

# Community Residence Sector Pay Equity Program

# 2014

## Women's Equality Branch

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communautaires – Programme d'équité salariale 2014

ISBN 978-1-4605-0340-9

# Community Residence Sector

## Pay Equity Program

# TABLE OF CONTENTS

<b>Acknowledgement</b> . . . . .	<b>3</b>
<b>Introduction.</b> . . . . .	<b>4</b>
<b>Job Evaluation and Pay Equity Process</b> . . . . .	<b>6</b>
1. Communication . . . . .	7
2. Establish Committees. . . . .	8
3. Identify Job Classes . . . . .	10
4. Joint Evaluation Methodology. . . . .	11
5. Job Analysis Questionnaire . . . . .	28
6. Develop Job Descriptions. . . . .	82
7. Typical Male Job Class Descriptions . . . . .	99
8. Job Evaluation Process. . . . .	103
9. Weighting of Factors and Sub-factors . . . . .	121
10. Point Value of Factors and Sub-factors. . . . .	123
11. Determine the Value of Each Job Class . . . . .	126
12. Pay Equity Analysis . . . . .	127

# ACKNOWLEDGEMENT

## *Acknowledgement*

The Women's Equality Branch wishes to acknowledge the valuable contribution of all the members on the Joint Job Evaluation Committee and the Joint Steering Committee. Your time, effort and sharing of expertise during the job evaluation and pay equity process was instrumental in ensuring the successful completion of the program.

We would also like to thank the Department of Human Resources and the Department of Social Development for their continuous support and commitment towards achieving pay equity for all the sectors involved in pay equity programs.

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

Lastly, we'd sincerely like to thank all the community residence workers who completed a job analysis questionnaire. 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.

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

In 2006, the 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 Residence 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 exists for Direct Caregivers and Supervisors/Direct Caregivers in the Community Residence Sector. The steps used to determine if any pay inequities exist are as follows:

1. **Communication**
2. **Establish Committees**
3. **Identify Job Classes**
4. **Joint 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 Direct Caregivers and Supervisors/Direct Caregivers in the Community Residence Sector.



# 1. Communication

In the fall of 2009 the Women's Equality Branch began discussions with the Department of Social Development concerning Direct Caregivers and Supervisors/Direct Caregivers in the Community Residence Sector.

In our discussions, it was identified that in New Brunswick there are 39 Child Care Residential Centres that are approved under the Family Services Act to provide care and supervision to children under the care of the Minister and 72 Adult Residential Facilities that are approved under the Family Services Act to provide care and supervision to seniors and adults with disabilities in need of special assistance. It is estimated that there are 700 Direct Caregivers working in Child Care Residential Centres and approximately 500 Direct Caregivers working in Community Placement Residential Facilities. The Department of Social Development, Program Design and Quality Management Division fund Child Care Residential Centres through an annual budget and a few of the centers are funded on a per diem basis. Clients living in Community Placement Residential Facilities who are not able to pay for the costs of residential services apply for financial assistance from the Department of Social Development and the amount received is based on the department's Client Contribution Policy.

The Department of Social Development was able to provide the Women's Equality Branch with a list of Child Care Residential Centres and Adult Residential Facilities, in order to invite Direct Caregivers and Supervisors/Direct Caregivers to an information session in their respective regions. Due to confidentiality issues, access to the names and addresses of individual Direct Caregivers and Supervisors/Direct Caregivers was unavailable.

The goal of the information sessions was to give Direct Caregivers and Supervisors/Direct Caregivers an overview of the Job Evaluation and Pay Equity Process and to invite them to participate in this important initiative.

The information sessions were held in both official languages throughout the province in November, 2009:

<i>Region</i>	<i>Date</i>
Restigouche	November 2, 2009
Chaleur	November 3, 2009
Péninsule acadienne	November 4, 2009
Edmundston	November 9, 2009
Fredericton	November 12, 2009
Moncton	November 16, 2009
Miramichi	November 17, 2009
Saint John	November 19, 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 Community Residence 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 March 2010 the Women's Equality Branch established the Community Residence Sector Joint Steering Committee. The committee consists of representation from Government, Community Residence Sector Executive Directors, and Direct Caregivers. It was important to have representation from all regions of New Brunswick in both official languages.

The Community Residence Sector Joint Steering Committee members are:

	<i>Region/Department</i>	<i>Name</i>
Community Residence Executive Directors	Fredericton Saint John Péninsule acadienne Moncton	Leonard Foster (Adults) Sherry Hasteley (Adults) Gisèle Breau (Children) Mel Kennah (Children)
Direct Caregivers	Saint John Fredericton Edmundston  Restigouche	Rose Galbraith (Adults) Scott Billings (Adults) Linda Cyr Pelletier (Children) Renelle Hickey (Children)
Government Representatives	Women's Equality Branch Department of Social Development Department of Human Resources	Nicole McCarty Joan McCarthy (Adults) Bill Innes (Children) 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 findings and recommendations to the Government of New Brunswick

### Joint Job Evaluation Committee

In April 2010 the Women’s Equality Branch established the Community Residence Sector Joint Job Evaluation Committee. The committee consists of representation from Government, Community Residence Sector Executive Directors, and Direct Caregivers. It was important to have representation from all regions of New Brunswick in both official languages.

The Community Residence Sector Joint Job Evaluation Committee members are:

	<i>Region/Department</i>	<i>Name</i>
Community Residence Executive Directors	Fredericton Acadian Peninsula Miramichi Edmundston	Nancy Tower (Adults) Aldo Chiasson (Adults) Karen Arseneault (Children) Anne-Marie LeBel (Children)
Direct Caregivers	Restigouche  Chaleur Moncton Saint John Saint John Acadian Peninsula	Marie France Maltais (Adults) Linda Lavigne (Adults) Luc Bellefleur (Adults) Linda Lord (Children) Nina Oliveira (Children) Luc Robichaud (Children)
Government Representatives	Women’s Equality Branch Department of Social Development	Jessica Gerges Roseline Desroches (Adults) Valerie Delong (Children)

#### *The role of the Joint Job Evaluation Committee was to:*

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

### 3. Identify Job Classes

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

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

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

It was determined that the following job classes would be evaluated under the Pay Equity Program for the Community Residence Sector:

<i>Community Residence Sector</i>	<i>Definition</i>
Direct Caregiver and Supervisor/Direct Caregiver – Child Care Residential Centres	A person who is employed to provide care and supervision to children under the care of the Minister.
Direct Caregiver and Supervisor/Direct Caregiver – Adult Residential Facilities	A person who is employed to provide care and supervision to seniors and adults with disabilities in need of special assistance.

## 4. Joint Evaluation Methodology

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

The following is the Joint Job Evaluation Methodology used to evaluate the job classes for the Community Residence Sector.

# Community Residence Sector

## Pay Equity Program

# COMMUNITY RESIDENCE SECTOR

## Joint Job Evaluation Methodology

# Community Residence Sector

## Joint Job Evaluation Methodology

# TABLE OF CONTENTS

### Introduction

### Required Qualifications

<i>Education</i> . . . . .	15
<i>Experience</i> . . . . .	16
<i>Dexterity and Coordination</i> . . . . .	17

### Responsibilities

<i>Accountability / Decision Making</i> . . . . .	19
<i>Communication / Interpersonal Relations</i> . . . . .	20
<i>Staff Supervision</i> . . . . .	21

### Required Effort

<i>Intellectual Effort</i> . . . . .	22
<i>Concentration &amp; Sensory Attention</i> . . . . .	23
<i>Physical Effort</i> . . . . .	25

### Working Conditions

<i>Unpleasant or Hazardous Environmental Conditions</i> . . .	27
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# Introduction

The purpose of Job Evaluation for Direct Caregivers is to establish the relative value of the jobs within the Community Residences 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 conduct an exhaustive, balanced analysis, the four main factors were broken down into 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"><li>• Education</li><li>• Experience</li><li>• Dexterity &amp; Coordination</li></ul>
Responsibilities	<ul style="list-style-type: none"><li>• Accountability / Decision Making</li><li>• Communication / Interpersonal Relations</li><li>• Staff Supervision</li></ul>
Required Effort	<ul style="list-style-type: none"><li>• Mental Effort</li><li>• Concentration &amp; Sensory Attention</li><li>• Physical Effort</li></ul>
Working Conditions	<ul style="list-style-type: none"><li>• Unpleasant or Hazardous Environmental Conditions</li></ul>

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.**



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

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

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

Consider the minimum level required to perform the tasks.

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

Examples:

- CPR and First Aid training
- Human Services Certificate Program
- Youth Care Worker Diploma Program
- Non-Violence Crisis Intervention – Renewed as required
- Applied Suicide Intervention Skills Training
- Community College Courses through Distance Education
  - Behaviour Modification
  - Psychology

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

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

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

Consider the minimum experience REQUIRED to carry out the duties.

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

Examples:

- Practical experience required by the job but acquired as part of the family structure or volunteer/community work with adults and seniors with disabilities or youth
- Practical experience in document management (i.e. recording observations, completion of forms)
- Prior experience as a Direct Caregiver within the Adult or Youth Community Residences Sector



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

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

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

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

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

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

*Sub-factor Chart:*

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

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

*Examples:*

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

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

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

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

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

*Examples:*

- Responsibility for confidentiality
- Responsibility for record keeping (i.e. resident/client files)
- Responsibility for the health, safety and well-being of others
- Responsibility to follow standards, policies and procedures
- Responsibility for the clients discretionary spending

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

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

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

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

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

*Examples:*

- Communicate positively with resident/clients to enhance their daily living (i.e. guide, help, comfort, nurture, etc.)
- Communicate positively with resident/client’s family or guardians
- Communicate effectively with manager/supervisor, operators and co-workers
- Collaborate with service providers (community services, mental health, social workers)
- Record and present clear and concise documentation

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

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

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

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



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

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

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

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

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

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

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

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

*Sub-factor Chart:*

<i>Frequency</i>	<i>Duration</i>		
	<i>Short</i>	<i>Intermediate</i>	<i>Long</i>
Sometimes	1	2	3
Often	2	3	4
Always	3	4	5

*Examples:*

- Concentration and attention required when dealing with requests for attention from resident/client
- Concentration and attention required due to interruptions or distractions that occur during the performance of duties
- Concentration and attention required to observe resident/clients and to record information

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

Physical effort is:

- the amount of energy used to move more or less heavy weights or to walk, climb, stir, etc.;
- the energy utilized to maintain an unchanging work position (working in a standing or sitting position) or to perform accurate or repetitive movements (frequently lifting and moving weights, etc.)

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

*Types of Physical effort:*

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

*Duration of Physical effort:*

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

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

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

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

*Sub-factor Chart:*

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

4

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	<b>Very low</b> level of unpleasant or hazardous environmental conditions
2	<b>Low</b> level of unpleasant or hazardous environmental conditions
3	<b>Moderate level</b> of unpleasant or hazardous environmental conditions
4	<b>High level</b> of unpleasant or hazardous environmental conditions
5	<b>Very high</b> level of unpleasant or hazardous environmental conditions

*Examples:*

- Shift work
- Noisy environment
- Unpleasant verbal interactions

## 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 the 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 their job may be analyzed.

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

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

A JAQ for Direct Caregivers and Supervisors/Direct Caregivers was developed by the Joint Job Evaluation Committee and approved by the Joint Steering Committee.

It was important that the Questionnaire be user friendly, therefore, it was decided that the Joint Job Evaluation Committee 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.

As stated earlier in the report, the JJEC did not have access to names and addresses of individual Direct Caregivers and Supervisors/Direct Caregivers, therefore a letter was sent to Community Residence Supervisor asking them to distribute the enclosed JAQ's to Direct Caregivers and Supervisors/Direct Caregivers. In order to receive the required amount of JAQ's, in June 2011, approximately 1 171 copies were sent to Adult Residential Facilities and approximately 755 copies were sent to Child Care Residential Centres across the province. Direct Caregivers and Supervisors/Direct Caregivers who completed the JAQ were asked to have it approved by their immediate supervisor and returned to the Joint Job Evaluation Committee. Participants were given eight weeks to complete the JAQ.

The following page outlines the number of JAQ's sent and received by region.

## Job Analysis Questionnaire

<i>Region</i>	<i>Adult JAQ's Sent</i>	<i>SUBMITTED JAQ'S (Direct Caregivers)</i>	<i>SUBMITTED JAQ'S (Supervisors/ Direct Caregivers)</i>
Moncton	375	98	19
Saint John	147	59	3
Fredericton	214	71	16
Edmundston	75	13	4
Restigouche	125	40	9
Chaleur	100	9	
Miramichi	60	18	1
Acadian Peninsula	75	38	3
<b>TOTAL</b>	<b>1171</b>	<b>346</b>	<b>55</b>
Total = 401			

<i>Region</i>	<i>Youth JAQ's Sent</i>	<i>SUBMITTED JAQ'S (Direct Caregivers)</i>	<i>SUBMITTED JAQ'S (Supervisors/ Direct Caregivers)</i>
Moncton	210	61	5
Saint John	244	112	12
Fredericton	75	39	6
Edmundston	11	7	2
Restigouche	75	26	3
Chaleur	15	8	
Miramichi	50	12	
Acadian Peninsula	75	25	1
<b>TOTAL</b>	<b>755</b>	<b>290</b>	<b>29</b>
Total = 319			

The following pages are the Job Analysis Questionnaires that the employees of the community residences completed.

# Adult Community Residences

Pay Equity Program

# ADULT RESIDENTIAL FACILITIES

## Job Analysis Questionnaire

5



# INTRODUCTION

This Job Analysis Questionnaire is intended to collect information towards the pursuit of achieving pay equity in the Adult Community Residence 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 Adult Community Residence sector.**

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

- requires qualifications,
- 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. If you find that some questions do not relate to your job, please write in “not applicable” N/A.
2. In completing each section, be as specific and concise as you can.
3. Once you have completed the Job Analysis Questionnaire, please complete the signature section and then forward it to your Immediate Supervisor for review.

*Immediate Supervisor - Steps to Follow:*

1. Please review all sections of the completed questionnaire thoroughly and add any additional information or comments in the immediate supervisor's section.
2. DO NOT CHANGE EMPLOYEE'S RESPONSES.

**Once your Immediate Supervisor has signed off on the Job Analysis Questionnaire, please send the original to the Women's Issues Branch using the enclosed self-addressed stamped envelope.**

If you require assistance, please call our toll free number 1-877-253-0266 or email [nbwagegap@gnb.ca](mailto:nbwagegap@gnb.ca).

*Please complete the following information:*

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

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

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

<i>Job Title</i>	
<input type="checkbox"/>	Direct Caregiver
<input type="checkbox"/>	Supervisor/Direct Caregiver

## Description of Key Work Activities

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

### Admission and Orientation

- |   |  |
|---|--|
| <input type="checkbox"/> Complete admission forms   | <input type="checkbox"/> Conduct an inventory of a resident's personal belongings  |
| <input type="checkbox"/> Facilitate a gradual integration of new residents (impact on daily routines and other residents...)                                | <input type="checkbox"/> Purchase items for residents, if required (clothing, toiletries, shoes...)  |
| <input type="checkbox"/> Orient new residents on residence rules, residence tour, daily routine, introduction to other residents and employees...           | <input type="checkbox"/> Provide residents with information concerning community resources (bus services, social activities, religious institutions, day programs, parks...) |
| <input type="checkbox"/> Orient next of kin/legal representative on the residential environment, rules, expectations of next of kin/legal representative... |  |

### Individual Service Plan

- |  |   |
|--|---|
| <input type="checkbox"/> Observe and identify the strengths and challenges of a resident   | <input type="checkbox"/> Encourage resident to communicate with next of kin/legal representative  |
| <input type="checkbox"/> Determine the needs and interests of a resident   | <input type="checkbox"/> Provide observations and information regarding the resident to health and other professionals  |
| <input type="checkbox"/> Research and then with the resident develop and implement a goal specific program that helps the resident attain and maintain an optimal personal level of functioning, self-care and independence (interpersonal skills, life skills, behaviour management, independent living and other activities of daily living, eating habits, sexual education...) | <input type="checkbox"/> Supervise activities of daily living (family visits, recreational activities...)   |
| <input type="checkbox"/> Guide, assist and support the resident in developing and maintaining a healthy lifestyle  | <input type="checkbox"/> Prepare and submit progress reports  |
| <input type="checkbox"/> Advocate on behalf of the resident to Social Development, employers, vocational/day programs (Adapted GED program, Literacy programs, ADAPT) and the community  | <input type="checkbox"/> Contact Management, Social Workers, health and other professionals, next of kin/legal representative or community resources concerning matters related to a resident |
| <input type="checkbox"/> Encourage next of kin/legal representative to participate in the resident's life (visits, letters, special occasions, invitations, phone calls)   | <input type="checkbox"/> Accompany resident to court hearings and provide information to court officials (written affidavits, testify)  |
|  | <input type="checkbox"/> Guide and assist the resident to follow the conditions of the probation order  |

### Administrative Duties

- Read communication book and other pertinent information in order to be informed of what has transpired and for upcoming events
- Record pertinent information in the communication book
- Update Direct Care Givers at shift change (in person)
- Record financial expenditures in order to account for money spent during your shift
- Verify cash balance on a routine basis

### Documents to prepare:

- Incident reports
  - Medical reports (doctor, therapist, dentist, optometrist, seizures...)
  - Individual program outcomes
  - Charting/checklists
  - Behaviour reports
  - Resident progress reports
  - Data summaries
  - Visitation reports
- 
- Complete a variety of forms (time sheets, mileage, activities...)
  - Management of documents (filing, faxing, photocopying...)
  - Provide orientation and training to new staff, student placements and volunteers
  - Call in replacement staff when required
  - Organize and modify daily activities (cancellations, appointments, emergency situations, unforeseen circumstances)
  - Record a daily log on each individual resident
  - Prepare, participate and make recommendations in Health and Safety meetings (inspections, investigations, complete forms)
  - Prepare and facilitate information sessions for staff as a result of attending professional development sessions
  - Manage residents' comfort and clothing allowance
  - Prepare and participate in staff meetings
  - Prepare and facilitate meetings for residents
  - Investigate and record concerns and complaints from residents and the community and take appropriate action
  - Participate in fundraising activities
  - Act as the financial trustee for residents

## Description of Key Work Activities

### House Duties/Maintenance

- Vacuum, sweep and mop floors
- Clean and disinfect the residence (daily, weekly and seasonal cleaning)
- Assemble and repair household items and equipment
- Do laundry
- Fill containers and dispensers (soap, paper towel, salt and pepper shakers, sugar bowl)
- Organize and stock shelves (food, cleaning supplies, toiletry supplies)
- Empty and take out garbage and recycling boxes
- Clean dishes, utensils and food preparation areas
- Clean and disinfect appliances and medical equipment (fridge, freezer, stove, microwave, wheelchair, walker, toilet/bath chair...)
- Provide pet care
- Make beds
- Perform lawn and yard care (mowing the lawn, raking leaves, gardening)
- Perform outdoor seasonal maintenance (organize storage area, seasonal decorations, lawn furniture, equipment...)
- Perform minor residence repairs (changing light bulbs, unclogging toilets, changing taps...)
- Perform residence renovations (crack filling and painting, hanging shelves, wall papering)
- Contact repair person in case of emergency (plumber, electrician, septic cleaner...)

### Food and Nutrition

- Plan menus according to Canada's Food Guide and the needs of residents (diet, cultural and religious practices, allergies and/or medical conditions)
- Prepare grocery list and do the shopping
- Prepare meals and snacks according to Canada's Food Guide and the needs of residents (diet, cultural and religious practices, allergies and/or medical conditions)
- Supervise residents during meal time (choking, eating disorders, portions)
- Guide and teach residents proper table manners, nutrition, proper eating habits, healthy choices, etc.
- Adhere to food safety standards (check and log temperature of fridge/freezer, expiry dates, store food in containers once open)

## Description of Key Work Activities

### Personal Care

- Guide residents in completing their hygiene routine and provide assistance when necessary (shower/bath, nail care, hair care, dental care, toileting...)

#### Provide personal care to residents:

- |                                       |   |
|---------------------------------------|---|
| <input type="checkbox"/> Dressing     | <input type="checkbox"/> Mouth and denture care   |
| <input type="checkbox"/> Bathing      | <input type="checkbox"/> Menstrual care           |
| <input type="checkbox"/> Sponge baths | <input type="checkbox"/> Transferring and lifting |
| <input type="checkbox"/> Make-up      | <input type="checkbox"/> Skin care                |
| <input type="checkbox"/> Hair care    | <input type="checkbox"/> Eye and ear care         |
| <input type="checkbox"/> Shaving      | <input type="checkbox"/> Incontinence care        |
| <input type="checkbox"/> Nail care    | <input type="checkbox"/> Toileting                |
| <input type="checkbox"/> Foot care    |   |

- Perform resident specific delegated functions (tube feeding, evacuating bowels, diabetic testing, insulin injections, catheters, colostomy care, mist machines, speech therapy, physical therapy, occupational therapy...)
- Operate specialized equipment (Hoyer lift, wheelchair, prone stander, bath seats...)

### Health Management

- |   |   |
|---|---|
| <input type="checkbox"/> Develop and implement various exercise programs and routines   | <input type="checkbox"/> Provide First Aid treatment (seizures, injuries, burns, infections...)   |
| <input type="checkbox"/> Schedule and accompany residents to various health related appointments and provide current health information to health and other professionals   | <input type="checkbox"/> Monitor residents for potentially infectious conditions or changes in medical statuses and take appropriate action |
| <input type="checkbox"/> Manage prescription and non-prescription medication (counting, dispensing, and administering medication; calling in and picking up prescriptions; locking medication; recording information in files; verifying expiry dates...) | <input type="checkbox"/> Use universal precautions practices (wearing gloves, masks...)   |
|   | <input type="checkbox"/> Provide care and supervision for hospitalized residents  |

## Description of Key Work Activities

### Behaviour Management

- Use approved crisis interventions to intervene in out of control situations
- Use approved interventions to reinforce positive behaviours and to reduce disruptive behaviours
- Use approved interventions to reinforce positive behaviours and to redirect inappropriate behaviours
- Resolve conflicts between residents, residents and staff and residents and next of kin/legal representative
- Address resident's non-compliance issues (residence rules, fighting, running, stealing...)

### Recreational/Social Activities

- Plan, implement and participate in indoor and outdoor activities (board games, skating, sports...)
- Plan and implement activities that will encourage the participation of residents and next of kin/legal representative (birthday party, religious holidays/events, picnics)
- Plan and participate in day trips, vacations, special events (community events, sporting events, movies, concert, religious events)
- Decorate/shop/celebrate special events (religious holidays/events, birthdays...)
- Monitor the use of the television, video games, movies and music
- Monitor the use of the phone and the Internet
- Encourage residents to interact with others (other residents, next of kin/legal representative, community members...)

## Description of Key Work Activities

### Supervisory Responsibilities of Employees (if applicable)

- Provide ongoing supervision, guidance, instruction and support to employees
- Reinforce to staff that the rights and needs of residents are respected
- Address non-compliance of operational standards, policies and procedures
- Participate in performance appraisals (probationary period, annual reviews, professional development, mandatory training)
- Coordinate training needs of employees
- Participate in the recruitment process (interviews, employment documentation...)
- Provide orientation to new employees
- Manage household expenditures (groceries, banking...)
- Conduct staff meetings
- Review and approve individual service plans and programs
- Maintain files (personnel files, resident files...)
- Manage daily residence events (scheduling, next of kin/legal representative complaints, staff complaints/conflicts, staff-to-resident ratios, replacement staff)
- Collect and analyze data and compile reports (resident reports, behaviour reports...)
- Participate in case conferences and provide information as needed
- Make suggestions and recommendations to management on operational issues
- Authorize special requests (day trips, special expenditures, extra staffing, schedule changes...)
- Provide after hours on-call support and guidance and take appropriate action
- Communicate with external stakeholders, as needed (i.e. community relations)

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

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## Required Qualifications

### Education:

Level of education or formal training required. (Please note that this section is not referring to the education that you have, but rather what you think should be required to do 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:

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### Experience:

What 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

**Dexterity and Coordination:**

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, **gross** motor skills or **fine and gross** motor skills where they apply.
- Place a checkmark indicating the frequency of the activity.

**Fine and Gross Motor Skills:**

- **Fine motor skills:** using small muscles, i.e. keyboard/writing skills, dressing/assisting residents with dressing, repairing small equipment, administering medication, assembling objects, changing incontinence pads, 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

**Frequency:**

- **Occasionally**– Once in a while, when necessary
- **Often** – On a regular basis

<i>Activity Examples</i>	<i>Dexterity/Coordination</i>			<i>Frequency</i>	
	<i>Fine</i>	<i>Gross</i>	<i>Fine &amp; Gross</i>	<i>Occasionally</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"/>

**Dexterity and Coordination (con't):**

Please indicate the level of speed required in performing the activities of your job on a regular basis.  
(Check one)

- 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.

Please give detailed examples to support your choice:

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## 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 immediate supervisor what to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask co-workers for help in deciding what to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Read manuals and figure out what to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Decide with your immediate supervisor what to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Check guidelines and past practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Decide what to do based on your related experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify) :  _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 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>
<b>Immediate supervisor</b> Example: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Government Departments/Agencies (Social Development, Education, Mental Health, Public Safety)</b> Example: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Colleagues</b> Example: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Other Professionals (i.e. Doctors, Police, Pharmacists, etc.)</b> Example: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Community Resources (i.e. YMCA, ADAPT centers, day programs, etc.)</b> Example: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Other, please specify:</b> Example: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Communication / Interpersonal Relations:

### *Type of Communication*

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

Place a checkmark (✓) in the chart below of the people you talk with while working and using the information above, please indicate the level of communication you have with them on a regular basis.

<i>People you talk with (check (✓) all that apply)</i>	<i>Type of Communication</i>				
	1	2	3	4	5
<input type="checkbox"/> Co-workers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Supervisors	<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"/> Parents/Guardians	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Suppliers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Community (i.e. Schools, Municipality, Early Intervention)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Early Childhood Services Coordinator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Health and Other Professionals (i.e. Extramural, Social Workers, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Administration (Board of Directors)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Inspectors (i.e. Public Health, Fire Prevention)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 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"/> Others (please specify):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Staff Supervision:**

If you are a supervisor, 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, students and volunteers	<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"/>	

How many employees do you supervise? \_\_\_\_\_

## Required Effort

### Intellectual Effort:

Please place one checkmark (✓) next to the 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 the choice that you made:

Example 1

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Example 2

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**Intellectual Effort (con't):**

What is the most difficult aspect of your job?

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### **Concentration and Sensory Attention:**

Referring to the table below, please indicate the activities which you perform in your job that requires **concentration and sensory attention** (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** - The cumulative amount of time you work on an activity..
- **Frequency** means **how often** each activity occurs within the day or week.
  - **Sometimes** – Once in a while, most days
  - **Often** – Several times a day
  - **Always** – Most working hours

**Concentration and Sensory Attention (cont):**

	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		
<i>Activities Requiring Concentration &amp; Sensory Attention</i>								
Preparing written/electronic materials (i.e. log book, communication 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"/>
Developing and implementing Individual Service Plans	<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 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"/>
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 (handling medication, specialized medical equipment...)	<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"/>
Facilitating/participating in staff meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Facilitating group sessions/house meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Admissions	<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 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"/>
Supervising 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"/>
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"/>

**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. preparing meals and interacting with residents; listening and reading, observing and speaking, observing and writing, keyboarding and answering the telephone) and/or where your attention must be shifted from one job duty to another.

Example 1

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Example 2

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Example 3

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**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**

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

Duration means the cumulative amount of time you perform the activity

Physical Activity	Frequency			Duration(cumulative)			Working Situations
	Frequent		Up to & including 1 hr	Over 1 hr up to 2 hrs		More than 2 hours	
	Sometimes	Frequent					
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, 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)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Performing repetitive motions	<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	<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"/>	

## 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>
	<b>Noisy environment</b> Noise level such as that in a common living area, activity room or common open air space with or without dividers, etc	
	<b>Repulsive matter and odors</b> Vomit, waste matter, blood, etc.	
	<b>Confidentiality of information</b> Stress caused by the confidential nature of information.	
	<b>Time constraints</b> Tight, numerous, simultaneous, peak period, unforeseen deadlines.	
	<b>Unpleasant or demanding verbal interactions</b> Interactions that are difficult, conflictual, hostile that require patience, comfort, tact, diplomacy.	
	<b>Situations involving violent physical interactions</b> Blows, bites, kicks, spits etc.	
	<b>Isolation (Safety and Security risks)</b> Working alone with residents, traveling alone with residents, potentially threatening situations.	
	<b>Unpredictable schedule and tasks</b> Multiple unpredictable tasks and hours of work.	
	<b>Dust, vapours, and chemical odors</b> Requires ventilation or wearing of protective equipment or a protective apparatus.	
	<b>Hazardous materials, contaminants, contagious tissues</b> Close contact with, near work, or handled, such as cleaning products, bodily fluids, etc.	

**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>
	<b>Significant temperature variations or bad weather</b> Going from warm inside to cold outside.	
	<b>High or low temperatures</b> Which make the situation uncomfortable or unpleasant.	
	<b>Difficult visual conditions (lighting, darkness, glare)</b> Which strain the eyes.	
	<b>Driving motor vehicles</b> Exposure to traffic, accidents and road conditions.	
	<b>Confined areas</b> Where air circulation makes it difficult to be there a long time.	
	<b>Limited space</b> Which restricts actions/motions.	
	<b>Dirt, grease</b> On skin or clothing.	
	<b>Shift work</b>	
	<b>On-call</b>	
	<b>Observation of violent physical actions</b> Fights, damage to property, assaults against somebody else	
	<b>Other (specify):</b> _____	

### **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.**

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Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**PLEASE RETURN JOB ANALYSIS QUESTIONNAIRE TO EMPLOYEE.**



*Respondent Identification*

*Questionnaire Number*

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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**

# Community Residences for Children

Pay Equity Program

## Job Analysis Questionnaire

# CHILD CARE RESIDENTIAL CENTRES

5

# INTRODUCTION

This Job Analysis Questionnaire is intended to collect information towards the pursuit of achieving pay equity in the Community Residence 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 Community Residence sector.**

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

- requires qualifications,
- 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. If you find that some questions do not relate to your job, please write in “not applicable” N/A.
2. In completing each section, be as specific and concise as you can.
3. Once you have completed the Job Analysis Questionnaire, please complete the signature section and then forward it to your Immediate Supervisor for review.

*Immediate Supervisor - Steps to Follow:*

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

**Once your Immediate Supervisor has signed off on the Job Analysis Questionnaire, please send the original to the Women’s Issues Branch using the enclosed self-addressed stamped envelope.**

If you require assistance, please call our toll free number 1-877-253-0266 or email [nbwagegap@gnb.ca](mailto:nbwagegap@gnb.ca).

*Please complete the following information:*

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

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

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

<i>Job Title</i>	
<input type="checkbox"/> Direct Caregiver	
<input type="checkbox"/> Supervisor/Direct Caregiver	

## Description of Key Work Activities

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

### Admission and Orientation

- |   |  |
|---|--|
| <input type="checkbox"/> Complete admission forms   | <input type="checkbox"/> Conduct an inventory of a youth's personal belongings   |
| <input type="checkbox"/> Orient new youth and family members/guardians on residence rules, residence tour, daily routines, staff and other residents... | <input type="checkbox"/> Provide youths with information concerning community resources (bus services, social activities, religious institutions, day programs, parks....) |
| <input type="checkbox"/> Purchase items for youth, if required (clothing, toiletries, shoes...)   | <input type="checkbox"/> Facilitate a gradual integration of new residents (impact on daily routines and other residents...)   |
| <input type="checkbox"/> Conduct a room inspection with the youth   |  |

### Individual Service Plan

- |   |   |
|---|---|
| <input type="checkbox"/> Observe and identify the youth's strengths and challenges and provide observations to relevant Health or other professionals   | <input type="checkbox"/> Monitor phone and Internet use (approved contacts, relationship issues, record long distance)  |
| <input type="checkbox"/> Collaborate with youth to determine their needs and interests  | <input type="checkbox"/> Supervise activities of daily living (toileting, hygiene, family visits, school, recreational activities...)                                 |
| <input type="checkbox"/> Research and then with the youth develop and implement a goal specific program that helps the youth attain and maintain an optimal personal level of functioning, self-care and independence (interpersonal skills, life skills, behaviour management, activities of daily living, eating habits, sexual education...) | <input type="checkbox"/> Schedule and accompany youth to various appointments identified in the Individual Service Plan   |
| <input type="checkbox"/> Guide, assist and support youth in healthy growth and development  | <input type="checkbox"/> Guide and assist the youth to follow the conditions of his/her probation order   |
| <input type="checkbox"/> Advocate on behalf of the youth (Social Development, schools, community, Police, health and other professionals...)  | <input type="checkbox"/> Prepare and submit progress reports  |
| <input type="checkbox"/> Contact Management, Social Workers, Health and other professionals, family members/guardians, community resources or Police concerning matters related to a youth  | <input type="checkbox"/> Accompany youth to court and provide information to court officials (testify, written affidavits)  |
|   | <input type="checkbox"/> Accompany and supervise youth doing community services as a condition of his/her probation order   |
|   | <input type="checkbox"/> Research recreational activities based on the youth's interests and ensure that consent forms allowing participation of the youth are signed |

## Description of Key Work Activities

### Daily Activities

- Supervise youths at all times
- Guide and assist youths with wake up and bedtime routines
- Guide and assist youths in completing their assigned household chores (making beds, laundry, dishes, sweeping, lawn mowing...)
- Guide and assist youths in time management (meal times, school, activities, chores)
- Prepare and facilitate residence meetings for youths
- Guide and assist youths in preparing meals and snacks according to Canada's Food Guide, cultural and religious practices, allergies and/or medical conditions
- Guide and assist youths in developing or enhancing their social, interpersonal and communication skills
- Organize and deliver skill development activities to youths (tutoring, adapted GED program, PLATO program, learning centers, resume writing, interview skills)
- Accompany youths on shopping trips and offer guidance on spending choices
- Assist youths in developing money management skills
- Accompany and participate in volunteer work with youths (SPCA, Meals on wheels, Food bank, Salvation Army...)
- Transport youths to various appointments, activities, meetings, day programs, etc.

### Safety and Security

- Contact Police and/or other appropriate individuals such as on-call personnel during a crisis situation (out of control behaviour, missing youth, criminal related activities...)
- Contact Probation Officer when a youth has breached their probation order
- Implement safety and security procedures for all youth during a crisis situation (medical emergencies, suicide attempts, self harm, dangerous behavioural outbursts, fights...)
- Record in the log book the arrivals and departures of youths, visitors, employees, students, health and other professionals...
- Record the number of youth in the residence during log ins and log outs
- Perform routine safety checks (perimeter, windows, doors, sharp objects, lighters, smoke detectors, alarm system, clear hallways and stairs ...)
- Store and dispose of sharp objects appropriately
- Identify and report to management when equipment, furniture, toys and vehicles are unsafe and in need of repairs or replacement
- Maintain a list of all cleaning supplies and other hazardous materials and ensure that they are secured
- Follow procedures for the proper disposal of waste and hazardous materials
- Perform routine fire drills according to residential service standards

## Description of Key Work Activities

### Safety and Security (con't)

- Perform routine searches (book bags, pockets, purses, luggage)
- Monitor real time surveillance cameras and auditory monitors
- Perform routine call in checks between residences
- Lock up all prescription and non prescription medication
- Lock money (petty cash, youth extra monies...)
- Clear all entrances and exits of snow and ice
- Perform and record periodic bed checks on youths
- Implement emergency plans (fire, evacuation, pandemic, power outages...)

### House Duties/Maintenance

- Vacuum, sweep and mop floors
- Clean and disinfect the residence (daily, weekly and seasonal cleaning)
- Assemble and repair household items and equipment
- Do the laundry
- Fill containers and dispensers (soap, paper towel, salt and pepper shakers, sugar bowl)
- Organize and stock shelves (food, cleaning supplies, toiletry supplies)
- Empty and take out garbage and recycling boxes
- Clean dishes, utensils and food preparation areas
- Provide pet care
- Make beds
- Perform lawn and yard care (mowing the lawn, raking leaves, gardening)
- Perform outdoor seasonal maintenance (organize storage area, seasonal decorations, lawn furniture, equipment...)
- Perform minor residence repairs (changing light bulbs, unclogging toilets, changing taps, crack filling and painting)
- Contact repair person in case of emergency (plumber, electrician, septic cleaner...)
- Clean and disinfect appliances and medical equipment (fridge, freezer, stove, microwave, wheelchair, walker, toilet/bath chair...)

### Administrative Duties

- Read communication book and other pertinent information in order to be informed of what has transpired and for upcoming events
- Record pertinent information in the communication book
- Update Direct Care Givers at shift change (in person)
- Sign for, secure and transfer keys, phones and First Aid kits during shift change Update Direct Care Givers at shift change (in person)
- Record financial expenditures in order to account for money spent during your shift
- Verify cash balance on a routine basis

### Documents to prepare:

- Incident reports
  - Medical reports (doctor, therapist, dentist, optometrist, seizures...)
  - Individual program outcomes
  - Charting/checklists
  - Behavior reports
  - Youth progress reports
  - Damage reports
  - Data summaries
  - Visitation reports
- 
- Complete a variety of forms (time sheets, mileage, activities, injuries...)
  - Management of documents (filing, faxing, photocopying, e-mail...)
  - Provide orientation and training to new staff, student placements and volunteers
  - Call in replacement staff when required
  - Organize and modify daily activities (cancellations, appointments, emergency situations, unforeseen circumstances)
  - Record a daily log on each individual resident
  - Prepare, participate and make recommendations in Health and Safety meetings (inspections, investigations, complete forms)
  - Prepare and facilitate information sessions for staff as a result of attending professional development sessions
  - Manage residents' comfort and clothing allowance
  - Prepare and participate in staff meetings
  - Prepare and facilitate meetings for residents
  - Investigate and record concerns and complaints from residents and the community and take appropriate action
  - Participate in fundraising activities



## Description of Key Work Activities

### Food and Nutrition

- Plan menus according to Canada's Food Guide, cultural and religious practices, youth's requests and any allergies and/or medical conditions
- Prepare grocery list and do the shopping
- Prepare meals and snacks according to Canada's Food Guide, cultural and religious practices, youth's requests and any allergies and/or medical conditions
- Supervise youths during meal time (choking, eating disorders, portions)
- Guide and teach youths proper table manners, nutrition and eating habits
- Adhere to food safety standards (check and log temperature of fridge/freezer, expiry dates, store food in containers once open)

### Personal Care

- Distribute, monitor and lock up razors, nail files, nail clippers, curling/flat irons...
- Record youth's hygiene routine

#### Provide personal care to youth:

- |                                       |   |
|---------------------------------------|---|
| <input type="checkbox"/> Dressing     | <input type="checkbox"/> Mouth and denture care   |
| <input type="checkbox"/> Bathing      | <input type="checkbox"/> Menstrual care           |
| <input type="checkbox"/> Sponge baths | <input type="checkbox"/> Transferring and lifting |
| <input type="checkbox"/> Make-up      | <input type="checkbox"/> Skin care                |
| <input type="checkbox"/> Hair care    | <input type="checkbox"/> Eye and ear care         |
| <input type="checkbox"/> Shaving      | <input type="checkbox"/> Incontinence care        |
| <input type="checkbox"/> Nail care    | <input type="checkbox"/> Toileting                |
| <input type="checkbox"/> Foot care    |   |
- Perform youth specific delegated functions (tube feeding, evacuating bowels, diabetic testing, insulin injections, catheters, colostomy care, mist machines, speech therapy, physical therapy, occupational therapy...)
  - Operate specialized equipment (Hoyer lift, wheelchair, prone stander, bath seats...)
  - Assist youth in applying specialized medical devices (hearing aids, leg braces, cochlear (hearing) implants)

## Description of Key Work Activities

### Health Management

- Schedule and accompany youth to various health related appointments and if applicable, provide current health information
- Record outcomes of health related appointments and submit to the youth's social worker and family/guardians
- Manage prescription/non prescription medication (dispensing, administering, call in and pick up prescriptions, security, recording, expiry dates...)
- Provide First Aid treatment
- Monitor for potentially infectious conditions or changes in medical statuses of youths and take appropriate action
- Use universal precautions practices (wearing gloves, masks...)
- Provide care and supervision for hospitalized youths
- Develop and implement various exercise programs and routines to encourage the youth's healthy lifestyle

### Behaviour Management

- Use approved crisis interventions to intervene in out of control situations
- Use approved interventions to reinforce positive behaviours and to reduce disruptive behaviours
- Use approved interventions to reinforce positive behaviours and to redirect inappropriate behaviours
- Resolve conflicts between youth, youth and staff and youth and family/guardian
- Address youths' non-compliance issues (residence rules, fighting, running, stealing...)
- Observe and record daily behaviours in the youth's files

### Recreational/Social Activities

- Plan, implement and participate in indoor and outdoor activities with youths (board games, special events, vacations...)
- Research appropriate seasonal camps for youth (age appropriate, gender mix, youth's interests)
- Decorate/shop/celebrate special events (religious holidays/events, birthdays...)
- Prepare youth for seasonal camps (supplies, application forms, permission to attend, etc.)
- Monitor the use of the television, video games, movies and music
- Encourage youth to interact with their family/guardians

## Description of Key Work Activities

### Supervisory Responsibilities of Employees (if applicable)

- |  |  |
|--|--|
| <input type="checkbox"/> Provide ongoing supervision, guidance, instruction and support to employees   | <input type="checkbox"/> Maintain files (personnel files, youths' files...)  |
| <input type="checkbox"/> Reinforce to staff that the rights and needs of youths are respected  | <input type="checkbox"/> Manage daily residence events (scheduling, family/significant other complaints, staff complaints/conflicts, staff-to-youth ratios, replacement staff) |
| <input type="checkbox"/> Address non-compliance of operational standards, policies and procedures  | <input type="checkbox"/> Collect and analyze data and compile reports (youth reports, behaviour reports...)  |
| <input type="checkbox"/> Participate in performance appraisals (probationary period, annual reviews, professional development, mandatory training) | <input type="checkbox"/> Participate in case conferences and provide information as needed   |
| <input type="checkbox"/> Coordinate training needs of employees  | <input type="checkbox"/> Make suggestions and recommendations to management on operational issues  |
| <input type="checkbox"/> Participate in the recruitment process (interviews, employment documentation...)  | <input type="checkbox"/> Authorize special requests (day trips, special expenditures, extra staffing, schedule changes...)   |
| <input type="checkbox"/> Provide orientation to new employees  | <input type="checkbox"/> Provide after hours on-call support and guidance and take appropriate action  |
| <input type="checkbox"/> Manage household expenditures (groceries, banking...)   | <input type="checkbox"/> Communicate with external stakeholders, as needed (i.e. community relations)  |
| <input type="checkbox"/> Conduct staff meetings  | <input type="checkbox"/> Create development programs for youths  |
| <input type="checkbox"/> Review and approve individual service plans and programs  |  |

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

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## Required Qualifications

### Education:

Level of education or formal training required. **(Please note that this section is not referring to the education that you have, but rather what you think should be required to do the job.)**

(Veuillez cocher une seule boîte.)

- 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:

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### Experience:

What 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

### Dexterity and Coordination:

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, **gross** motor skills or **fine and gross** motor skills where they apply.
- Place a checkmark indicating the frequency of the activity.

### Fine and Gross Motor Skills:

- **Fine motor skills:** using small muscles, i.e. keyboard/writing skills, dressing/assisting residents with dressing, repairing small equipment, administering medication, assembling objects, changing incontinence pads, 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

### Frequency:

- **Occasionally**– Once in a while, when necessary
- **Often** – On a regular basis

<i>Activity Examples</i>	<i>Dexterity/Coordination</i>			<i>Frequency</i>	
	<i>Fine</i>	<i>Gross</i>	<i>Fine &amp; Gross</i>	<i>Occasionally</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"/>

**Dexterity and Coordination (con't):**

Please indicate the level of speed required in performing the activities of your job on a regular basis. (Check one)

- 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.

Please give detailed examples to support your choice:

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## 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 immediate supervisor what to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask co-workers for help in deciding what to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Read manuals and figure out what to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Decide with your immediate supervisor what to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Check guidelines and past practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Decide what to do based on your related experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify) _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 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>
<b>Immediate supervisor</b> Example: <hr/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Government Departments/ Agencies (Social Development, Education, Mental Health, Public Safety)</b> Example: <hr/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Other staff</b> Example: <hr/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Other Professionals (i.e. School, Boys and Girls Club, etc.)</b> Example: <hr/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Community Resources (i.e. YMCA, ADAPT centers, day programs, etc.)</b> Example: <hr/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Other, please specify:</b> Example: <hr/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## Communication / Interpersonal Relations:

### *Type of Communication*

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

Place a checkmark (✓) in the chart below of the people you talk with while working and using the information above, please indicate the level of communication you have with them on a regular basis.

<i>People you talk with (check (✓) all that apply)</i>	<i>Type of Communication</i>				
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<input type="checkbox"/> Other staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Youth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Immediate supervisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Executive Director	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Family members/guardians	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Social Workers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Health and Other Professionals (i.e. Extramural, Pharmacist, Mental Health, Probation Officer, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Community (Schools, Social Clubs, Employers...)	<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"/> Hospital, doctor's office, Telecare	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Inspectors (i.e. Public Health, Fire Prevention)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Children's Residential Services Social Workers	<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"/>

**Staff Supervision:**

If you are a supervisor, do your job duties involve one or more of the following activities? If so, please provide an example.

<i>Activity</i>	<i>Never</i>	<i>Sometimes</i>	<i>Often</i>	<i>Most of the time</i>	<i>Not applicable (N/A)</i>	<i>Example</i>
Provide orientation to coworkers, students and volunteers	<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"/>	

How many employees do you supervise? \_\_\_\_\_

## Required Effort

### Intellectual Effort:

Please choose 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 the choice that you made:

Example 1

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Example 2

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What is the most difficult aspect of your job?

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### **Concentration and Sensory Attention:**

Referring to the table below, please indicate the activities which you perform in your job that requires **concentration and sensory attention** (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** - The cumulative amount of time you work on an activity..
- **Frequency** means **how often** each activity occurs within the day or week.
  - **Sometimes** – Once in a while, most days
  - **Often** – Several times a day
  - **Always** – Most working hours

**Concentration and Sensory Attention (con't) :**

<i>Activities Requiring Concentration &amp; 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 2 hrs</i>	<i>Sometimes</i>	<i>Often</i>	<i>Always</i>		
Preparing written/electronic materials (i.e. log book, communication 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"/>
Developing and implementing Individual Service Plans	<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 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"/>
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 (handling medication, specialized medical equipment...)	<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"/>
Facilitating/participating in staff meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Facilitating group sessions/house meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Admissions	<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 youths	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supervising youths	<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"/>
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"/>
_____								
_____								

**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. preparing meals and interacting with the youth, listening and reading, observing and speaking, observing and writing, keyboarding and answering the telephone) and/or where your attention must be shifted from one job duty to another.

Example 1

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Example 2

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Example 3

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**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**

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

**Duration** means the cumulative amount of time you perform the activity

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. cooking, teaching tasks)	<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, mopping, sweeping, vacuuming)	<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"/>	
Participating in recreational activities (i.e. biking, tennis, soccer, swimming, ping pong...)	<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"/>	

## 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. **Rarely (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>
	<b>Noisy environment</b> Noise level such as that in a common living area, activity room or common open air space with or without dividers, etc	
	<b>Repulsive matter and odors</b> Vomit, waste matter, blood, etc.	
	<b>Confidentiality of information</b> Stress caused by the confidential nature of information.	
	<b>Time constraints</b> Tight, numerous, simultaneous, peak period, unforeseen deadlines.	
	<b>Unpleasant or demanding verbal interactions</b> Interactions that are difficult, conflictual, hostile that require patience, comfort, tact, diplomacy.	
	<b>Situations involving violent physical interactions</b> Blows, bites, kicks, spits etc.	
	<b>Isolation (Safety and Security risks)</b> Working alone with residents, traveling alone with residents, potentially threatening situations.	
	<b>Unpredictable schedule and tasks</b> Multiple unpredictable tasks and hours of work.	
	<b>Dust, vapours, and chemical odors</b> Requires ventilation or wearing of protective equipment or a protective apparatus.	
	<b>Hazardous materials, contaminants, contagious tissues</b> Close contact with, near work, or handled, such as cleaning products, bodily fluids, etc.	



**Unpleasant or Hazardous Environmental Conditions (con't):**

**Frequency table:**

1. **Rarely (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>
	<b>Significant temperature variations or bad weather</b> Going from warm inside to cold outside or vice versa (bringing youth to activities, appointments...)	
	<b>High or low temperatures</b> Which make the situation uncomfortable or unpleasant. (inadequate air conditioning or heating)	
	<b>Difficult visual conditions (lighting, darkness, glare)</b> Which strain the eyes.	
	<b>Driving motor vehicles</b> Exposure to traffic, accidents and road conditions.	
	<b>Confined areas</b> Where air circulation makes it difficult to be there a long time.	
	<b>Limited space</b> Which restricts actions/motions.	
	<b>Dirt, grease</b> On skin or clothing.	
	<b>Shift work</b>	
	<b>On-call</b>	
	<b>Observation of violent physical actions</b> Fights, damage to property, assaults against somebody else	
	<b>Other (specify):</b> _____	

### **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.**

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Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**PLEASE RETURN JOB ANALYSIS QUESTIONNAIRE TO EMPLOYEE.**

*Respondent Identification*

*Questionnaire Number*

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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.

A job description contains the following information:

1. Position Identification
2. Main Functions
3. Duties
4. Required Qualifications
5. Competencies/Abilities
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 Direct Caregivers and Supervisors/Direct Caregivers in the community residence sector.

### Direct Caregiver - Adult Residential Facilities - Job Description

#### Job Purpose:

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

#### Job Duties:

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

##### *Individual Service Plan*

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

### Job Duties (con't):

#### *Safety and Security*

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

#### *Health Management/Personal Care*

- Monitor for changes in medical statuses of residents or potentially infectious conditions and take appropriate action
- Administer personal care to residents with a variety of physical and/or cognitive functioning levels, such as aid in ambulation, transferring, incontinence care, bathing and skin care, toileting, dressing, positioning/turning bedridden residents, etc.
- Perform resident specific delegated functions (tube feeding, evacuating bowels, diabetic testing, insulin injections, catheters, colostomy care, mist machines, speech therapy, physical therapy, occupational therapy...)
- Manage a safe and secure system for the storage, control and administration of medication, which must be consistent with the needs of each resident
- Assist residents with medical equipment (wheelchairs, Hoyer lift, commodes...) and exercises (range of motion...)
- Schedule, transport and accompany residents to various health related appointments and provide information to health and other professionals
- Use universal precautions practices (wearing gloves, masks...)

#### *Behavior Management*

- Use approved interventions to emphasize the development of desired behaviours and/or to redirect inappropriate behaviours
- Change or adapt behavior management programs to fit individual residents
- Use approved crisis interventions
- De-escalate conflicts between residents and between residents and staff
- Address residents' non-compliance issues and determine appropriate actions (residence rules, fighting, stealing...)

### Job Duties (con't):

#### *Household Duties, Food and Nutrition*

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

#### *Administrative Duties*

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

### Qualifications:

Work at this level requires a High School diploma and successful completion of the Human Services Program or equivalent training program and a minimum of one (1) year of experience. An equivalent combination of related education and experience may be considered. A valid standard Emergency First Aid certificate, Cardio Pulmonary Resuscitation certificate, a Criminal Record Check and a Social Development Record Check are required.

### **Direct Caregiver (Adults) - Competencies/Abilities & Working Conditions**

#### **Competencies/Abilities:**

- Ability to work/build relationships with male and female adults with physical/mental disabilities and provide a holistic approach to each individual resident
- Ability to adapt and be flexible
- Knowledge of the Provincial Standards and Procedures related to Adult Residential Facilities
- 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 (residents, next of kin/legal representative, 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 and transfer residents of various weights
- Coordination of gross and fine motor skills
- Ability to multitask and prioritize
- Ability to work in confined spaces
- Ability to work flexible hours
- Ability to use approved physical interventions

#### **Working Conditions:**

A Direct Caregiver may:

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



### **Supervisor/Direct Caregiver - Adult Residential Facilities - Job Description**

#### **Job Purpose:**

A Supervisor/Direct Caregiver is employed in a Community Residence to provide care and supervision to adults with disabilities who have Level 3 or Level 4 care needs. They may provide supervision, prompting, guidance, assistance and performance of personal care, activities of daily living and health related activities. They help residents attain and maintain an optimal personal level of functioning, self-care and independence. They provide residents with a safe, homelike, therapeutic environment while addressing their unique social, behavioral, developmental, medical and emotional needs. They promote individual decision making, choice, inclusion and participation within the community. They are responsible for admission and discharge of residents, administrative responsibilities, as well as providing ongoing supervision, guidance, instruction and support to Direct Caregivers.

#### **Job Duties:**

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

##### *Administrative Duties/Supervisory Responsibilities*

- Adhere to of operational standards, policies and procedures and address non-compliance
- Enable and monitor effective service delivery
- Participate in the recruitment process, orientation of new employees, and/or performance evaluation
- Prepare, approve and submit reports: progress, incident, medical, behaviour...
- Coordinate and monitor staff's daily tasks
- Collect and analyze data summaries
- Make suggestions and recommendations to management on operational issues
- Advocate for staff
- Manage daily operational needs (scheduling, next of kin/legal representative concerns, staff concerns/conflicts, replacement staff...)
- Management of documents/inquiries (filing, faxing, photocopying, e-mail, telephone calls...)
- Assist residents in developing money management skills
- Manage expenditures (groceries, banking, petty cash, resident's funds ...)
- Prepare and facilitate staff meetings
- Prepare and facilitate meetings for residents
- Record daily all pertinent information related to a resident
- Maintain contact with community stakeholders and promote positive community relations
- Comply with applicable public health standards

### Job Duties (con't):

#### *Individual Service Plan*

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

#### *Safety and Security*

- Contact emergency services, as required (medical emergencies, out of control behaviour, missing resident, criminal related activities...)
- Develop and implement safety and security procedures for all residents during a crisis situation (suicide attempts, self harm, out of control behaviour...)
- Perform routine safety checks (perimeter, windows, doors, sharp objects, lighters, smoke detectors, alarm system, clear hallways, stairs and ramps, maintain and count first aid supplies...)
- Perform routine fire drills according to residential service standards
- Follow procedures for the proper storage/disposal of waste, hazardous materials and dangerous objects (knives, needles...)
- Lock up all prescription and non prescription medication
- Develop and implement emergency plans (fire, evacuation, pandemic, power outages...)

#### *Behavior Management*

- Use approved interventions to emphasize the development of desired behaviours and/or to redirect inappropriate behaviours
- Develop, change or adapt behavior management programs to fit individual residents
- Use approved crisis interventions
- De-escalate conflicts between residents and between residents and staff
- Address residents' non-compliance issues and determine appropriate actions (residence rules, fighting, stealing...)

### Job Duties (con't):

#### *Health Management/Personal Care*

- Monitor for changes in medical statuses of residents or potentially infectious conditions and take appropriate action
- Administer personal care to residents with a variety of physical and/or cognitive functioning levels, such as aid in ambulation, transferring, incontinence care, bathing and skin care, toileting, dressing, positioning/turning bedridden residents, etc.
- Perform resident specific delegated functions (tube feeding, evacuating bowels, diabetic testing, insulin injections, catheters, colostomy care, mist machines, speech therapy, physical therapy, occupational therapy...)
- Manage a safe and secure system for the storage, control and administration of medication, which must be consistent with the needs of each resident
- Assist residents with medical equipment (wheelchairs, Hoyer lift, commodes...) and exercises (range of motion...)
- Schedule, transport and accompany residents to various health related appointments and provide information to health and other professionals
- Use universal precautions practices (wearing gloves, masks...)

#### *Household Duties, Food and Nutrition*

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

### Qualifications:

Work at this level requires a High School diploma and successful completion of the Human Services Program or equivalent training program and a minimum of three (3) years of related experience. An equivalent combination of related education and experience may be considered. A valid standard Emergency First Aid certificate, Cardio Pulmonary Resuscitation certificate, Criminal Record Check and a Social Development Record Check are required.

### **Supervisor/Direct Caregiver (Adults) - Competencies/Abilities & Working Conditions**

#### **Competencies/Abilities:**

- Ability to work/build relationships with male and female adults with physical/mental disabilities and provide a holistic approach to each individual resident
- Ability to adapt and be flexible
- Knowledge of the Provincial Standards and Procedures related to Adult Residential Facilities
- Ability to provide after hours on-call support and guidance and/or work flexible hours
- Ability to supervise staff effectively and efficiently
- 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 (residents, next of kin/legal representative, staff, 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 and transfer residents of various weights
- Coordination of gross and fine motor skills
- Ability to multitask and prioritize
- Ability to work in confined spaces
- Ability to use approved physical interventions

#### **Working Conditions:**

A Supervisor/Direct Caregiver may:

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

### Direct Caregiver - Child Care Residential Centres - Job Description

#### Job Purpose:

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

#### Job Duties:

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

##### *Individual Service Plan*

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

### Job Duties (con't):

#### *Safety and Security*

- Contact emergency services, as required (out of control behaviour, runaways, criminal related activities, medical emergencies...)
- Perform routine safety checks (perimeter, windows, doors, dangerous objects, lighters, smoke detectors, alarm system, clear hallways and stairs, maintain and count first aid supplies...)
- Perform routine fire drills according to Child Care Residential Centre Service Standards
- Perform and record periodic bed checks on children
- Follow procedures for the proper storage/disposal of waste, hazardous materials and dangerous objects (knives, needles...)
- Lock up all prescription and non prescription medication
- Implement emergency plans (fire, evacuation, pandemic, power outages...)
- Implement safety and security procedures for all children during a crisis situation (suicide attempts, self harm...)

#### *Health/Behavior Management*

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

### Job Duties (con't):

#### *Household Duties, Food and Nutrition*

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

#### *Administrative Duties*

- Prepare and submit reports: progress, incident, medical, behaviour...
- Management of documents/inquiries (filing, faxing, photocopying, e-mail, telephone calls...)
- Record a daily log on each individual child, individual program outcomes, and pertinent information in the communication book
- Assist children in developing money management skills
- Participate in staff meetings
- Prepare and facilitate residence meetings for children
- Adhere to operational standards, policies and procedures
- Comply with applicable public health standards

### Qualifications:

Work at this level requires a High School diploma and successful completion of the Youth Care Worker Diploma Program and a minimum of one (1) year of experience. An equivalent combination of related education and experience may be considered. A valid standard Emergency First Aid certificate, a Criminal Record Check and a Social Development Record Check are required.

### Direct Caregiver (Children) - Competencies/Abilities & Working Conditions

#### Competencies/Abilities:

- Ability to work/build relationships with children in various age groups (0-18 years old) and provide a holistic approach to each individual child
- Ability to adapt and be flexible
- Knowledge of the Provincial Standards and Procedures related to Child Care Residential Centres
- Ability to maintain confidentiality and a high degree of discretion
- 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 work effectively with others (children, family/guardians, co-workers, government agencies, community partners, health and other professionals, etc.)
- Ability to remain calm and make timely and effective decisions during emergency/crisis situations
- Ability to lift up to 25kg/55lbs and transfer children of various weights
- Coordination of gross and fine motor skills
- Ability to multitask and prioritize
- Ability to work in confined spaces
- Ability to work flexible hours
- Ability to use approved physical interventions

#### Working Conditions:

A Direct Caregiver may:

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



### **Supervisor/Direct Caregiver - Child Care Residential Centres - Job Description Job Purpose:**

A Supervisor/Direct Caregiver is employed in a Child Care Residential Centre to provide care and supervision to children under the care of the Minister. They provide children with a safe, nurturing, protective therapeutic environment that promotes cultural and ethnic identities, while addressing their unique educational, social, behavioral, developmental, medical and emotional needs. They help in the establishment of long-term community supports and linkages to meet the children's individual needs. They help children and families/guardians maintain the optimal level of connection while the child is at the residence. They are responsible for admission and discharge of children, administrative responsibilities, as well as providing ongoing supervision, guidance, instruction and support to the Direct Caregiver.

### **Job Duties:**

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

#### *Administrative/Supervisory Responsibilities*

- Adhere to operational standards, policies and procedures and address non-compliance
- Enable and monitor effective service delivery
- Participate in the recruitment process, orientation of new employees, and/or performance evaluation
- Co-ordinate training needs of employees
- Develop, assign, implement and monitor staff's daily work plans
- Prepare, approve and submit reports: progress, incident, medical, behaviour...
- Collect and analyze data summaries
- Make suggestions and recommendations to management on operational issues
- Advocate for staff
- Manage daily operational needs (scheduling, family/guardian concerns, staff concerns/conflicts, staff-to-child ratios, replacement staff)
- Management of documents/inquiries (filing, faxing, photocopying, e-mail, telephone calls...)
- Assist children in developing money management skills
- Manage expenditures (groceries, banking, petty cash, children's funds ...)
- Prepare and facilitate meetings for staff
- Prepare and facilitate residence meetings for children
- Record a daily log on each individual child, individual program outcomes, and pertinent information in the communication book
- Maintain contact with community stakeholders and promote positive community relations.
- Comply with applicable public health standards

### Job Duties (con't):

#### *Individual Service Plan*

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

#### *Safety and Security*

- Contact emergency services, as required (out of control behaviour, runaways, criminal related activities, medical emergencies...)
- Develop and implement safety and security procedures for all children during a crisis situation (suicide attempts, self harm...)
- Develop and implement emergency plans (fire, evacuation, pandemic, power outages...)
- Perform routine fire drills according to Child Care Residential Centre Service Standards
- Perform routine safety checks (perimeter, windows, doors, dangerous objects, lighters, smoke detectors, alarm system, clear hallways and stairs, maintain and count first aid supplies...)
- Follow procedures for the proper storage/disposal of waste, hazardous materials and dangerous objects (knives, needles...)
- Lock up all prescription and non prescription medication

### Job Duties (con't):

#### *Health/Behavior Management*

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

#### *Household Duties, Food and Nutrition*

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

### Qualifications:

Work at this level requires a High School diploma and successful completion of the Youth Care Worker Diploma Program and a minimum of three (3) years of progressive and/or related experience. An equivalent combination of related education and experience may be considered. A valid standard Emergency First Aid certificate, a Criminal Record Check and a Social Development Record Check are required.

### Supervisor/Direct Caregiver - Competencies/Abilities & Working Conditions

#### Competencies/Abilities:

- Ability to work/build relationships with children in various age groups (0-18 years old) and provide a holistic approach to each individual child
- Ability to adapt and be flexible
- Knowledge of the Provincial Standards and Procedures related to Child Care Residential Centres
- Ability to maintain confidentiality and a high degree of discretion
- Ability to provide after hours on-call support and guidance and/or work flexible hours
- Ability to supervise staff effectively and efficiently
- 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 work effectively with others (children, family/guardian, staff, government agencies, community partners, health and other professionals, etc.)
- Ability to remain calm and make timely and effective decisions during emergency/crisis situations
- Ability to lift up to 25kg/55lbs and transfer children of various weights
- Coordination of gross and fine motor skills
- Ability to multitask and prioritize
- Ability to work in confined spaces
- Ability to use approved physical interventions

#### Working Conditions:

A Supervisor/Direct Caregiver may:

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

## 7. *Typical Male Job Class Descriptions*

The purpose of the Pay Equity Program for Direct Caregivers and Supervisors/Direct Caregivers 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 community residence 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 community residence sector for analysis.

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

### Foreman - Job Description

#### Job Purpose:

A Foreman is responsible for the day to day operations of a Community Residence in accordance with Acts, Regulations, Standards, Policies and Procedures. He is responsible to plan, organize, direct, control and evaluate the operations of a Community Residence. He is responsible for Financial and Human Resource Management and to ensure the maintenance of the Community Residence. The Foreman is responsible for the health, safety and well-being of staff and residents/ children.

#### Job Duties:

A Foreman duties include some or all of the following:

- Ensure that policies, standards and regulations are adhered to (Community Residence 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)
- Daily management (i.e. resident/child 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 manager's request for service
- Create and maintain an environment that protects the health, safety and well-being of staff
- Coordinate cleaning, ice and snow removal and landscaping operations
- Direct the maintenance and repair of a facility's machinery, equipment and heating, cooling, ventilation, plumbing and electrical systems
- Establish and maintain an open and cooperative relationship with each resident/child

#### 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.

### **Competencies/Abilities:**

- Demonstrate a sound knowledge of Provincial Acts, Regulations, Standards, Policies and Procedures governing the operation and administration of a Community Residence
- 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 (residents, children, 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, hectic and noisy. He must take precautions to ensure the health and safety of residents/children and staff. He may be exposed to unpleasant or demanding verbal interactions with residents/children 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. He is responsible to ensure that all information gathered within the Community Residence is kept confidential.

### Maintenance Worker - Job Description

#### Job Purpose:

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

#### Job Duties:

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

- 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 Community Residence
- Make minor routine repairs to the Community Residence, 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 Community Residence

#### 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.

#### Competencies/Abilities:

- 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. He is exposed to significant temperature variations while performing outdoor maintenance tasks such as snow and ice removal, mowing the lawn, repairing the Community Residence, etc. He is exposed to vapors and odors from paint and other various chemicals. A Maintenance Worker is exposed to dust and dirt when making minor repairs to the Community Residence, maintaining public and outdoor areas, and when ensuring the proper functioning of the electrical, cooling, heating, ventilating, and plumbing systems.



## 8. Job Evaluation Process

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

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

1. Read the definition of the sub-factor
2. Read any relevant information pertaining to the sub-factor in the job analysis questionnaire and/or the job description
3. Read the level descriptions for the sub-factor
4. Decided which level of the sub-factor fits the job
5. Recorded the level on the evaluation form and justified the decision
6. Repeated this process for each sub-factor in the job evaluation methodology.

The above process was followed for every job class within the Community Residence 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 Community Residence 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.

**Direct Caregiver (Adult)**

*Required Qualifications*

<b>1. Education</b>	<b>5</b>	<b>86</b>
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High School diploma and successful completion of the Human Service Worker Certificate Program or equivalent training program.

<b>2. Experience</b>	<b>4</b>	<b>57</b>
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A minimum of one (1) year experience is necessary in order to develop the knowledge and skills required to carry out the job duties. Pertinent life experience is a requirement of the job.

<b>3. Dexterity and Coordination</b>	<b>3</b>	<b>42</b>
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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 transferring residents and/or heavy items (furniture, supplies, boxes, medical/recreational equipment...), household duties (sweeping, mopping, shoveling...), climbing/ descending stairs and maintenance (painting, minor repairs, outdoor equipment maintenance...). Dexterity and fine motor skills are necessary to carry out duties such as management of prescription and non prescription medication, providing personal care, assembling and repairing small objects, meal preparation and feeding residents, writing, keyboarding, document management, and answering the telephone.

<b>4. Accountability/Decision Making</b>	<b>3</b>	<b>60</b>
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A Direct Caregiver's consequences of decisions and actions are moderately significant as they are responsible for the safety and security of the residents. He/she is required to follow Standards, Policies, and Procedures related to the Community Residence Sector. He/she implements the Individual Service Plan and inform the Supervisor/Direct Caregiver if adjustments are necessary. A Direct Caregiver must inform the next of kin/legal representative in decisions relating to the resident's well-being and/or when necessary acts as the financial trustee. He/she uses approved interventions when a resident is in crisis and contacts emergency services and/or relevant government agencies, as required (injuries, illnesses, aggressive/unstable behavior, physical restraint, suicide attempts, drug overdoses, runaways...). A Direct Caregiver assesses risks (safety and security) of residents, staff and the residence. He/she works independently and make decisions based on guidelines, past practices and related experience and also have access to support from coworkers, his/her supervisor and other professionals when dealing with situations that he/she has not come across before.



*Responsibilities (con't)*

<b>5. Communication/Interpersonal Relations</b>	<b>3</b>	<b>60</b>
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Communication and interpersonal relations are a very important aspect of the job since a Direct Caregiver communicates with residents, colleagues, Social Workers, government representatives, community resources and Health and other professionals in order to get approval, cooperation and/or coordination of activities. He/she advocates on behalf of the resident in order to assist them to attain and maintain an optimal personal level of functioning, self-care and independence. He/she documents accurate information in the resident's files. He/she must have the ability to communicate effectively in order to evaluate the resident's needs and build a rapport with them. In emergency/crisis situations, a Direct Caregiver must be able to explain the situation to relevant parties in order to ensure the appropriate response. He/she mediates conflict resolutions between residents.

<b>6. Staff Supervision</b>	<b>1</b>	<b>18</b>
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Supervisory responsibilities are not normally part of the job requirement for a Direct Caregiver. However, he/she may be asked to orient new staff and/or help other staff members to become familiar with their work by showing them work methods, techniques and procedures.

*Required Effort*

<b>7. Intellectual Effort</b>	<b>3</b>	<b>72</b>
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A Direct Caregiver constantly interacts with residents who have physical or mental issues with functional limitations and/or cognitive/behavior difficulties. He/she is required to make quick decisions, remain calm, positive, confident, empathetic and non judgmental in all situations; especially during crisis in order to determine appropriate interventions. Each resident is an individual with a unique set of needs, strengths and limitations that may change from time to time; the services required to meet these needs and promote self-sufficiency must be regularly assessed and revised. Retaining pertinent information is critical in order to intervene appropriately. The work of a Direct Caregiver is guided by Standards, Policies and Procedures; however, he/she is required to use their judgment in order to take appropriate action. When required, he/she has access to guidance from his/her co-workers, Supervisor/Direct Caregiver, Executive Director, and other professionals. A Direct Caregiver needs to be consistent, motivating and constantly aware of body language, unusual behavior, and environmental factors.

*Required Effort (con't)*

<b>8. Concentration and Sensory Attention</b>	<b>3</b>	<b>66</b>
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To ensure the safety and well-being of residents, as well as to respond appropriately to crisis situations, a Direct Caregiver must maintain a high level of Concentration and Sensory Attention despite frequent interruptions, distractions or changes in work priorities. He/she is required to perform various tasks concurrently such as listening and documenting, observing and interacting, responding to a crisis situation while keeping an eye on the other residents' behaviors and safety, administering medication/medical care and dealing with requests from residents, preparing meals and answering the telephone, etc. Retaining pertinent information to later document in the resident's file is critical for purposes of maintaining consistency and accuracy for future reference. During a shift, a Direct Caregiver is required to concentrate for long periods of time when interacting, observing, supervising, interpreting and actively listening to residents. However, most working hours the duration of uninterrupted time is no more than one hour.

<b>9. Physical Effort</b>	<b>3</b>	<b>54</b>
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A Direct Caregiver may be required to lift, move, push or pull weights up to 25kg/55lbs. He/she may be required to move furniture, lift/transfer residents, stock shelves, perform physical activities with residents, operate specialized medical equipment, etc. He/she is required to bend over, kneel, climb and descend stairs and hunch over in order to perform various job duties. He/she is required to perform repetitive movements such as vacuuming, mopping, sweeping, keyboarding, folding laundry, etc. Due to the nature of the job, a Direct Caregiver is continuously in motion, requiring them to remain on their feet for long periods of time. Physical effort/intervention is required at times in order to assist a resident, weighing in excess of 25kg/55lbs, including when they are experiencing a crisis. A Direct Caregiver's physical effort consists of medium activity of intermediate duration.

*Working Conditions*

<b>10. Unpleasant or Hazardous Environmental Conditions</b>	<b>3</b>	<b>60</b>
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A Direct Caregiver works in a demanding, hectic and noisy environment. He/she comes in contact with residents that may be ill and/or contagious. He/she may be exposed to unpleasant or demanding verbal interactions. He/she may be required to interact with residents who demonstrate aggressive or violent behaviors. He/she is exposed to hazardous matters and odors such as vomit, blood, feces and cleaning products. He/she may experience significant stress due to the nature of the job. He/she is required to work day, evening and night shifts which may cause fatigue and sleep deprivation. He/she experiences significant temperature variations while supervising residents indoors, outdoors and/or during outings/appointments. At times, a Direct Caregiver may be required to work in an isolated environment (i.e. working and travelling alone with residents).

## Supervisor/Direct Caregiver (Adult)

### Required Qualifications

<b>1. Education</b>	<b>5</b>	<b>86</b>
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High School diploma and successful completion of the Human Service Worker Certificate Program or equivalent training program.

<b>2. Experience</b>	<b>6</b>	<b>102</b>
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A minimum of 3 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 such as working with adults with disabilities who have Level 3 or Level 4 care needs, working with government/community agencies, pertinent life experience and/or supervisory experience is a requirement of the job.

<b>3. Dexterity and Coordination</b>	<b>3</b>	<b>42</b>
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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 transferring residents and/or heavy items (furniture, supplies, boxes, medical/recreational equipment.....), household duties (sweeping, mopping, shoveling...), climbing/descending stairs and maintenance (painting, minor repairs, outdoor equipment maintenance...). Dexterity and fine motor skills are necessary to carry out duties such as writing, keyboarding, document management, answering the telephone, payroll, management of prescription and non prescription medication, providing personal care, assembling and repairing small objects, meal preparation and feeding residents.

### Responsibilities

<b>4. Accountability/Decision Making</b>	<b>4</b>	<b>80</b>
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A Supervisor/Direct Caregiver's consequences of decisions and actions are significant as they are responsible for the safety and security of residents and staff within the residence. He/she is required to follow and address non-compliance to Standards, Policies, and Procedures related to the Community Residence Sector. He/she develops and implement the Individual Service Plan, suggest necessary adjustments to the Social Worker and may advise the Executive Director of any changes. They make budgetary decisions relating to residents and the residence. A Supervisor/Direct Caregiver must inform the next of kin/legal representative in decisions relating to the residents' well-being and/or when necessary acts as the financial trustee. He/she uses approved interventions when a resident is in crisis and contacts emergency services and/or relevant government agencies, as required (injuries, illnesses, aggressive/unstable behavior, physical restraint, suicide attempts, drug overdoses, missing resident...). A Supervisor/Direct Caregiver assesses risks (safety and security) of residents, staff and the residence. He/she works independently and makes decisions based on guidelines and past practices but they may have access to support from his/her Executive Director and other professionals when dealing with situations that he/she has not come across before.

*Responsibilities (con't)*

5. <i>Communication/Interpersonal Relations</i>	4	80
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Communication and interpersonal relations are a very important aspect of the job since a Supervisor/Direct Caregiver is required to collaborate with residents, staff, next of kin/legal representative, Social Worker, etc., in order to guide them by drawing on their professional experience and specialized knowledge. He/she advocates on behalf of the resident to the Social Worker, health and other professionals, the Executive Director and community resources in order to assist them to attain and maintain an optimal personal level of functioning, self-care and independence. He/she documents accurate information in the resident's files and staff files. He/she must have the ability to communicate effectively in order to evaluate the resident's needs and build a rapport with them. In emergency/crisis situations, a Supervisor/Direct Caregiver must be able to explain the situation to relevant parties in order to ensure the appropriate response. He/she mediates conflict resolutions between residents and/or staff and are required to communicate using tact and diplomacy in all interactions.

6. <i>Staff Supervision</i>	5	90
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A Supervisor/Direct Caregiver is responsible for recruiting, orientating, staff scheduling, developing work plans, assigning/checking work of staff, evaluating performance and determining professional development for staff. He/she is responsible to ensure that work complies with standards and procedures, to motivate staff, promote a respectful workplace and, when necessary, implement progressive disciplinary measures.

*Required Effort*

7. <i>Intellectual Effort</i>	4	96
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A Supervisor/Direct Caregiver constantly interacts with residents who have physical or mental issues with functional limitations and/or cognitive/behavior difficulties. He/she is required to make quick decisions, remain calm, positive, confident, empathetic and non judgmental in all situations; especially during crisis in order to determine appropriate interventions. Each resident is an individual with a unique set of needs, strengths and limitations that may change from time to time. The services required to meet these needs and promote self-sufficiency must be regularly assessed and revised. At times, new resources may need to be explored. Retaining pertinent information is critical in order to intervene appropriately. A Supervisor/Direct Caregiver is required to interpret, implement and ensure that the Standards, Policies and Procedures are adhered to; and use considerable judgment in adapting these to each situation. He/she is often faced with difficult decisions when dealing with situations that involve staff, residents and next of kin/legal representative. When required, he/she has access to guidance from his/her Executive Director and other professionals. A Supervisor/Direct Caregiver needs to be consistent, motivating and constantly aware of body language, unusual behavior, and environmental factors. Creativity is required in order to provide quality services with limited budget and resources.

*Required Effort (con't)*

<b>8. Concentration and Sensory Attention</b>	<b>3</b>	<b>66</b>
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To ensure the safety and well-being of residents and staff, as well as to respond appropriately to crisis situations, a Supervisor/Direct Caregiver must maintain a high level of Concentration and Sensory Attention despite frequent interruptions, distractions or changes in work priorities. He/she is required to perform various tasks concurrently such as answering the telephone and documenting, observing and interacting, responding to a crisis situation while keeping an eye on the other residents' behaviors and safety, administering medication/medical care and dealing with requests from residents and/or staff, preparing meals and answering the telephone, etc. Retaining pertinent information to later document in the resident's file is critical for purposes of maintaining consistency and accuracy for future reference. During a shift, a Supervisor/Direct Caregiver is required to concentrate for long periods of time when developing the individual service plan, completing the staff schedule, interacting, observing, supervising, interpreting and actively listening to residents and/or staff. However, most working hours the duration of uninterrupted time is no more than one hour.

<b>9. Physical Effort</b>	<b>3</b>	<b>54</b>
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A Supervisor/Direct Caregiver may have to lift, move, push or pull weights up to 25kg/55lbs. He/she may be required to move furniture, lift/transfer residents, stock shelves, perform physical activities with residents, operate specialized medical equipment, etc. He/she is required to bend over, kneel, climb and descend stairs and hunch over in order to perform various job duties. He/she is required to perform repetitive movements such as vacuuming, mopping, sweeping, keyboarding, folding laundry, etc. Due to the nature of the job, a Supervisor/Direct Caregiver is continuously in motion, requiring them to remain on their feet for long periods of time. Physical effort/intervention is required at times in order to assist a resident, weighing in excess of 25kg/55lbs, including when they are experiencing a crisis. A Supervisor/Direct Caregiver's physical effort consists of medium activity of intermediate duration.

*Working Conditions*

<b>10. Unpleasant or Hazardous Environmental Conditions</b>	<b>3</b>	<b>60</b>
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A Supervisor/Direct Caregiver works in a demanding, hectic and noisy environment. He/she comes in contact with residents that may be ill and/or contagious. He/she is exposed to unpleasant or demanding verbal interactions. He/she may be required to interact with residents who demonstrate aggressive or violent behaviors. He/she is exposed to hazardous matters and odors such as vomit, blood, feces and cleaning products. He/she may experience significant stress due to the nature of the job. He/she is required to be on-call and may work day, evening and night shifts which may cause fatigue and sleep deprivation. He/she may experience significant temperature variations while supervising residents, indoors, outdoors and/or during outings/appointments. At times, a Supervisor/Direct Caregiver may be required to work in an isolated environment (i.e. working and travelling alone with residents).



## Direct Caregiver (Children)

### Required Qualifications

1. <i>Education</i>	6	103
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High School diploma and successful completion of the Youth Care Worker Diploma Program.

2. <i>Experience</i>	4	57
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A minimum of one (1) year experience is necessary in order to develop the knowledge and skills required to carry out the job duties. Pertinent life experience is a requirement of the job

3. <i>Dexterity and Coordination</i>	3	42
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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/or moving children or heavy items (furniture, supplies, boxes, medical/recreational equipment...), household duties (sweeping, mopping, shoveling...), climbing/descending stairs and maintenance (painting, minor repairs, outdoor equipment maintenance). Dexterity and fine motor skills are necessary to carry out duties such as management of prescription and non prescription medication, providing personal care, assembling and repairing small objects, meal preparation, feeding children, writing, keyboarding, document management, and answering the telephone.

### Responsibilities

4. <i>Accountability/Decision Making</i>	3	60
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A Direct Caregiver's consequences of decisions and actions are moderately significant as he/she is responsible for the safety and security of the children. He/she is required to follow Standards, Policies, and Procedures related to Child Care Residential Centres. He/she implements the Individual Service Plan and inform the Supervisor/Direct Caregiver if adjustments are necessary. A Direct Caregiver must inform the family/guardian in decisions relating to the child's stay, and permit the family/guardian to carry out their responsibilities. The Direct Caregiver is responsible for choosing appropriate actions when a child is in crisis and contacts emergency services and/or relevant government agencies, as required (runaways, injuries, illnesses, aggressive/unstable behavior, physical restraint, suicide attempts, drug overdoses...). A Direct Caregiver assesses risks (safety and security) of children, staff and the residence. He/she works independently and makes decisions based on guidelines, past practices and related experience and may have access to support from coworkers, their supervisor and other professionals when dealing with situations that he/she has not come across before.



*Responsibilities (con't)*

<b>5. Communication/Interpersonal Relations</b>	<b>3</b>	<b>60</b>
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Communication and interpersonal relations are a very important aspect of the job since a Direct Caregiver communicates with children, family/guardian, colleagues, Social Workers, government representatives, community resources and Health and other professionals in order to get approval, cooperation and/or coordination of activities. He/she advocates on behalf of the children in order to improve their skills, connections to family, and the economic, emotional, social and community supports necessary for integration. He/she documents accurate information in the child's files. He/she must have the ability to communicate effectively in order to evaluate the child's needs and build a rapport with them. In emergency/crisis situations, a Direct Caregiver must be able to explain the situation to relevant parties in order to ensure the appropriate response. He/she mediates conflict resolutions between children

<b>6. Staff Supervision</b>	<b>1</b>	<b>18</b>
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Supervisory responsibilities are not normally part of the job requirement for a Direct Caregiver. However, he/she may be asked to orient new staff and/or help other staff members to become familiar with their work by showing them work methods, techniques and procedures.

*Required Effort*

<b>7. Intellectual Effort</b>	<b>3</b>	<b>72</b>
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A Direct Caregiver constantly interacts with children who display physical, intellectual, emotional and/or behavioral challenges that may or may not relate to mental health issues. He/she is required to make quick decisions, remain calm, positive, confident, empathetic and non judgmental in all situations; especially during crisis in order to determine appropriate interventions. Each child is an individual with a unique set of needs that may change from time to time; the services required to meet these needs must be regularly assessed and revised. Retaining pertinent information is critical in order to intervene appropriately. The work of a Direct Caregiver is guided by Standards, Policies and Procedures; however, they are required to use their judgment in order to take appropriate action. When required, he/she has access to guidance from their co-workers, Supervisor, Executive Director, and other professionals. A Direct Caregiver needs to be consistent, motivating, and constantly aware of body language, unusual behavior, and environmental factors.

*Required Effort (con't)*

<b>8. Concentration and Sensory Attention</b>	<b>3</b>	<b>66</b>
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To ensure the safety and well-being of children in the residence, as well as to respond appropriately to crisis situations, a Direct Caregiver must maintain a high level of Concentration and Sensory Attention despite frequent interruptions, distractions or changes in work priorities. He/she is required to perform various tasks concurrently such as listening and documenting, observing and interacting, responding to a crisis situation while keeping an eye on the other children's behaviors and safety, administering medication and dealing with requests from children, preparing meals and answering the telephone, etc. Retaining pertinent information to later document in the child's file is critical for purposes of maintaining consistency and accuracy for future reference. A Direct Caregiver is required to concentrate for long periods of time when interacting, observing, supervising, interpreting and actively listening to children. However, most working hours the duration of uninterrupted time is no more than one hour.

<b>9. Physical Effort</b>	<b>3</b>	<b>54</b>
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A Direct Caregiver may be required to lift, move, push or pull weights up to 25kg/55lbs. He/she may be required to move furniture, lift/transfer children, stock shelves, perform physical activities with children, etc. He/she is required to bend over, kneel, climb and descend stairs and hunch over in order to perform various job duties. He/she is required to perform repetitive movements such as vacuuming, mopping, sweeping, keyboarding, folding laundry, etc. Due to the nature of the job, a Direct Caregiver is continuously in motion, requiring him/her to remain on their feet for long periods of time. Physical effort/intervention is required at times in order to assist a child, weighing in excess of 25kg/55lbs, including when they are experiencing a crisis. A Direct Caregiver's physical effort consists of medium activity of intermediate duration.

*Working Conditions*

<b>10. Unpleasant or Hazardous Environmental Conditions</b>	<b>3</b>	<b>60</b>
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A Direct Caregiver works in a demanding, hectic and noisy environment. He/she comes in contact with children that may be ill and/or contagious. He/she may be exposed to unpleasant or demanding verbal interactions. He/she may be required to interact with children who demonstrate aggressive or violent behaviors. He/she is exposed to hazardous matters and odors such as vomit, blood, feces and cleaning products. He/she may experience significant stress due to the nature of the job. He/she is required to work day, evening and night shifts which may cause fatigue and sleep deprivation. He/she experiences significant temperature variations while supervising children indoors, outdoors and/or during outings/appointments. At times, a Direct Caregiver may be required to work in an isolated environment (i.e. working and travelling alone with children).

## Supervisor/Direct Caregiver (Children)

### Required Qualifications

1.	<i>Education</i>	6	103
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High School diploma and successful completion of the Youth Care Worker Diploma Program.

2.	<i>Experience</i>	6	102
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A minimum of 3 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 such as working with children who have behavioral management needs, working with government/community agencies, supervisory experience and/or pertinent life experience is a requirement of the job

3.	<i>Dexterity and Coordination</i>	3	42
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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/or moving children or heavy items (furniture, supplies, boxes, medical/recreational equipment...), household duties (sweeping, mopping, shoveling...), climbing stairs and maintenance (painting, minor repairs, outdoor equipment maintenance). Dexterity and fine motor skills are necessary to carry out duties such as writing, keyboarding, document management, answering the phone, payroll/scheduling, management of prescription and non prescription medication, providing personal care, assembling and repairing small objects, meal preparation and feeding children.

### Responsibilities

4.	<i>Accountability/Decision Making</i>	4	80
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A Supervisor/Direct Caregiver's consequences of decisions and actions are significant as they are responsible for the safety and security of the children and the staff. He/she is required to follow and address non-compliance to Standards, Policies, and Procedures related to the Child Care Residential Centres. He/she develops and implements the Individual Service Plan, suggest necessary adjustments to the Social Worker and may advise the Executive Director of any changes. He/she makes budgetary decisions relating to children and the residence. A Supervisor/Direct Caregiver must inform family/guardians in decisions relating to the child's stay, and permit them to carry out their responsibilities. The Supervisor/Direct Caregiver is responsible for choosing appropriate actions when a child is in crisis and contacts emergency services and/or relevant government agencies, as required (runaways, injuries, illnesses, aggressive/unstable behavior, physical restraint, suicide attempts, drug overdoses...). A Supervisor/Direct Caregiver assesses risks (safety and security) of children, staff and the residence. He/she works independently and makes decisions based on guidelines and past practices but they may have access to support from his/her Executive Director and other professionals when dealing with situations that they have not come across before.

*Responsibilities (con't)*

<b>5. Communication/Interpersonal Relations</b>	<b>4</b>	<b>80</b>
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Communication and interpersonal relations are a very important aspect of the job. A Supervisor/ Direct Caregiver relies on their professional experience and specialized knowledge in order to collaborate with and guide the children, staff, family/guardian, Social Workers, etc. He/She advocates on behalf of children to Social Workers, health and other professionals, and community resources in order to improve the child’s skills, and the economic, emotional, social and community supports necessary for the child’s integration. He/she documents accurate information in the children and staff files. He/she must have the ability to communicate effectively in order to evaluate the child’s needs and build a rapport with them. In emergency/crisis situations, a Supervisor/Direct Caregiver must be able to explain the situation to relevant parties in order to ensure the appropriate response. He/she mediates conflict resolutions between children and/or between staff and are required to communicate using tact and diplomacy in all interactions.

<b>6. Staff Supervision</b>	<b>5</b>	<b>90</b>
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A Supervisor/Direct Caregiver is responsible for recruiting, orientating, scheduling, developing work plans, evaluating performance, determining professional development and assigning and checking work of staff. He/she is responsible to ensure that work complies with standards and procedures, to motivate staff, promote a respectful workplace and, when necessary, implement progressive disciplinary measures.

*Required Effort*

<b>7. Intellectual Effort</b>	<b>4</b>	<b>96</b>
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A Supervisor/Direct Caregiver constantly interacts with children who display physical, intellectual, emotional, and/or behavioral challenges that may or may not relate to mental health issues. He/ she is required to make quick decisions, remain calm, positive, confident, empathetic and non judgmental in all situations; especially during crisis in order to determine appropriate interventions. Each child is an individual with a unique set of needs that may change from time to time. The services required to meet these needs must be regularly assessed and revised. At times, new resources may need to be explored. Retaining pertinent information is critical in order to intervene appropriately. A Supervisor/Direct Caregiver is required to interpret, implement and ensure that the Standards, Policies and Procedures are adhered to; and use considerable judgment in adapting these to each situation. He/she is often faced with difficult decisions when dealing with situations that involve staff, children, and family/guardian. When required, he/she has access to guidance from his/her Executive Director and other professionals. A Supervisor/Direct Caregiver needs to be consistent, motivating, and constantly aware of body language, unusual behavior, and environmental factors. Creativity is required in order to provide quality services with limited budget and resources.

*Required Effort (con't)*

<b>8. Concentration and Sensory Attention</b>	<b>3</b>	<b>66</b>
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To ensure the safety and well-being of children and of staff in the residence, as well as to respond appropriately to crisis situations, a Supervisor/Direct Caregiver must maintain a high level of Concentration and Sensory Attention despite frequent interruptions, distractions or changes in work priorities. He/she is required to perform various tasks concurrently such as answering the phone and documenting, observing and interacting, responding to a crisis situation while keeping an eye on the other children’s behaviors and safety, administering medication and dealing with requests from children and/or staff, etc. Retaining pertinent information to later document in the child’s file is critical for purposes of maintaining consistency and accuracy for future reference. A Supervisor/Direct Caregiver is required to concentrate for long periods of time when developing the individual service plan, completing the staff schedule, interacting, observing, supervising, interpreting and actively listening to children and/or staff. However, most working hours the duration of uninterrupted time is no more than one hour.

<b>9. Physical Effort</b>	<b>3</b>	<b>54</b>
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A Supervisor/Direct Caregiver may be required to lift, move, push or pull weights up to 25kg/55lbs. He/she may be required to move furniture, lift/transfer children, stock shelves, perform physical activities with children, etc. He/she is required to bend over, kneel, climb and descend stairs and hunch over in order to perform various job duties. He/she is required to perform repetitive movements such as vacuuming, mopping, sweeping, keyboarding, folding laundry, etc. Due to the nature of the job, a Supervisor/Direct Caregiver is continuously in motion, requiring them to remain on their feet for long periods of time. Physical effort/intervention is required at times in order to assist a child, weighing in excess of 25kg/55lbs, including when they are experiencing a crisis. A Supervisor/Direct Caregiver’s physical effort consists of medium activity of intermediate duration.

*Working Conditions*

<b>10. Unpleasant or Hazardous Environmental Conditions</b>	<b>3</b>	<b>60</b>
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A Supervisor/Direct Caregiver is required to work in a demanding, hectic and noisy environment. He/she comes in contact with children that may be ill and/or contagious. He/she may be exposed to unpleasant or demanding verbal interactions. He/she may be required to interact with children who demonstrate aggressive or violent behaviors. He/she is exposed to hazardous matter and odors such as vomit, blood, feces and cleaning products. He/she may experience significant stress due to the nature of the job. He/she is required to be on-call and may work day, evening and night shifts which may cause fatigue and sleep deprivation. He/she experiences significant temperature variations while supervising children indoors, outdoors and/or during outings/appointments. At times, a Supervisor/Direct Caregiver may be required to work in an isolated environment (i.e. working and travelling alone with children).

**Foreman**

*Required Qualifications*

<b>1. Education</b>	<b>6</b>	<b>103</b>
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High School diploma or equivalent and successful completion of a college program in Business or equivalent training program.

<b>2. Experience</b>	<b>7</b>	<b>100</b>
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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.

<b>3. Dexterity and Coordination</b>	<b>2</b>	<b>28</b>
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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*

<b>4. Accountability/Decision Making</b>	<b>4</b>	<b>80</b>
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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 Community Residence (Human Resources, Financial, Programming, Administration, Acts, Standards, Regulations, etc.). A Foreman is responsible for the health, safety and well-being of each resident/child 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.

<b>5. Communication/Interpersonal Relations</b>	<b>5</b>	<b>100</b>
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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. He must communicate clearly and effectively with staff, residents/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.

*Responsibilities (con't)*

<b>6. Staff Supervision</b>	<b>5</b>	<b>90</b>
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A Foreman is responsible for recruiting, orientating, developing work plans, establishing requirements, evaluating performance and determining professional development for staff. He is responsible to motivate staff, promote a respectful workplace and, when necessary, implement progressive disciplinary measures.

*Required Effort*

<b>7. Intellectual Effort</b>	<b>5</b>	<b>120</b>
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A Foreman is required to interpret and implement Acts, Regulations, Community Residence Standards, policies and procedures. He is 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. He is often faced with difficult decisions when dealing with situations that involve staff, residents/children (i.e. disciplinary action, interventions, etc.). A Foreman is required to provide quality services with limited budget and resources. He is responsible to ensure that the programs and the Community Residence is maintained to the highest standards in order to ensure that health, safety and the well being of staff, and residents/children.

<b>8. Concentration and Sensory Attention</b>	<b>5</b>	<b>110</b>
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The work requires a high level of concentration and sensory attention while supervising, observing, interacting and monitoring staff, residents/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. He is required to perform various tasks concurrently such as answering the telephone while completing paperwork/keyboarding, observing and documenting, listening and writing, talking and keyboarding, meeting with residents/children and documenting, etc.

<b>9. Physical Effort</b>	<b>2</b>	<b>36</b>
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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. He is required to observe the activities within the Community Residence which would require them to stand for short periods of time.

*Working Conditions*

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



## Maintenance Worker

### Required Qualifications

1. <i>Education</i>	3	51
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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	29
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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	28
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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. He usually makes decisions based on guidelines and past practices. A Maintenance Worker has immediate assistance from his supervisors. He contributes to the health and safety of others by ensuring that the Community Residence is well maintained.

5. <i>Communication/Interpersonal Relations</i>	1	20
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A Maintenance Worker exchanges factual and work related information with his Supervisor, coworkers, suppliers and health and fire inspectors.

6. <i>Staff Supervision</i>	1	18
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Supervisory responsibilities are not part of the job requirement.



### Required Effort

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

8. <i>Concentration and Sensory Attention</i>	1	22
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The work requires a moderate level of concentration and sensory attention while performing his assigned task. The Maintenance Worker may be interrupted and distracted occasionally while carrying out the various tasks associated with the job.

9. <i>Physical Effort</i>	3	54
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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. He is required to bend over, kneel, climb and hunch over in order to perform their assigned duties. He must perform repetitive motions, such as mopping, vacuuming and sweeping. There are also many situations where a Maintenance Worker is required to work in confined spaces and awkward positions such as bathrooms, utility rooms, etc. He is also required to handle special equipment such as lawn mowers, snow blowers, waxing machines, carpet cleaners, etc.

### Working Conditions

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

## Community Residence Sector Point Distribution

Job Classes	Qualifications			Responsibilities				Required Effort			Working Conditions
	Education	Experience	Dexterity and Coordination	Accountability/ Decision Making	Communication/ Interpersonal Relations	Staff Supervision	Intellectual Effort	Concentration and Sensory Attention	Physical Effort	Unpleasant or Hazardous Environmental Conditions	
Foreman	6	7	2	4	5	5	5	5	2	3	
Direct Caregiver (Adults)	5	4	3	3	3	1	3	3	3	3	
Supervisor/ Direct Caregiver (Adults)	5	6	3	4	4	5	4	3	3	3	
Direct Caregiver (Children)	6	4	3	3	3	1	3	3	3	3	
Supervisor/ Direct Caregiver (Children)	6	6	3	4	4	5	4	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%
Staff 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 (JSC) 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 Community Residence Sector's goals, objectives and mission. The following page is a breakdown of the weights assigned to the factors and sub-factors for Direct Caregivers and Supervisors/Direct Caregivers in the Community Residence Sector.

## Community Residence Sector Weighting of Factors and Sub-Factors

<b>Factors</b>	<b>Qualifications</b>			<b>Responsibilities</b>			<b>Required Effort</b>			<b>Working Conditions</b>	<b>Total</b>
<b>Range</b>	20% to 35%			25% to 30%			20% to 40%			5% to 15%	100%
<b>Weight Assigned</b>	29%			29%			32%			10%	
<b>Sub-factors</b>	<b>Education</b>	<b>Experience</b>	<b>Dexterity and Coordination</b>	<b>Accountability/ Decision Making</b>	<b>Communication/ Interpersonal Relations</b>	<b>Staff Supervision</b>	<b>Intellectual Effort</b>	<b>Concentration and Sensory Attention</b>	<b>Physical Effort</b>	<b>Unpleasant or Hazardous Environmental Conditions</b>	
<b>Range</b>	10% to 15%	6% to 12%	4% to 8%	9% to 10%	9% to 10%	7% to 10%	8% to 14%	6% to 13%	6% to 13%	5% to 15%	
<b>Weight Assigned</b>	12%	10%	7%	10%	10%	9%	12%	11%	9%	10%	100%

## 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	29%	290
Responsibilities	29%	290
Required Effort	32%	320
Working Conditions	10%	100
<b>Total</b>	<b>100%</b>	<b>1000</b>

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 29%	Education	12%	120
	Experience	10%	100
	Dexterity and Coordination	7%	70
Responsibilities 29%	Accountability / Decision Making	10%	100
	Communication/Interpersonal Relations	10%	100
	Staff Supervision	9%	90
Required Effort 32%	Intellectual Effort	12%	120
	Concentration & Sensory Attention	11%	110
	Physical Effort	9%	90
Working Conditions 10%	Unpleasant or Hazardous Environmental Conditions	10%	100
<b>Total</b>		<b>100%</b>	<b>1000</b>

## 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 Community Residence Sector Pay Equity Program.

## Community Residence Sector Point Distribution Table

Factors	Level		Weight	1	2	3	4	5	6	7	Maximum Points
	Sub-Factors										
<b>Qualifications</b>	Education		12%	17	34	51	69	86	103	120	120
	Experience		10%	14	29	43	57	71	102	100	100
	Dexterity and Coordination		7%	14	28	42	56	70			70
	Accountability / Decision Making		10%	20	40	60	80	100			100
<b>Responsibilities</b>	Communication/ Interpersonal Relations		10%	20	40	60	80	100			100
	Staff Supervision		9%	18	36	54	72	90			90
	Intellectual Effort		12%	24	48	72	96	120			120
<b>Required Effort</b>	Concentration & Sensory Attention		11%	22	44	66	88	110			110
	Physical Effort		9%	18	36	54	72	90			90
<b>Working Conditions</b>	Unpleasant or Hazardous Environmental Conditions		10%	20	40	60	80	100			100
	<b>TOTAL</b>		<b>100%</b>								<b>1000</b>

## 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 weighting distribution table (Section 10).

### Community Residence Sector Weighting of Factors and Sub-Factors

Job Classes	Qualifications			Responsibilities				Required Effort			Working Conditions	Total
	Education	Experience	Dexterity and Coordination	Accountability/ Decision Making	Communication	Staff Supervision	Intellectual Effort	Concentration and Sensory Attention	Physical Effort	Unpleasant or Hazardous Environmental Conditions		
Foreman	103	100	28	80	100	90	120	110	36	60	827	
Direct Caregiver (Adults)	86	57	42	60	60	18	72	66	54	60	575	
Supervisor/ Direct Caregiver (Adults)	86	102	42	80	80	90	96	66	54	60	756	
Direct Caregiver (Children)	103	57	42	60	60	18	72	66	54	60	592	
Supervisor/ Direct Caregiver (Children)	103	102	42	80	80	90	96	66	54	60	773	
Maintenance Worker	51	29	28	40	20	18	48	22	54	40	350	



## 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 Equality 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 Women's Equality Branch requested labour force data from Statistics Canada on New Brunswick's average hourly rate for non-unionized workers under the occupation *G93 Cleaners* for the years 2010-2012. Based on the results of this request, the average hourly wage for Maintenance Workers was determined to be \$13.24/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 \$16.55/hr.

In determining the average hourly wage for the typical male job classes, the Women's Equality 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 Equality 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.

## Pay Equity Analysis

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.

### Analysis:

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

$$\frac{\$13.24}{\$ X} = \frac{80\%}{100\%}$$
$$(\$13.24 \times 100) / 80 = \$16.55$$
$$X = \$16.55$$

Each point awarded during the job evaluation process is associated with a corresponding value. It was determined that each point value equals \$0.00694 by using the following formula:

Difference between the valuation of the typical male job classes = 477 points (827-350)

Difference between the rate of remuneration for the typical male job classes  
= \$3.31 (\$16.55 - \$13.24)

$$\$3.31 \div 477 = \$0.00694$$

Therefore by subtracting the difference in points between the Maintenance Worker and the Community Residences staff, we can determine the fair hourly rate of pay by multiplying the difference in points by \$0.00694 and then adding this amount to the average salary for a Maintenance Worker.

For example, to determine the fair hourly rate for the Direct Caregiver (adults) the JJEC used the following procedure:

Difference in points between the Maintenance Worker and Direct Caregiver (adults) = 225

$$225 \times \$0.00694 = \$1.56$$

We now know that the difference in remuneration between the Maintenance Worker and the Direct Caregiver (adults) is \$1.56. Therefore, it was determined that the Direct Caregiver (adults) Staff fair hourly rate should be \$14.80 (\$13.24 + \$1.56).

**Analysis (cont):**

The Joint Job Evaluation Committee was able to determine the fair hourly rate of remuneration for the Community Residence Sector.

A	B	C	D	E	F	G	H
Male Job Classes	Valuation of Male Job Classes (points)	Hourly Rate of Remuneration	Female Job Classes	Valuation of Female Job Classes (points)	Difference Between valuation of Female Job Class and Male Job Class (column E minus column B)	Column F x \$0.00694	Fair Hourly Rate (Add columns C and G)
Maintenance Worker	350	\$13.24	Direct Caregiver (adults)	575	225	\$1.56	\$14.80
Foreman	827	\$16.55	Supervisor/Direct Caregiver (adults)	756	406	\$2.82	\$16.06
			Direct Caregiver (children)	592	242	\$1.68	\$14.92
			Supervisor/Direct Caregiver (children)	773	423	\$2.94	\$16.18

## Pay Equity Analysis

### Analysis (con't):

#### Average Current Wage Rates (as of March 31, 2013):

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

<i>Job</i>	<i>Average Rate</i>	<i>Fair hourly rate</i>	<i>Inequity per hour</i>
Direct Caregiver (Adults)	\$11.95	\$14.80	\$2.85
Supervisor/ Direct Caregiver (Adults)	\$15.23	\$16.06	\$0.83
Direct Caregiver (Children)	\$14.87	\$14.92	\$0.05
Supervisor/ Direct Caregiver (Children)	\$18.57	\$16.18	-\$2.39

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

Based on the above table, Direct Caregivers (adults), Supervisors/Direct Caregivers (adults) and Direct Caregivers (children) are currently receiving an inequitable remuneration. In order to correct this inequity, they will require an increase in salary of approximately \$2.85/hr, \$0.83/hr and \$0.05/hr, respectively. No inequity was found for the Supervisor/Direct Caregiver (children) job class.

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.