector? (Please note that this question is not referring to the education that you have, but what is required for the job.)

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

Other courses/training required, please specify:

Experience:

What do you think is the minimum amount of experience required for a new person to acquire the skills needed to carry out the requirements of this job?

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

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

Job Analysis Questionnaire

Dexterity and Coordination:

Does your work require **accurate hand/eye or hand/foot coordination**?

- **Fine motor skills:** using small muscles, i.e. keyboard/writing skills, dressing children, repairing small toys/equipment, handing out oral medications, assembling objects, changing diapers, picking up small objects.
- **Gross motor skills:** using large muscles, i.e. using long-handled tools such as mops and brooms, stocking shelves, folding laundry, sorting mail, lifting/carrying, climbing/bending, running.

Using the chart below:

- Please provide examples of activities that require dexterity and coordination, that are applicable to your job.
- Please check off **fine** motor skills and/or **gross** motor skills where they apply.
- Place a checkmark in the chart below indicating the frequency of the activity.

Frequency Table:

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

Activity Examples	Dexterity/ Coordination			Frequency	
	Fine	Gross	Fine&Gross	Sometimes	Often
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Job Analysis Questionnaire

Is **speed** a factor when performing the activities of your job?

Yes No

If yes, please provide detailed examples:

Job Analysis Questionnaire

Responsibilities

Accountability / Decision Making:

For each situation, please indicate the response that most appropriately describes your job.

<i>When there is a situation you have not come across before, do you (check all responses that apply)</i>	<i>Never</i>	<i>Sometimes</i>	<i>Often</i>	<i>Most of the time</i>	<i>Not applicable (N/A)</i>
Ask your Executive Director, Coordinator or Immediate Supervisor what to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask your Executive Director, Coordinator or Immediate Supervisor for help in deciding what to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask funders/stakeholders what to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask funders/stakeholders for help in deciding what to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask colleagues (crisis interveners, child support workers, outreach workers, support workers) for help in deciding what to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Read manuals and figure out what to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Check guidelines and past practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Decide what to do based on your related experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify) _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Job Analysis Questionnaire

Accountability / Decision Making (con't):

For each situation, please indicate the response that most appropriately describes your job.

<i>To what extent is the decision making of this job guided by others (check all responses that apply and provide examples)</i>	<i>Never</i>	<i>Sometimes</i>	<i>Often</i>	<i>Most of the time</i>	<i>Not applicable (N/A)</i>
Executive Director, Coordinator or Immediate Supervisor Example: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Funders/Stakeholders Example: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Colleagues (crisis interveners, child support workers, outreach workers, support workers) Example: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health and Other Professionals (i.e. Social Workers, Police, Lawyers, Mental Health, etc.) Example: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community Resources (i.e. Family Resource Centers, Day Cares, Outreach Services, etc.) Example: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other, please specify: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Job Analysis Questionnaire

Communication / Interpersonal Relations:

Referring to the table below please specify the level of Communication/Interpersonal Relations required in performing your job. (Consider verbal or written communications or sign language)

Level of communication

A. No Exchange.	D. Discussions: To discuss problems with people in order to get approval, cooperation and/or coordinating activities.
B. Exchanging factual or work-related information.	E. Collaborating: Working with people and providing guidance in order to help them by using your professional experience and specialized knowledge
C. Explanation and interpretation of information or ideas.	F. Persuading and negotiating: Presenting arguments to convince people to take certain measures or make decisions for the purpose of coming to an agreement or a solution.

Contact

	A	B	C	D	E	F
Clients, residents, non residents, ex-residents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Colleagues (crisis interveners, child support workers, outreach workers, support workers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Volunteers/students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Executive Director, Coordinator or Immediate Supervisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Family, friends, other third parties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Abusers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Suppliers, contractors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community (i.e. Schools, Groups)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transition House or other organizations (i.e. Sexual Assault Centre and/or other immediate partners)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health and Other Professionals (i.e. Social Workers, Lawyers, Mental Health, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Administration (Networks, Executive Director)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Women's Issues Branch, Violence Prevention Initiatives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emergency Personnel (Police, Fire Department and Ambulance)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inspectors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Others (please specify):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5

Supervision:

Do your job duties involve one or more of the following activities? If so, please provide an example.

Activity	Never	Sometimes	Often	Most of the time	Not applicable (N/A)	Example
Provide orientation to coworkers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Provide direction to others on how to carry out job duties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Assign and/or check work of other staff (i.e. volunteers, students, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Supervise a group of staff members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Coach/mentor work of other staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Ensure that work complies with standards and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Schedule staff/coordinate replacements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Evaluate staff performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Establish staff's workplan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Responsible for taking staff disciplinary measures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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

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

How many employees do you supervise? _____

Job Analysis Questionnaire

Required Effort

Intellectual Effort:

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

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

Please provide examples to support/describe the choice made above:

Example 1

Example 2

Example 3

Job Analysis Questionnaire

Concentration and Sensory Attention:

Referring to the table below, please indicate the activities which you perform in your job that requires concentration and sensory (seeing, tasting, smelling, touching, hearing).

For each activity that pertains to your job, place a checkmark in the chart below indicating the duration and frequency.

- **Duration** means individual periods of **uninterrupted time** (except for scheduled breaks) – i.e. how long you have to perform the activity each time.
- **Frequency** means **how often** each activity occurs within the day or week.
 - **Occasional** – Once in a while, most days
 - **Frequent** – Several times a day
 - **Almost Continuous** – Most working hours

Job Analysis Questionnaire

Activities Requiring Concentration & Sensory Attention

	DURATION (cumulative)			FREQUENCY			N/A
	Up to and including 1 hr	Over 1 hr up to 2 hrs	More than 2hrs	Sometimes	Often	Always Continuous	
Preparation of written/electronic materials (i.e. log book, stats, reports)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dealing with requests from clients, residents, non residents, ex-residents, children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Driving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concentration on precise work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Making presentations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Group sessions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intakes and/or discharge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interacting/observing children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supervision of children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interacting/observing clients, residents, non residents, ex-residents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Active listening/interpretation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meal and snack preparation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oral communication (in person or telephone calls)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Answering crisis calls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify): _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Job Analysis Questionnaire

Concentration and Sensory Attention (con't):

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

Example 1

Example 2

Example 3

Job Analysis Questionnaire

Physical Effort:

For each physical activity that pertains to your job, please specify the frequency, and corresponding duration using the levels indicated below. Also, for each physical activity selected, please specify the working situation.

Frequency Level

Occasionally: 2-3 times per week

Frequently: Everyday

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

Physical Activity	Frequency			Duration (cumulative)			Working Situations
	Sometimes	Frequent	Up to & including 1 hr	Over 1 hr up to 2 hrs	More than 2 hours		
Lifting, pushing, pulling, holding or moving light weights/objects (less than 10kg/22lbs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Lifting, pushing, pulling, holding or moving medium weights/objects (from 10kg/22lbs up to 25kg/55lbs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Lifting, pushing, pulling, holding or moving heavy weights/objects (more than 25kg/55lbs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Climbing (stairs, ladders, etc.), running, jumping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Bending over, hunching, squatting, kneeling, climbing over, crawling, reaching, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Working while seated (can get up from time to time)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Working while standing (including walking) (i.e. making presentations)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Performing repetitive motions (i.e. washing dishes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Maintaining one position	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Bringing a person who is agitated or experiencing a crisis under control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Working in confined spaces and/or awkward positions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Mopping/sweeping/vacuuming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Job Analysis Questionnaire

Working Conditions

Unpleasant or Hazardous Environmental Conditions:

Please check the Unpleasant or Hazardous Environmental Conditions that you are exposed to and specify the frequency using the table below.

Frequency table:

1. **Rare** (Condition seldom occurs)
 2. **Sometimes** (Condition occurs weekly, monthly, etc)
 3. **Often** (Condition occurs several times daily)
 4. **Continuous** (Condition occurs almost all of the time)
- N/A – Not applicable

✓	<i>Unpleasant or Hazardous Environmental Conditions</i>	<i>Frequency (1, 2, 3 or 4) or N/A</i>
	Noisy environment Noise level such as that in a daycare, cafeteria, or common open air space with or without dividers.	
	Repulsive matter and odors Vomit, waste matter, blood, etc.	
	Confidentiality of information Stress caused by the confidential nature of information.	
	Time constraints Tight, numerous, simultaneous, peak period, unforeseen deadlines.	
	Unpleasant or demanding verbal interactions Interactions that are difficult, conflictual, hostile that require patience, comfort, tact, diplomacy.	
	Situations involving violent physical interactions Blows, bites, kicks, spits etc.	
	Unpredictable schedule and tasks Multiple unpredictable tasks and hours of work.	
	Dust, vapours, and chemical odors Requires ventilation or wearing of protective equipment or a protective apparatus.	
	Hazardous materials, contaminants, contagious tissues Close contact with, near work, or handled, such as cleaning products, blood, etc.	

Job Analysis Questionnaire

Unpleasant or Hazardous Environmental Conditions (con't):

Frequency table:

1. Rare (Condition seldom occurs)
 2. Sometimes (Condition occurs weekly, monthly, etc)
 3. Often (Condition occurs several times daily)
 4. Continuous (Condition occurs almost all of the time)
- N/A – Not applicable

✓	<i>Unpleasant or Hazardous Environmental Conditions</i>	<i>Frequency (1, 2, 3 or 4) or N/A</i>
	Significant temperature variations or bad weather Going from warm inside to cold outside.	
	High or low temperatures Which make the situation uncomfortable or unpleasant.	
	Difficult visual conditions (lighting, darkness, glare) Which strain the eyes.	
	Driving motor vehicles Exposure to traffic, accidents.	
	Confined areas Where air circulation makes it difficult to be there a long time.	
	Limited space Which restricts actions/motions.	
	Dirt, grease On skin or clothing.	
	Shift work	
	On-call	
	Working in a locked facility Safety and security risks, etc.	
	Other (specify):	

Job Analysis Questionnaire

Executive Director, Coordinator or Immediate Supervisor's Comments

Please review all sections of the completed questionnaire thoroughly. It is important that the information provided serve as a fair representation of the job.

DO NOT CHANGE EMPLOYEE'S RESPONSES.

Please add any additional information or comments and **reference the specific section and question as appropriate.**

Name: _____

Signature: _____

Date: _____

PLEASE RETURN JOB ANALYSIS QUESTIONNAIRE TO EMPLOYEE.

Job Analysis Questionnaire

<i>Respondent Identification</i>	<i>Questionnaire Number</i>

Respondent's Name (First and Last): _____

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

Date

Respondent's signature

Note

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

Phone number (work): _____

Fax number: _____

E-mail address: _____

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

****Please mail Job Analysis Questionnaire to:**

**Women's Issues Branch
Executive Council Office
P.O. Box 6000, 551 King Street
Fredericton, NB
E3B 5H1**

6. *Develop Job Descriptions*

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

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

The Joint Job Evaluation Committee summarized the results of the completed JAQ's, created job summaries, and developed job descriptions for each job class.

The job description contains the following information:

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

The Job Descriptions were then presented to the Joint Steering Committee (JSC) for approval. The JSC determined that two separate documents would better describe each employee's job.

The following pages are the approved job descriptions and the Competencies/Abilities & Working Conditions sections developed for Crisis Interveners, Child Support Workers, Outreach Workers and Support Workers in the Transition House Sector.

Develop Job Description

Crisis Intervener- Job Description

Job Purpose:

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

Job Duties:

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

Intervention/Client Services

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

Safety and Security/Environment

- Ensure that personal safety procedures are being followed (relocation of residents, food safety, infectious diseases, child equipment and furnishings...)
- Provide a safe and supportive environment where children can learn to express their emotions, practice skills to alleviate stress and anxiety and develop a sense of safety
- Ensure that the Transition House security procedures are being followed (alarm system, lock doors and windows, medication...)

Develop Job Description

Job Duties (con't):

Safety and Security/Environment (con't)

- Contact emergency services as required (missing person, injury, suspicious circumstances...)
- Ensure that provincial standards and Transition House policies, procedures and protocols are adhered to (i.e. Child Protection)
- Manage prescription and non-prescription medication as per provincial standards and the Transition House procedures

Administration

- Gather and record relevant information in the resident's files
- Complete a wide variety of forms (statistics, intakes, reports, referrals...)
- Perform administrative tasks (correspondence, record management, petty cash...)
- Attend team meetings
- Provide orientation and training to new employees and volunteers
- Other duties as required by the Executive Director

Education/Awareness

- Provide information about Transition House services and community resources (ex.: Social Development, Housing, Legal Aid, Mental Health, food banks, daycares...)
- Promote Transition House services, special events and dates related to violence and abuse
- Participate in fundraising events and/or activities

Household Management

- Assist residents in planning and preparing meals according to Canada's Food Guide, cultural and religious practices, and any allergies and/or medical conditions
- Perform daily, weekly and monthly house duties and maintenance routines
- Accept, sort through, record and allocate donations
- Decorate/shop/celebrate special events (holidays, special occasions, birthdays...)

Qualifications:

Work at this level requires a High School diploma or equivalent and successful completion of the Human Service Certificate Program and a minimum of two (2) years of related experience. An equivalent combination of experience and education may be considered. The candidate must have a valid standard Emergency First Aid and Cardio Pulmonary Resuscitation (CPR) Certificate. A criminal record check and a Department of Social Development prior contact check are also required.

Develop Job Description

Crisis Intervener - Competencies/Abilities & Working Conditions

Competencies/Abilities:

- Knowledge of the effects and impact of abuse towards women and children
- Ability to have a non-judgmental approach
- Ability to work in an emotional environment
- Ability to maintain personal boundaries
- Problem-solving and decision making skills
- Knowledge of the Provincial Standards and Procedures related to the Transition House Sector
- Ability to work independently and as part of a team
- Strong interpersonal and communication skills, both written and verbal
- Ability to maintain confidentiality and a high degree of discretion
- Ability to work effectively with others (residents, co-workers, government agencies, community partners, health and other professionals, etc.)
- Ability to remain calm and make timely and effective decisions during crisis and emergency situations
- Ability to lift up to 25kg/55lbs
- Coordination of gross and fine motor skills
- Ability to multitask and prioritize
- Ability to work in confined spaces and awkward positions
- Knowledge of computers (various programs)
- May be required to have a valid driver's license

Working Conditions:

The Crisis Intervener may:

- Work in an isolated and locked environment
- Work in a demanding and hectic environment
- Come in contact with women and children who may be ill and/or contagious
- Be exposed to unpleasant or demanding verbal interactions
- Interact individuals who may demonstrate aggressive or violent behaviors
- Deal with repulsive matter and odors such as vomit, blood and feces
- Be subject to threats and intimidations that infringe on their personal lives
- Work shift work (day, evening, night), holidays and weekends
- Experience significant stress due to the confidential nature of the job

Develop Job Description

Child Support Worker- Job Description

Job Purpose:

A Child Support Worker is employed in a Transition House to support children (accompanied by their mothers/guardians) who are experiencing relationship violence and/or abuse. They provide crisis support and intervention services to children who are witnesses or victims of violence and/or abuse and support to mothers/guardians in their parenting roles.

Job Duties:

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

Intervention/Client Services

- Plan and implement daily activities that support and encourage each child's physical, emotional, social, communicative, cognitive, cultural and creative development within an environment that protects their health and physical safety
- Create and maintain an environment that provides a variety of opportunities for play and exploration, problem solving, creativity and interaction
- Establish and maintain an open and cooperative relationship with each child's mother/guardian
- Guide or assist mothers/guardians to help their children with everyday living activities (proper nutrition, infant feeding and care, hygiene, dress and personal care)
- Encourage and support children and their mothers/guardians to participate in daily routines and activities
- Recognize, document and report signs of neglect and/or physical, emotional or sexual abuse to the proper authorities
- Provide positive child guidance (i.e. age appropriate discipline, behavior management, active listening, interacting, positive reinforcement, etc.)
- Recognize and document signs and symptoms of emotional/developmental delays or challenges (i.e. speech delays, potential vision and/or hearing impairments)
- Provide information and make referrals to community agencies and services, as required
- Contact services/resources for the client and when required advocate on their behalf
- Accompany mothers/guardians and/or children on outings and to appointments

Safety and Security/Environment

- Provide a safe and supportive environment where children can learn to express their emotions, practice skills to alleviate stress and anxiety and develop a sense of safety
- In the absence of the mother/guardian, administer and record medication as per parental consent, physician instructions and Transition House guidelines
- Contact emergency services as required (missing person, injury, suspicious circumstances...)
- Ensure that provincial standards and Transition House policies, procedures and protocols are adhered to (i.e. Child Protection)

Develop Job Description

Job Duties (con't):

Administration

- Observe and document interactions between mother/guardian and child
- Gather and record relevant information (children's admission forms, resident's files, monthly stats, child files....)
- Attend team meetings
- Other duties as assigned by the Executive Director

Education/Awareness

- Plan, prepare and give presentations to schools, community groups, agencies, etc.
- Develop and prepare promotional materials (pamphlets, newsletters/columns, public service announcements)
- Participate in fundraising activities
- Promote Transition House services, special events and dates related to domestic violence

Household Management

- Advise and assist mothers/guardians in planning and preparing meals according to Canada's Food Guide, cultural and religious practices, allergies and medical conditions
- Identify the need, and purchase toys, equipment, educational resources
- Perform daily, weekly and monthly house duties and maintenance routines
- Decorate/shop/celebrate special events (holidays, special occasions, birthdays...)

Qualifications:

Work at this level requires a High School diploma or equivalent and successful completion of the Early Childhood Education Certificate program and a minimum of two (2) years of related experience. An equivalent combination of experience and education may be considered. The candidate must have a valid standard Emergency First Aid and Cardio Pulmonary Resuscitation (CPR) Certificate. A criminal record check and a Department of Social Development prior contact check are also required. Must possess a valid driver's license.

Develop Job Description

Child Support Worker - Competencies/Abilities & Working Conditions

Competencies/Abilities:

- Knowledge of the effects and impact of abuse towards women and children
- Ability to have a non-judgmental approach
- Knowledge of the Provincial Standards and Procedures related to the Transition House Sector
- Ability to work independently and as part of a team
- Ability to work in an emotional environment
- Ability to maintain personal boundaries
- Strong interpersonal and communication skills, both written and verbal
- Problem-solving and decision making skills
- Ability to maintain confidentiality and a high degree of discretion
- Ability to work effectively with others (children, mothers/guardians, co-workers, government agencies, community partners, health and other professionals, etc.)
- Ability to remain calm and make timely and effective decisions during emergency situations
- Ability to lift up to 25kg/55lbs
- Coordination of gross and fine motor skills
- Ability to multitask and prioritize
- Ability to work in confined spaces and awkward positions
- Knowledge of computers (various programs)
- Ability to work flexible hours

Working Conditions:

A Child Support Worker may:

- Work in an isolated and locked environment
- Work in a demanding and hectic environment
- Come in contact with women and children who may be ill and/or contagious
- Be exposed to unpleasant or demanding verbal interactions
- Interact with individuals who may demonstrate aggressive or violent behaviors
- Deal with repulsive matter and odors such as vomit, blood and feces
- Be subject to threats and intimidation that infringe on their personal lives
- Experience significant stress due to the confidential nature of the job
- Be exposed to difficult weather conditions while accompanying mothers/guardians and/or children

Develop Job Description

Outreach Worker - Job Description

Job Purpose:

An Outreach Worker is employed to provide support to women who are experiencing or have experienced relationship violence and/or abuse. They provide clients with crisis intervention, risk assessment, safety planning, accompaniment, and individual support. They provide information and help in accessing services. An Outreach Worker promotes community and individual awareness and prevention of relationship violence and provides information on relevant services.

Job Duties:

An Outreach Worker may carry out some or all of the following duties:

Intervention/Client Services

- Determine if the outreach program meets the needs of a client and if not, refer them to appropriate services
- Collaborate with the client to assess and determine their needs and provide options, make referrals and adapt interventions (i.e. community resources, support groups, personal development programs...)
- Develop an action plan with the client and offer follow-up services
- Provide clients with information about community services and resources (Transition House, Legal Aid, Social Development, police, Victim Services, NB Housing, parenting programs and support groups)
- Contact services/resources for the client and when required advocate on their behalf
- Accompany clients to appointments and provide support/facilitate the meetings, as required
- Recognize, document and report signs of neglect and/or physical, emotional or sexual abuse to the proper authorities (children, seniors and adults with special needs)
- Drive clients to various appointments

Safety and Security

- Conduct a risk assessment and develop a safety plan with the client as necessary
- Plan interventions/meetings taking into consideration safety and security

Program Development/Training

- Research, develop, prepare and facilitate presentations and/or programs for personal development, support groups and community groups
- Screen and train facilitators and co-facilitators for support groups and personal development programs

Develop Job Description

Job Duties (con't):

Administration

- Gather and record relevant information in the client's files (intake...)
- Prepare proposals and applications for project funding (foundations/associations, governmental...)
- Create and complete required documentation (letters, intakes, monthly statistics...)
- Prepare regular reports (annual reports, funding...)
- Perform administrative duties (correspondence, record management, purchases and budgeting)
- Participate in meetings (network, partners...)
- Other duties as assigned by the supervisor

Education/Awareness

- Market and promote outreach services, support groups and personal development programs
- Foster working relationships within the community
- Participate in fundraising events and/or activities
- Promote special events and dates related to violence and abuse

Qualifications:

Work at this level requires a High School diploma or equivalent and successful completion of the Human Service Certificate Program and a minimum of three (3) years of related experience. An equivalent combination of experience and education may be considered. . Experience with using a variety of computer programs (i.e. word processing) is also a requirement of the job. A criminal record check is also required. Must possess a valid driver's license.

Develop Job Description

Outreach Worker - Competencies/Abilities & Working Conditions

Competencies/Abilities:

- Knowledge of the effects and impact of abuse towards women and children
- Ability to have a non-judgmental approach
- Ability to work in an emotional environment
- Ability to maintain personal boundaries
- Knowledge of Provincial acts and protocols
- Ability to work independently and/or as part of a team
- Strong interpersonal and communication skills both written and verbal
- Problem-solving and decision making skills
- Ability to maintain confidentiality and a high degree of discretion
- Ability to work effectively with others (clients, co-workers, government agencies, community partners, health and other professionals, etc.)
- Ability to remain calm and make timely and effective decisions during emergency situations
- Ability to lift up to 10kg/22lbs
- Coordination of gross and fine motor skills
- Ability to multitask and prioritize

Working Conditions:

An Outreach Worker may:

- Work in an isolated and/or locked environment
- Work in demanding and hectic environments
- Be exposed to unclean, unhealthy, uncomfortable, and unsafe working environments
- Come in contact with women and children who may be ill and/or contagious, and must take precautions to ensure their health and safety
- Be exposed to unpleasant or demanding verbal interactions with clients and others
- Interact with individuals who may demonstrate aggressive or violent behaviors
- Deal with repulsive matter and odors such as vomit, blood and feces
- Be subject to threats and intimidations that infringe on their personal lives
- Experience significant stress due to the confidential nature of the job
- Be required to travel to multiple clients and accompany clients to appointments, under various weather conditions
- Need to work flexible hours

Develop Job Description

Support Worker (Second Stage Housing Program) - Job Description

Job Purpose:

A Support Worker is employed in a Second Stage Housing program to provide support to women and their children who are experiencing or have experienced relationship violence and/or abuse. They provide residents and ex-residents with crisis intervention, risk assessment, safety planning, accompaniment, and individual support. They provide information and help in accessing services. They assist them to attain personal and economic independence and a future free of violence and/or abuse.

Job Duties:

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

Intervention/Client Services

- Provide orientation to new residents (explain the program, tour, review resident handbook)
- Determine with women and their children where they are in their healing process
- Collaborate with the resident and her children to assess and determine their needs, and provide options and make referrals (community resources, support groups, personal development programs...)
- Develop an action plan with the resident and follow-up regularly to discuss their progress, challenges and to provide encouragement (on or off site)
- Provide residents with information about community services and resources (Legal Aid, Social Development, police, Victim Services, Affordable Housing, parenting programs, support groups...)
- Contact services/resources for the resident and when required advocate on their behalf
- Provide resident with information and contacts for other service providers to facilitate their move (change of address, telephone, movers)
- Plan activities to do with children while providing child care when mothers/guardians are attending individual or group meetings
- Accompany residents to appointments and provide support/facilitate the meetings, as required (court, schools, case management meetings)
- Recognize, document and report signs of neglect and/or physical, emotional or sexual abuse to the proper authorities (children, seniors and adults with special needs)

Safety and Security

- Conduct a risk assessment and develop a safety plan with the resident as necessary
- Ensure that doors and windows are secured or locked at all times
- Monitor surveillance cameras and/or visual monitors
- Ensure that facility checks are carried out according to guidelines (check smoke detectors, fire extinguishers, emergency lights, etc.)
- Contact emergency services as required (missing person, injury, suspicious circumstances...)

Develop Job Description

Job Duties (con't):

Administration

- Participate in the resident selection process (meet with Director to discuss applications)
- Complete all relevant move in and out forms with residents (apartment condition report)
- Attend team meetings
- Ensure that Second Stage policies and all relevant procedures and provincial Acts are adhered to and if required, address non-compliance issues
- Gather and record relevant information in the residents and children files
- Follow up with Director regarding resident's progress and discuss any difficulties or problems
- Financial responsibilities (collecting rent, damage deposits, bank deposits, coin-operated laundry facilities, etc.)
- Other duties as required by the Director

Education/Awareness

- Participate in fundraising events or special occasion activities

Program Development/Training

- Assist in planning and facilitating group sessions (assertiveness, self-esteem, budgeting)
- Develop/implement programs and/or activities for children and youth

Household Management

- Accept, sort through, record and allocate donations
- Perform minor maintenance, respond to emergency situations and identify needed repairs

Qualifications:

Work at this level requires a High School diploma or equivalent and successful completion of the Human Service Certificate Program or equivalent training program and a minimum of three (3) years of related experience. An equivalent combination of experience and education may be considered. The candidate must have a valid standard Emergency First Aid and Cardio Pulmonary Resuscitation Certificate. A criminal record check is also required.

Develop Job Description

Support Worker (Second Stage Housing Program) - Competencies/Abilities & Working Conditions

Competencies/Abilities:

- Knowledge of the effects and impact of abuse towards women and children
- Knowledge of Provincial Acts, Regulations, Policies and Procedures related to the Second Stage Residential Program Sector
- Ability to work independently and in a team environment
- Clear and effective communication, written and interpersonal skills
- Problem-solving and decision making skills
- Ability to maintain confidentiality and a high degree of discretion
- Ability to work effectively with others (children, mothers/guardians, co-workers, government agencies, community partners, health and other professionals, etc.)
- Ability to remain calm and make timely and effective decisions during emergency situations
- Ability to lift up to 25kg/55lbs
- Coordination of gross and fine motor skills
- Ability to multitask and prioritize
- Ability to work in confined spaces and awkward positions
- Ability to have a non-judgmental approach
- Ability to work in an emotional environment
- Ability to maintain personal boundaries
- Knowledge of computers (word processing programs)
- A valid driver's license may be required

Working Conditions:

A Support Worker may:

- Be exposed to unclean, unhealthy, uncomfortable, and unsafe working environments
- Work in a demanding and hectic environment
- Come in contact with women and children who may be ill and/or contagious, and must take precautions to ensure their health and safety
- Be exposed to unpleasant or demanding verbal interactions
- Interact with individuals who may demonstrate aggressive or violent behaviors
- Be subject to threats and intimidation that infringe on their personal lives
- Experience significant stress due to the confidential nature of the job
- Work in an isolated and/or locked environment
- Be required to travel to multiple residents and accompany residents to appointments under various weather conditions
- Deal with repulsive matter and odors such as vomit, blood and feces

7. *Typical Male Job Class Descriptions*

The purpose of the Pay Equity Program for Transition House Sector employees is to determine if any pay inequities exist within the sector.

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

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

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

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

Typical Male Job Class Descriptions

Foreman - Job Description

Job Purpose:

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

Job Duties:

A Foreman carries out the following duties:

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

Typical Male Job Class Descriptions

Qualifications:

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

Other:

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

Working Conditions:

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

Typical Male Job Class Descriptions

Maintenance Worker - Job Description

Job Purpose:

A Maintenance Worker is responsible to clean and maintain the interior and exterior of a Transition House and the surrounding grounds.

Job Duties:

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

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

Qualifications:

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

Other:

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

Working Conditions:

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

8. Job Evaluation Process

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

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

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

The above process was followed for every job class within the Transition House Sector including the Foreman and the Maintenance Worker.

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

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

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

Job Evaluation Process

Crisis Intervener

Required Qualifications

1. Education	5	93
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High School diploma or equivalent and successful completion of the Human Service Certificate program or equivalent training program.

2. Experience	5	86
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A minimum of 2 years of related experience is necessary in order to develop the knowledge and skills required to carry out the job duties. Experience such as working with individuals in crisis, individuals with various needs/challenges, government /community agencies and/or pertinent life experience is a requirement of the job.

3. Dexterity and Coordination	3	36
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Coordination of fine and gross motor skills and the precision of movements is a requirement of the job. Speed is required at a regular pace but at times during crisis and/or emergency situations, speed is central to the nature of the work. Muscular coordination and gross motor skills are necessary to carry out duties such as lifting and carrying heavy items (luggage, children, donated items/goods), household duties (sweeping, shoveling, mopping), climbing stairs and maintenance (painting, furniture repair, outdoor equipment maintenance). Dexterity and fine motor skills are necessary to carry out duties such as writing, keyboarding, document management, answering the phone, management of prescription and non prescription medication, assembling and repairing small objects and meal preparation..

Responsibilities

4. Accountability/Decision Making	3	60
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A Crisis Intervener's consequences of decisions and actions are moderately significant as they are responsible for the safety and security of the residents within the Transition House. They are required to follow Standards, Policies, and Procedures related to the Transition House Sector. They must report signs of neglect and/or physical, emotional or sexual abuse to proper authorities (children, seniors and adults with special needs). They decide if a client meets the criteria for admissions. A Crisis Intervener assesses risks (safety and security) to residents, staff and the Transition House. At times, the Crisis Intervener will determine if the resident is not respecting and is not conforming to house rules and is required to leave the Transition House. A Crisis Intervener is responsible to follow up on the action plan with the resident, non resident and/or ex-resident. They are responsible for choosing appropriate actions when a resident is in crisis and to contact emergency services and/or relevant government agencies, as required (missing person, injuries, trespassers, aggressive/unstable behavior...).

Job Evaluation Process

Responsibilities (con't)

5. Communication/Interpersonal Relations	3	60
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Communication and interpersonal relations are a very important aspect of the job since a Crisis Intervener discusses problems with residents in order to get approval, cooperation and/or coordination of activities. They document accurate information in the resident's files. They interview residents to gather information in order to assess/evaluate their needs (in person, telephone, electronically). They must have the ability to communicate effectively in order to build a rapport with the resident. In emergency situations, the Crisis Intervener must be able to explain the situation in order to ensure the appropriate response. They mediate conflict resolutions between residents. They may be required to speak publicly on issues related to relationship violence/abuse. A Crisis Intervener contacts service providers for the resident and when required advocates on their behalf.

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

Required Effort

7. Intellectual Effort	3	72
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A Crisis Intervener constantly interacts with residents, non residents and ex-residents in crisis and is required to determine appropriate interventions and provide options to establish an action and/or safety plan. Each resident's situation is unique; therefore a Crisis Intervener is continuously adapting interventions to meet their specific needs. They are required to determine if a client fits the criteria for admission into the Transition House by obtaining and analyzing information. Capturing pertinent information in the resident's file and/or logbook is critical in order to provide appropriate interventions. The work of a Crisis Intervener is guided by Standards, Policies and Procedures; however, they are required to use their judgment in order to take appropriate action. When required, they have access to guidance from their Executive Director, co-workers and other professionals. They are required to recognize signs of neglect and/or physical, emotional or sexual abuse of children, seniors or adults with special needs. A Crisis Intervener needs to understand the diverse nature of various residents (culture, geography, language...) and respond appropriately.

Job Evaluation Process

Required Effort (con't)

8. Concentration and Sensory Attention	3	72
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To ensure the safety and well-being of women and children in the Transition House, as well as to respond appropriately to crisis calls, a Crisis Intervener must maintain a high level of Concentration and Sensory Attention despite frequent interruptions, distractions or changes in work priorities. They are required to perform various tasks concurrently such as listening and documenting, observing and interacting, answering the crisis line and dealing with requests from others in the Transition House, answering the door and the phone at the same time, etc. During the admission process a Crisis Intervener is required to concentrate for long periods of time, however, most days, the duration of uninterrupted time is up to and including one hour, most working hours.

9. Physical Effort	3	48
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A Crisis Intervener must be able to lift, move, push or pull weights up to 25kg/55lbs. They may be required to carry luggage, donated items/goods, move furniture, lift children, stock shelves, etc. They are required to bend over, kneel, climb stairs and hunch over in order to perform various job duties. They are required to perform repetitive movements such as vacuuming, mopping, sweeping, keyboarding, folding laundry. Due to the nature of the job, a Crisis Intervener is continuously in motion, requiring them to remain on their feet for long periods of time. Physical intervention is required at times when dealing with a person who is agitated or experiencing a crisis. Crisis Intervener's physical effort consists of medium activity of intermediate duration.

Working Conditions

10. Unpleasant or Hazardous Environmental Conditions	3	60
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A Crisis Intervener is required to work in an isolated and locked establishment. They work in an environment that is demanding and hectic. They come in contact with women and children who may be ill and/or contagious. They may be exposed to unpleasant or demanding verbal interactions. They may be required to interact with women and children who demonstrate aggressive or violent behaviors. They are exposed to repulsive matter and odors such as vomit, blood and feces. They may be subject to threats and intimidations that infringe on their personal lives and experience significant stress due to the confidential nature of the job. They are required to work day, evening and night shifts which may cause fatigue and sleep deprivation. Due to the nature of the job, a Crisis Intervener may be unable to take a break during a shift.

Job Evaluation Process

Child Support Worker

Required Qualifications

1. Education	5	93
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High school diploma or equivalent and successful completion of the Early Childhood Education Certificate program or equivalent training program.

2. Experience	5	86
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A minimum of 2 years of related experience is necessary in order to develop the knowledge and skills required to carry out the job duties. Experience such as working with preschool children and their parents, children with various needs/challenges and/or government/community agencies is a requirement of the job.

3. Dexterity and Coordination	3	36
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Coordination of fine and gross motor skills and the precision of movements is a requirement of the job. Speed is required at a regular pace but at times, during crisis and/or emergency situations, speed is central to the nature of the work. Muscular coordination and gross motor skills are necessary to carry out duties such as lifting/carrying children, playing with children, assembling equipment, climbing stairs and household duties. Dexterity and fine motor skills are necessary to carry out duties such as writing, keyboarding, document management, feeding children, management of prescription and non prescription medication, and assembling and repairing small objects.

Responsibilities

4. Accountability/Decision Making	3	60
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A Child Support Worker's consequences of decisions and actions are moderately significant as they are responsible for the safety, security and well-being of the children in their care. They are required to follow Standards, Policies, and Procedures related to the Transition House Sector. They plan and implement daily activities that support and encourage each child's physical, emotional, social, communicative, cognitive, cultural and creative development. They must report signs of neglect and/or physical, emotional or sexual abuse to the proper authorities. They work independently and make decisions based on guidelines and past practices and have access to support from the Executive Director, co-workers and other professionals when dealing with situations that they have not come across before. They are responsible for choosing appropriate actions when a child is in crisis and to contact emergency services and/or relevant government agencies, as required (injuries, missing child, aggressive/unstable behavior...).

Job Evaluation Process

Responsibilities (con't)

5. Communication/Interpersonal Relations	3	60
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Communication/Interpersonal Relations is a very important aspect of the job as a Child Support Worker is required to explain and/or interpret information and/or ideas. They document accurate information concerning the child in appropriate files. They must communicate and interact effectively with children and their mother/guardian in order to build a rapport, respond to their needs, obtain their cooperation and to coordinate activities. They are required to communicate positively with children to enhance their development (i.e. guide, help, comfort, nurture, etc.). They discuss concerns with the Executive Director and other professionals. They may be required to make presentations and/or deliver programs on issues related to the dynamics of family violence and healthy relationships. In emergency situations, a Child Support Worker must be able to explain the situation to service providers in order to obtain the appropriate help.

6. Supervision	1	14
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Supervisory responsibilities are not normally part of the job requirement for a Child Support Worker. However, they may be asked to orient students/interns and volunteers and help other staff members to become familiar with their work by showing them work methods, techniques and procedures.

Required Effort

7. Intellectual Effort	3	72
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A Child Support Worker plans and implements daily activities that support and encourage each child's physical, emotional, social, communicative, cognitive, cultural and creative development. They work with children who have witnessed or are victims of violence and/or abuse; therefore they are required to be creative in their interventions and activities. Each child's situation is unique; therefore a Child Support Worker is continuously adapting interventions to meet their specific needs. They support/educate mothers/guardians in parenting techniques (infant care, discipline techniques, nutrition, hygiene, safety). The work of a Child Support Worker is guided by Standards, Policies, and Procedures; however, they are required to use their judgment in order to take appropriate action. When required, they have access to guidance from their Executive Director, co-workers and other professionals. They are responsible to recognize signs and symptoms of emotional/developmental delays or challenges (i.e. speech delays, potential vision and/or hearing impairments). They are required to recognize signs of neglect and/or physical, emotional or sexual abuse of children. They may offer ongoing support and/or follow-up after the mother/guardian and child have left the house and outreach services to non residents. A Child Support Worker needs to understand the diverse nature of various children (culture, geography, language...) and respond appropriately.

Job Evaluation Process

Required Effort (con't)

8. Concentration and Sensory Attention	3	72
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The work of a Child Support Worker requires a high level of Concentration and Sensory Attention while supervising, observing, interacting and monitoring the children to ensure their safety and well being. A Child Support Worker also observes, interacts and monitors mothers/guardians with their children. They are required to perform various tasks concurrently such as observing and documenting, playing and supervising, interacting and record keeping, etc. The duration of uninterrupted time is up to and including two hours, several times a day.

9. Physical Effort	3	48
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A Child Support Worker must be able to lift, move, push or pull weights up to 25kg/55lb. They may be required to lift children in high chairs, move furniture, take out toys, etc. They are required to bend over, kneel, climb stairs and hunch over in order to perform various job duties. They must perform repetitive motions such as disinfecting toys, mopping and sweeping. Physical effort is required at times to assist a child who is agitated or experiencing a crisis. There are situations where a Child Support Worker is required to work in confined spaces or awkward positions such as playing with children and using child-size furniture and equipment. A Child Support Worker's physical effort consists of medium activity of intermediate duration.

Working Conditions

10. Unpleasant or Hazardous Environmental Conditions	3	60
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A Child Support Worker works in an isolated and locked establishment. They work in an environment that is demanding, hectic and noisy. They come in contact with women and children who may be ill and/or contagious. They may be exposed to unpleasant or demanding verbal interactions. They may be required to interact with women and children who demonstrate aggressive or violent behaviors. They are exposed to repulsive matter and odors such as vomit, blood and feces. They may be subject to threats and intimidations that infringe on their personal lives and experience significant stress due to the confidential nature of the job. They may be exposed to difficult weather conditions while accompanying mothers/guardians and/or children to various appointments or activities.

Job Evaluation Process

Outreach Worker

Required Qualifications

1. <i>Education</i>	5	93
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High school diploma or equivalent and successful completion of the Human Service Certificate program or equivalent training program.

2. <i>Experience</i>	6	103
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A minimum of 3 years of related experience is necessary in order to develop the knowledge and skills required to carry out the job duties. Experience such as working with individuals in crisis, individuals with various needs/challenges, government/community agencies, marketing and promotion and/or pertinent life experience is a requirement of the job.

3. <i>Dexterity and Coordination</i>	2	24
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Coordination of fine and gross motor skills is a requirement of the job. Speed is required at a regular pace but at times during crisis and/or emergency situations speed is central to the nature of the work. Muscular coordination and gross motor skills are necessary to carry out duties such as lifting and carrying heavy items (luggage, children...), climbing stairs and driving a motor vehicle. Dexterity and fine motor skills are necessary to carry out duties such as writing, keyboarding, document management, answering the phone, stocking pamphlet racks and picking up small objects.

Responsibilities

4. <i>Accountability/Decision Making</i>	4	80
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An Outreach Worker's consequences of decisions and actions are significant as they are responsible to support women who are experiencing or have experienced relationship violence and/or abuse. They evaluate whether or not the outreach program meets the needs of a client and will intervene, offer services and provide referrals as required. The Outreach Worker will develop an action plan with the client and provide follow up. They conduct a risk assessment and develop a safety plan with the clients. They organize and/or provide information sessions and programs to help women who are experiencing or have experienced relationship violence and/or abuse. They establish and maintain partnerships within the community in order to promote awareness and prevention of relationship violence. They must report signs of neglect and/or physical, emotional or sexual abuse (children, seniors and adults with special needs) to the proper authorities. They must plan meeting locations taking into consideration the need for a safe, confidential and discrete environment

Job Evaluation Process

Responsibilities (con't)

5. Communication/Interpersonal Relations	4	80
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Communications and Interpersonal Relations are a very important aspect of the job since an Outreach Worker collaborates with clients/the community and helps them by using their experience and specialized knowledge. They must have the ability to communicate effectively in order to build a rapport with clients. They must communicate and interact effectively with clients in order to gather information and assess their needs. They document accurate information in client files. In emergency situations, the Outreach Worker must be able to explain the situation in order to ensure the appropriate response. They market and promote outreach services, support groups and personal development programs. They foster working relationships within the community. They facilitate presentations and/or programs for personal development, support groups and community groups. An Outreach Worker contacts service providers for clients and when required advocates on their behalf. They facilitate meetings between clients and community service providers. They train facilitators and co-facilitators for support groups and personal development programs.

6. Supervision	1	14
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Supervisory responsibilities are not normally part of the job requirement for an Outreach Worker. However, they are required to train facilitators and co-facilitators for support groups and personal development programs.

Required Effort

7. Intellectual Effort	4	96
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An Outreach Worker works independently and is required to use considerable judgment in organizing and completing their job duties in order to respond to the needs of clients and the community. An Outreach Worker needs to understand the diverse nature of various communities (culture, geography, language...) and respond appropriately. They are required to research and develop presentations and/or programs that will support women who are experiencing or have experienced relationship violence and/or abuse. They prepare proposals and applications for project funding. An Outreach Worker interacts with clients to determine appropriate interventions, provide options to establish an action and/or safety plan. Each client's situation is unique; therefore an Outreach Worker is continuously adapting interventions to meet their specific needs. They are required to recognize possible signs of neglect and/or physical, emotional or sexual abuse of children, seniors or adults with special needs. An Outreach Worker must be creative in delivering outreach services to a large regional area within a limited budget.

Job Evaluation Process

Required Effort (con't)

8. Concentration and Sensory Attention	3	72
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When observing and interacting with women who are experiencing or have experienced relationship violence and/or abuse, an Outreach Worker requires a high level of Concentration and Sensory Attention. They are required to research, prepare and facilitate support groups and personal development programs. Interruptions and distractions are infrequent while carrying out the various tasks associated with the job. They perform various tasks concurrently such as keyboarding and answering the telephone, driving and talking to clients, observing and documenting. When assessing the needs of clients, an Outreach Worker is required to concentrate for long periods of time. However, most days, the duration of uninterrupted time is over one hour and up to and including two hours, several times a day.

9. Physical Effort	3	48
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An Outreach Worker must be able to lift, move, push or pull weights up to 10kg/22lbs. They may be required to carry client's belongings, children's car seats, presentation and kiosk supplies, moving furniture, setting up rooms for meetings, etc. They are required to bend over, kneel, climb stairs and hunch over in order to perform various job duties. Due to the nature of the job, an Outreach Worker works while seated for long periods of time. Physical intervention is required at times when dealing with a person who is agitated or experiencing a crisis. Outreach Worker's physical effort consists of light activity of long duration.

Working Conditions

10. Unpleasant or Hazardous Environmental Conditions	3	60
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Due to the nature of the job, an Outreach Worker is exposed to dangerous situations causing safety and security risks. They may be subject to threats and intimidations that infringe on their personal lives. They experience significant stress due to the confidential nature of the job. They may be exposed to unclean, unhealthy, uncomfortable and unsafe working environments. They may be exposed to unpleasant or demanding verbal interactions with clients and others. They may be exposed to difficult weather conditions while driving to various appointments or activities.

Job Evaluation Process

Support Worker (Second Stage Housing Program)

Required Qualifications

1. <i>Education</i>	5	93
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High School diploma or equivalent and successful completion of the Human Service Certificate program or equivalent training program.

2. <i>Experience</i>	6	103
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A minimum of 3 years of related experience is necessary in order to develop the knowledge and skills required to carry out the job duties. Experience such as working with individuals in crisis, individuals with various needs/challenges, government/ community agencies and/or pertinent life experience is a requirement of the job.

3. <i>Dexterity and Coordination</i>	2	24
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Coordination of fine and gross motor skills is a requirement of the job. Speed is required at a regular pace. Muscular coordination and gross motor skills are necessary to carry out duties such as lifting and carrying heavy items (boxes, stocking shelves, donated items/goods), household duties (sweeping, shoveling), climbing stairs and moving furniture. Dexterity and fine motor skills are necessary to carry out duties such as writing, keyboarding, document management, answering the phone, assembling and repairing objects, dressing children and changing diapers.

Responsibilities

4. <i>Accountability/Decision Making</i>	3	60
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A Support Worker's consequences of decisions and actions are moderately significant as they are responsible to provide support to women and their children who are experiencing or have experienced relationship violence and/or abuse. They are responsible to ensure that the facility is safe and secure. They are required to follow Policies, and Procedures related to the Second Stage Housing Program. The Support Worker participates in the development and follows up on the action plan with the resident and her children. They choose appropriate actions when a resident and/or their children is in crisis and contact emergency services and/or relevant government agencies, as required (missing person, injuries, trespassers, aggressive/unstable behavior...). They report signs of neglect and/or physical, emotional or sexual abuse to proper authorities (children, seniors and adults with special needs). A Support Worker evaluates and discusses potential risks to a resident and their children and assists her in developing, monitoring and reviewing the safety plan. They identify non-compliance to policies and procedures. They develop programs and activities for children. They contact services/resources for the resident and when required advocates on their behalf.

Job Evaluation Process

Responsibilities (con't)

5.	<i>Communication/Interpersonal Relations</i>	3	60
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Communication and interpersonal relations are a very important aspect of the job as a Support Worker is required to collaborate with the resident and her children to assess and determine their needs, and provide options and make referrals. They must have the ability to communicate effectively in order to build a rapport with the resident. They must communicate and interact effectively with residents in order to gather information and assess their needs. They document accurate information in the resident's and children's files. They mediate conflict resolutions between residents and/or children. They may develop and implement play programs for children and assist in planning and facilitating group sessions. A Support Worker may contact service providers for the resident and when required advocate on their behalf. In emergency situations, a Support Worker must be able to explain the situation to service providers in order to obtain the appropriate help. They discuss concerns with the Executive Director and other professionals.

6.	<i>Supervision</i>	1	14
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Supervisory responsibilities are not normally part of the job requirement for a Support Worker. However, they may be asked to orient students/interns and volunteers and help them to become familiar with their work by showing them work methods, techniques and procedures.

Required Effort

7.	<i>Intellectual Effort</i>	3	72
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The work of a Support Worker is guided by established Policies and Procedures and if there is a situation that they have not come across before, they have access to guidance from their Executive Director and other professionals. A Support Worker participates in the selection process by discussing applications with the Executive Director. They determine appropriate interventions; provide options and help residents and ex-residents to establish an action plan. They are required to recognize signs of neglect and/or physical, emotional or sexual abuse of children, seniors or adults with special needs. They develop and implement play programs for children. A Support Worker identifies non-compliance to Policies and Procedures and takes appropriate action. A Support Worker needs to understand the diverse nature of various residents (culture, geography, language...) and respond appropriately.

Job Evaluation Process

Required Effort (con't)

8. Concentration and Sensory Attention	3	72
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When observing and interacting with women who are experiencing or have experienced relationship violence and/or abuse, a Support Worker requires a high level of Concentration and Sensory Attention. Interruptions and distractions are frequent while carrying out the various tasks associated with the job. They research, prepare and facilitate programs for children. They perform various tasks concurrently such as keyboarding and answering the telephone, driving and talking to residents, observing and documenting. When assessing the needs of residents, a Support Worker is required to concentrate for long periods of time. However, most days, the duration of uninterrupted time is up to and including one hour, most working hours.

9. Physical Effort	3	48
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A Support Worker must be able to lift, move, push or pull weights up to 25kg/55lbs. They may be required to carry resident's belongings, parcels, donated items/goods, children, moving furniture, etc. They are required to bend over, kneel, climb stairs and hunch over in order to perform various job duties. Due to the nature of the job, a Support Worker works while seated for long periods of time. Physical intervention is required at times when dealing with a person who is agitated or experiencing a crisis. A Support Worker's physical effort consists of medium activity of intermediate duration.

Working Conditions

10. Unpleasant or Hazardous Environmental Conditions	3	60
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Due to the nature of the job, a Support Worker is exposed to dangerous situations causing safety and security risks. A Support Worker is required to work in an isolated and locked establishment. They work in an environment that is demanding and hectic. They come in contact with women and children who may be ill and/or contagious. They may be exposed to unpleasant or demanding verbal interactions. They may be required to interact with women and children who demonstrate aggressive or violent behaviors. They are exposed to repulsive matter and odors such as vomit, blood and feces. They may be subject to threats and intimidations that infringe on their personal lives. They experience significant stress due to the confidential nature of the job. They may be exposed to difficult weather conditions while accompanying residents to various appointments or activities.

Job Evaluation Process

Foreman

Required Qualifications

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

2. <i>Experience</i>	7	120
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A minimum of 5 years of progressive and/or related experience is necessary in order to develop the knowledge and skills required to carry out the job duties. Experience in Administration, Financial and Human Resource management and building and maintenance management is a requirement of the job.

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

Responsibilities

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

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

Job Evaluation Process

Required Effort (con't)

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

Required Effort

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

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

9. Physical Effort	2	32
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The duties of a Foreman are performed while seated which requires them to maintain one position for long periods of time. They are required to observe the activities within the Transition House which would require them to stand for short periods of time.

Working Conditions

10. Unpleasant or Hazardous Environmental Conditions	3	60
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A Foreman works in an environment that is demanding and hectic. They must take precautions to ensure the health and safety of clients and staff. They may be exposed to unpleasant or demanding verbal interactions with children, clients, and/or staff. The incumbent may be exposed to uncomfortable environments when doing the initial assessment of clients and when conducting performance reviews. They are responsible to ensure that all information gathered within the Transition House is kept confidential.

Job Evaluation Process

Maintenance Worker

Required Qualifications

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

2. <i>Experience</i>	2	34
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A minimum of three (3) months of related experience is necessary in order to develop the knowledge and skills required to carry out the job duties.

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

Responsibilities

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

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

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

Job Evaluation Process

Required Effort

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

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

9. Physical Effort	3	48
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Maintenance Workers must be able to freely lift, move, push or pull heavy weights up to 25kg/55lbs. They are required to lift and move equipment. They are required to bend over, kneel, climb and hunch over in order to perform their assigned duties. They must perform repetitive motions, such as mopping, vacuuming and sweeping. There are also many situations where Maintenance Workers are required to work in confined spaces and awkward positions such as bathrooms, utility rooms, etc. They are also required to handle special equipment such as lawn mowers, snow blowers, waxing machines, carpet cleaners, etc.

Working Conditions

10. Unpleasant or Hazardous Environmental Conditions	2	40
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A Maintenance Worker is exposed to repulsive matter and odors when cleaning washrooms and garbage containers. They are exposed to significant temperature variations while performing outdoor maintenance tasks such as snow and ice removal, mowing the lawn, repairing the Transition House, etc. They are exposed to vapors and odors from paint and other various chemicals. Maintenance Workers are exposed to dust and dirt when making minor repairs to the Transition House, maintaining public and outdoor areas, and when ensuring the proper functioning of the electrical, cooling, heating, ventilating, and plumbing systems.

Job Evaluation Process

Transition House Sector Point Distribution

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

9. Weighting of Factors and Sub-factors

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

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

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

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

The sub-factors generally fall within the following ranges:

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

The Joint Steering Committee determined the weight of each of the four main factors by first assigning the weights to the sub-factors. The weights assigned to the factors and sub-factor reflects the Transition House Sector's goals, objectives and mission. The following page is a breakdown of the weights assigned to the factors and sub-factors for employees working in the Transition House Sector.

Weighting of Factors and Sub-factors

Transition House Sector Weighting of Factors and Sub-factors

Factors	Qualifications	Responsibilities	Required Effort	Working Conditions	Total
Range	20% to 35%	25% to 30%	20% to 40%	5% to 15%	100%
Weight Assigned	31%	27%	32%	10%	
Sub-factors	Education 10% to 15%	Accountability/ Decision Making 9% to 10%	Intellectual Effort 8% to 14%	Unpleasant or Hazardous Environmental Conditions 5% to 15%	
Range	Experience 6% to 12%	Communication 9% to 10%	Concentration and Sensory Attention 6% to 13%	Physical Effort 6% to 13%	
Weight Assigned	Dexterity and Coordination 4% to 8%	Supervision 7% to 10%	12%	8%	100%
	6%	10%	12%	10%	

10. Point Value of Factors and Sub-factors

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

<i>Factor</i>	<i>Weighting</i>	<i>Point Value</i>
Qualifications	31%	310
Responsibilities	27%	270
Required Effort	32%	320
Working Conditions	10%	100
Total	100%	1000

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

<i>Factor</i>	<i>Sub-Factor</i>	<i>Weighting</i>	<i>Point Value</i>
Qualifications 31 %	Education	13%	130
	Experience	12%	120
	Dexterity and Coordination	6%	60
Responsibilities 27 %	Accountability / Decision Making	10%	100
	Communication/Interpersonal Relations	10%	100
	Supervision	7%	70
Required Effort 32 %	Intellectual Effort	12%	120
	Concentration & Sensory Attention	12%	120
	Physical Effort	8%	80
Working Conditions 10 %	Unpleasant or Hazardous Environmental Conditions	10%	100
Total		100%	1000

Point Value of Factors and Sub-factors

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

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

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

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

The following page is the completed Point Distribution table for the Transition House Sector Pay Equity Program.

Point Value of Factors and Sub-factors

Transition House Sector Point Distribution Table

Factor	Level		1	2	3	4	5	6	7	Maximum Points
	Sub-Factor	Weight								
Qualifications	Education	13%	19	37	56	74	93	111	130	130
	Experience	12%	17	34	51	69	86	103	120	120
	Dexterity and Coordination	6%	12	24	36	48	60			60
Responsibilities	Accountability / Decision Making	10%	20	40	60	80	100			100
	Communication/ Interpersonal Relations	10%	20	40	60	80	100			100
	Supervision	7%	14	28	42	56	70			70
Required Effort	Intellectual Effort	12%	24	48	72	96	120			120
	Concentration & Sensory Attention	12%	24	48	72	96	120			120
	Physical Effort	8%	16	32	48	64	80			80
Working Conditions	Unpleasant or Hazardous Environmental Conditions	10%	20	40	60	80	100			100
	TOTAL	100%								1000

11. Determine the Value of Each Job Class

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

Transition House Sector Weighting of Factors and Sub-Factors

Job Class	Qualifications			Responsibilities			Required Effort			Working Conditions	Total
	Education	Experience	Dexterity and Coordination	Accountability/ Decision Making	Communication	Supervision	Intellectual Effort	Concentration and Sensory Attention	Physical Effort		
Foreman	111	120	24	80	100	70	120	120	32	60	837
Crisis Intervener	93	86	36	60	60	14	72	72	48	60	601
Child Support Worker	93	86	36	60	60	14	72	72	48	60	601
Outreach Worker	93	103	24	80	80	14	96	72	48	60	670
Support Worker	93	103	24	60	60	14	72	72	48	60	606
Maintenance Worker	56	34	24	40	20	14	48	24	48	40	348

12. Pay Equity Analysis

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

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

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

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

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

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

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

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

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

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

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

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

Pay Equity Analysis

Analysis:

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

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

Each point awarded during the job evaluation process is associated with a corresponding value. It was determined that each point value equals \$0.00607 by using the following formula:

Difference between the valuation of the typical male job classes = 489 points (837-348)

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

$\$2.97 \div 489 = \0.00607

Therefore, by subtracting the difference in points between the Maintenance Worker and the employees in the Transition House Sector, we can determine the fair hourly rate of pay by multiplying the difference in points by \$0.00607 and then adding this amount to the average salary for a Maintenance Worker.

For example, to determine the fair hourly rate for the Transition House Sector the JJEC used the following procedure:

Difference in points between the Maintenance Worker and Crisis Intervener = 253

$253 \times \$0.00607 = \1.54

Pay Equity Analysis

Analysis (con't):

We now know that the difference in remuneration between the Maintenance Worker and the Crisis Intervener is \$1.54. Therefore it was determined that the Crisis Intervener hourly rate should be \$13.40 (\$11.86 + \$1.54).

The Joint Job Evaluation Committee was able to determine the fair hourly rate of remuneration for Transition House Sector employees.

Crisis Intervener = $253 \times \$0.00607 = \1.54 , therefore Crisis Intervener Wage = $\$11.86 + \$1.54 = \$13.40$
 Child Support Worker = $253 \times \$0.00607 = \1.54 , therefore Child Support Worker Wage = $\$11.86 + \$1.54 = \$13.40$
 Outreach Worker = $322 \times \$0.00607 = \1.95 , therefore Outreach Worker Wage = $\$11.86 + \$1.95 = \$13.81$
 Support Worker = $258 \times \$0.00607 = \1.57 , therefore Support Worker Wage = $\$11.86 + \$1.57 = \$13.43$

<i>Male Classes</i>	<i>Valuation of Male Classes (points)</i>	<i>Hourly rate of remuneration</i>	<i>Female Classes</i>	<i>Valuation of female classes</i>	<i>Fair Hourly rate</i>
Maintenance Worker	348	\$11.86	Crisis Intervener	601	\$13.40
Foreman	837	\$14.83	Child Support Worker	601	\$13.40
			Outreach Worker	670	\$13.81
			Support Worker	606	\$13.43

Pay Equity Analysis

Analysis (con't):

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

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

<i>Job</i>	<i>Average Rate</i>	<i>Fair hourly rate</i>	<i>Inequity per hour</i>
Crisis Intervener	\$13.37	\$13.40	\$0.03
Child Support Worker	\$13.85	\$13.40	-\$0.45
Outreach Worker	\$19.20	\$13.81	-\$5.39
Support Worker	\$15.64	\$13.43	-\$2.21

To determine if any pay inequities exist the remuneration data for Transition House Sector job classes and the typical male job classes are compared.

Based on the above table, Crisis Intervener is currently receiving an inequitable remuneration. In order to correct the inequity, it will require an increase in salary of approximately \$0.03/hr. No inequities were found in the Child Support Worker, Outreach Worker and Support Worker job classes.

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