

CUPE - analysis of affirma
action - Law unions can help to implem
- 'how too' manual for implimenting
affirmative action programs..

Equal opportunity at work

A CUPE affirmative action manual



A publication of the CUPE Education Department
Canadian Union of Public Employees



“**E**qual Opportunity at Work—A CUPE Affirmative Action Manual” provides a comprehensive and detailed approach to dealing with the continuing inequalities faced by CUPE women members in their various employment situations.

While many of you have been able to achieve considerable improvements in some areas of equal opportunity, especially in stopping the more blatant discriminatory practices of employers, we should now address ourselves with renewed vigour to remedying the more hidden barriers to equal opportunity that continue to keep men and women in job ghettos with unequal access to training, promotions, benefits, career mobility, etc.

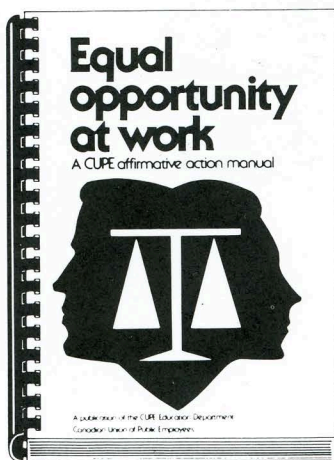
The manual will assist you and your locals in locating these barriers and formulating an attack which is best suited to the local's circumstances. Whether this is a comprehensive Affirmative Action Program or whether it is developing bargaining demands on specific issues during regular negotiations, the manual will provide you with a wealth of ideas and suggestions, many of which have already been tried successfully by some progressive CUPE locals.

I strongly urge you to take advantage of this booklet. Until you take advantage of it the employer will go on taking advantage of you and your members.

Fraternally,

Grace Hartman,
National President,

CANADIAN UNION OF PUBLIC EMPLOYEES



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FOREWORD

Traditionally, unions have used the collective bargaining process as the main instrument for improving the status of women at the work place. Unfortunately, the rights of women at the work place never really became a major collective bargaining priority. Consequently, many injustices were not corrected and continued on for many years. It is only a recent development that trade union activists began to realize that working women are not given an equal opportunity at the work place.

International Women's Year 1975, provided the forum which helped to generate this new awareness. However prior to 1975, the CUPE Education Department staff, prepared two pamphlets which drew attention to sex discrimination at the work place. These were, "Are You Being Discriminated Against?" --- a ten point checklist, and "Affirmative Action, --- putting a stop to sex-discrimination: an outline for locals." These pamphlets created enough interest in CUPE locals whereby Affirmative Action Study Committees were established in Ottawa, London and Windsor, Ontario. Also the pamphlets were in great demand by other unions and many community groups who wanted to support the idea of equal opportunity for women. The initiative and leadership for CUPE'S involvement in the preparation of these educational pamphlets, the setting-up of Affirmative Action Study Committees and the guiding hand in the preparation of this manual, came from Elisabeth Plettenberg, Assistant Director of Education, CUPE.

During 1975, a considerable amount of knowledge and experience was gained from the findings and reports of the Affirmative Action Study Committees. It became evident that the matter of women's rights should not be allowed to fade into the background, or allow the issue to slip to a low collective bargaining priority once again. Thus the decision to prepare a comprehensive handbook, or manual, that would outline how to establish, conduct and implement an Affirmative Action Program. We called upon Margot Trevelyan to co-ordinate this project. Margot had gained considerable experience as a member of the C.B.C. Task Force on the Status of Women.

After many months of researching, writing, re-writing and editing the final document was finished. The thanks for this monumental effort must go to Margot and Elisabeth.

You may be taken back by the size of this document. Nevertheless, learning how to implement an Affirmative Action Program is well within the capabilities of the average person. It is a well organized plan, set-out in a step-by-step manner. I am sure that it will greatly assist those persons who decide to do something about the rights of women at the work place.

Now that the technical side of preparing this manual is complete, it only leaves the practical side to be applied. This is where the local union activists come in. The manual will be your guide. However, it takes active people to press for the required administrative decision (from the union and employer), before the program becomes a reality.

James Dowell
Director of Education
Canadian Union of Public Employees

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INTRODUCTION

I EARLY STRUGGLES FOR EQUAL OPPORTUNITY

CUPE began its first formal Affirmative Action Program in 1975. For many years before, the struggle to ensure equal opportunity for all employees had been waged in many locals and at many bargaining tables by concerned men and women. These efforts, however, were sporadic; they attempted to correct piecemeal a situation which really should be attacked by a systematic, methodical and all-encompassing approach. International Women's Year - 1975 - provided the climate that was congenial to initiating such an approach.

Affirmative Action Programs involving CUPE members were begun in London, Ottawa, Toronto, Windsor, Saskatoon, Winnipeg, Vancouver and elsewhere. These programs were initiated either by the CUPE National Education Department by determined local union members, or through the efforts of organized women's groups. No matter who started the program, the picture that emerged was always the same: women workers were found to be segregated into few kinds of work; this work was undervalued in status and pay; women's promotional opportunities were fewer than men's; and often benefits received by women employees were inferior to those of men participating in the same plans.

II WHAT IS AFFIRMATIVE ACTION?

Basically, an Affirmative Action Program is anything you want it to be, as long as it improves the status of working women or of minorities in your establishment. It may be an educational program in the local to urge members to support an across-the-board dollar increase rather than a percentage increase at the next negotiations. It may be an attempt to organize babysitting or child care for union members. Or, it may be an all-inclusive program which examines the hiring,

promotional practices, benefit plans, job segregation and salary administration of the establishment and recommends a long term program to correct any problems that are discovered.

The name "Affirmative Action" originated in the United States to promote the interests first of racial minorities and then of women. It was pushed by strong civil rights legislation which insisted that women and minorities be paid the same as other workers and that they be present in an establishment roughly proportionate to their presence in the work force at large. Costly law suits, such as the famous International Telephone and Telegraph (T. & T.) settlement, which cost that company millions of dollars in back pay to female employees, forced employers to find ways of meeting the tough demands and quotas of the legislation.

By way of Affirmative Action plans, these employers committed themselves to break down job segregation and get more women and minority workers hired and promoted. They undertook studies to determine which practices left these workers behind and what training and organizational changes were needed. Management consultants, specially trained in the area of Affirmative Action, sprang up overnight to capitalize on the new market. Employers soon discovered that, although they had been forced into action, this new "untapped resource" provided them with new skills and talents.

Affirmative Action Committees in Canada have made exhaustive reports and intelligent recommendations which have, for the most part, been applauded by management. These committees have then stepped back to see their fine report gather dust on the shelf while they waited for employers to change their attitudes. For as long as there is no legislation or other power to force employers to move, they will rarely

change a situation which for so long, seems to have worked to their advantage. For this and other reasons, Affirmative Action Programs in Canada must be backed up by the binding power of the collective agreement. In Canada, collective bargaining must play the role that legislation plays in the States.

III WHY AFFIRMATIVE ACTION FOR CUPE?

It is the responsibility of every local, every council, every division, and the National Office and all CUPE representatives to ensure that the interests of all members are protected. If any of the members are not receiving the salary, or career opportunities due them for whatever reason - it is the responsibility of the union to bring this to the attention of the employer and correct the situation. The employer is also obliged - sometimes by law - to ensure that the employment s/he is providing is equally accessible to all who are qualified.

In this book we are limiting our attention to the problems of women workers. We are very much aware that minority racial groups also suffer from discrimination at work, and that unions should fight in the interest of these members. However, we feel that to attack all problems at once may result in none being solved. Furthermore the large number of women in CUPE suffering from discrimination assures us that concentrating our energies on them - at least for the time being - will bear the most fruit. The impact of an Affirmative Action Program will automatically affect a large number of native, black and other minority persons as well.

IV ARE WE BEING IDEALISTIC?

There may be a few skeptics who feel we are talking about pie in the sky. In reply we can only say that there is nothing in the first two phases of the CUPE Affirmative Action Program which has not already been done by many Affirmative Action Committees in Canada. Phase III - Implementation - is, we admit, far reaching and in some aspects, new. Many of the articles suggested have not as yet been negotiated

Nevertheless there is no doubt that the five day work week, social security, unemployment insurance and many of the other benefits we now take for granted were at one time considered radical and unrealistic. But who now would settle for anything less? In the same vein, we are confident that demands of working women which now seem "unreasonable" will soon be the minimum a union negotiating team will be willing to accept. For how can a union continue to exist, if it cannot meet the needs of 50% of its membership?

It is to provide Affirmative Action Programs that meet the realities of present day Canada, that this book has been written. If working people cannot depend on the politicians to pass protective legislation, they can still force employers to change their ways through the collective agreement. Historically, in fact, most good labour legislation in Canada first made its appearance as articles in collective agreements. Union practice has usually pointed the way and legislation has followed later and there is no reason to believe that human rights legislation will be any different.

V THE PLAN OF THE BOOK

The CUPE Affirmative Action Program consists of three phases:

- Phase I - Initiating the Program,
- Phase II - Data Collection, Analysis & Assessment,
- Phase III - Implementation.

This manual will take you step by step through the three phases. Although at first glance, an Affirmative Action Program may seem to be an insurmountable task, a careful reading of this manual will indicate that although the work may be time consuming, it is well within the capabilities of the average person. Management consultants are costly and unnecessary. There is no reason why union brothers and sisters cannot pool their talents and experience to look at their own situation and propose feasible alternatives. After

all, we have been doing just that since the beginning of the trade union movement.

Throughout the manual will be found the reminder that this plan is no more than a general outline. Every work place is different and consequently every Affirmative Action plan will be different. Only you can judge your own situation and with imagination and common sense, take from this book what is useful to you. Also remember that at all times union staff are available - either through your service representative or the CUPE Education Department - to help you decide on the most appropriate course to take, or to interpret any sections of the manual which you may find difficult.

PHASE ONE
INITIATING THE PROGRAM

Phase One consists of several steps:

- I GAINING SUPPORT FROM UNION MEMBERS ,
- II GAINING SUPPORT FROM MANAGEMENT ,
- III A PUBLIC STATEMENT OF INTENT FROM MANAGEMENT
AND UNION ,
- IV SETTING UP AN AFFIRMATIVE ACTION COMMITTEE ,
- V ASSIGNING RESPONSIBILITY FOR THE PROGRAM ,
- VI ALLOCATING A BUDGET ,
- VII FAMILIARIZING EMPLOYEES AND THE PUBLIC WITH THE
PROGRAM .

I GAINING SUPPORT FROM UNION MEMBERS

We feel that any program which affects the working life of employees should be undertaken with their full understanding and cooperation. Since the interests of unionized employees are represented by their local union officers, it is essential that the local union participate fully in the Affirmative Action Program. Input from their elected representatives ensures that the interests of employees as well as their trade union principles are protected at all stages. To ensure that the local executive and the members fully understand the need for an Affirmative Action program, both should be approached as early as possible.

Begin by asking the local president for a spot on the agenda of the next executive meeting. At that time, explain to the executive what an Affirmative Action program is, and why you feel it is necessary at your establishment. If possible, provide interested executive members with copies of Affirmative Action programs from other establishments. (These are available from the Education Department at the CUPE National Office. Once everyone on the executive understands the program, ask them in what way they feel they can be of most help. Some may feel that an Affirmative Action program is top priority and want to assist as much as possible. Others may find themselves in a crisis situation over other matters and be less sympathetic. In either case, assure all executive members that the jurisdiction of the local will be protected at all times, by the participating union members, and that their advice will be solicited through-out the program - especially on those issues covered by the collective agreement.

As soon as possible, you will also want to explain the Affirmative Action program to the general membership at a meeting of your local.

To create interest quickly, you might show a film or have a guest speaker lead a discussion on the special problems faced by women at work. This discussion could be followed by a union member, or a member of the executive, explaining to the meeting what an Affirmative Action program is, and in what way such a program would help all employees in the establishment. Once this is understood, it is helpful (but not necessary) for a motion to support an Affirmative Action program at the establishment to be moved and voted on.

Before leaving the membership meeting, ask for some volunteer help in getting the program going. This request is more than an attempt to "make the members feel included". A lot of work will have to be done before the program is accepted by the employer. The more people there are to do this work, the sooner the employer will realize that Affirmative Action is a major concern of many employees.

If there is more than one employee organization in your establishment, it is worth the time to ask the executive of each organization if you can attend, as a guest, at the next membership meeting, to explain the Affirmative Action program. A vote of support from each organization not only ensures that most employees understand the program, it is also another reminder to the employer that the call for Affirmative Action has broad support among employees.

Feel free at all times to call on your local CUPE Education Department representative, or the CUPE National Education Department staff, or your local servicing representative. They will give you the professional help you may need to both start the program and follow it through.

II GAINING SUPPORT FROM MANAGEMENT

Unless you are a member of a local that is willing to strike indefinitely until recommendations of the Affirmative Action Committee are implemented, a strong commitment from management is absolutely essential. Access to personnel data can only be gained with their approval. More importantly, recommendations - no matter how good - are useless, if management does not intend to implement them.

Who "management" is varies from place to place. For a hospital it could be the Administrator, the Chairman of the Board of Directors, or the whole Board; in smaller establishments, it is usually the President. Gaining support from City Councils - the management of civic employees - is one of the more complex procedures, and for this reason we have used it as our example of how to gain support from management.

1. Knock on Doors

In order for a city council to agree to an Affirmative Action Program, someone on the council must make a motion to that effect, and the majority of the councillors must vote in favour of it. Consequently, the more councillors you can talk to before the city council meeting, the better. Get a list of the names of those on the city council from the receptionist at City Hall and call up their secretaries for an appointment. When you meet the councillor, explain to him or her why the program is so important. Also show him or her a clear and definite proposal which includes a tentative budget, the amount of time it should take, and examples of other cities who have carried out Affirmative Action Programs. Ask for their support when the program is voted on at the city council meeting.

2. Draft a Motion

Often city councillors and others are willing to give their moral support, but don't have any time to spend on the program itself. For this reason, it is useful to provide one of these councillors who is most sympathetic, with a draft of a resolution which calls for the initiation of an Affirmative Action Program. The draft might read as follows:

I move that City Council agree to implement Phase I (Initiating the Program) and Phase II (Data Collection, Analysis, and Assessment) of the Affirmative Action Program as outlined by CUPE Local ___ to determine if equal employment opportunities are being provided to all municipal employees; further, that an Affirmative Action Committee be formed with representation from:

- a) the City Personnel Department,
- b) the Executive, Local ___ CUPE (the initiating local),
- c) the Executives of Locals ___, ___, and ___ (other organized employees of the same employer),
- d) representatives of additional associations (if any),
- e) the CUPE service representative,
- f) a representative of City Council,
- g) representatives from Community groups concerned with the status of women, (if any),
- h) a working committee, consisting of one full-time Coordinator, two or more full time Researchers, and four or more CUPE employees, serving part time.

3. Attend the City Council Meeting

Once you have found a councillor willing to make the motion initiating an Affirmative Action Program, ask to be placed on the agenda of the next council meeting. Inform the members of your local, and if possible, other employees, of the time and the date of the meeting. If necessary arrange car pools and babysitting so that as many people as possible can be present. The council will not be interested in going to the expense and trouble of an Affirmative Action Program, if they feel only one or two people are interested. Inform councillors, as well, that the Affirmative Action Program will be discussed at the next city council meeting and ask for their support once again.

4. Invite the Press

Publicity is an important ingredient to any Affirmative Action Program. It reminds the working members that their results will be carefully scrutinized and the employer that his commitment to equal opportunity is being watched with interest by the community.

III PUBLIC STATEMENT OF INTENT

Once management and the union have agreed to undertake an Affirmative Action Program, their intent should be communicated to all employees and to the Press. Employees in particular should have impressed upon them that the program is to ensure equal opportunity for both men and women. A joint statement by management and the union is probably best, since it will calm any fears or apprehensions either side might otherwise have.

IV SETTING UP AN AFFIRMATIVE ACTION COMMITTEE

We will continue to use the large civic employer as our example for the remainder of this chapter.

In large establishments, there are often many organized groups who will, of course, be concerned with anything that affects their members. Nevertheless, having large numbers of working members on the Committee is impractical both from a cost point of view and because of the impossibility of getting together for meetings and coordinating the work. The Director of Personnel for the establishment will also have an interest in the study but will not have the time to work on it. It is therefore suggested that the Affirmative Action Committee consist of some members who will serve in an advisory capacity, and others who will actually do the work.

(i) The Advisory Members

The advisory members include all those listed from "a" to "g" on page 11. The personnel department representative has a special role here since close liaison between the working committee and the personnel department will greatly facilitate the search for relevant data in the department's records and procedures.

Ideally, this Advisory Committee should meet with the Coordinator every two or three weeks. They should offer support and advice as well as receive progress reports from time to time.

(ii) The Working Members (the "Working Committee")

Every establishment will need at least one full time person to act as Coordinator of the Affirmative Action Committee. Most municipal

governments and large establishments will need more than one paid person on the working committee, but they need not all be full time. Some may be hired for half days only, and sometimes CUPE members in the local can be used for one or two days a week to help with data and interviews. For city governments and larger hospitals, we suggest the working members of the Affirmative Action Committee be composed of the following:

One full time Coordinator, hired by the employer for the project's duration,

two full time Researchers, hired on the same basis, and

four CUPE employees, taking one or two days off a week.

These people should be chosen by the advisory members of the Affirmative Action Committee. The Coordinator should be hired first so that she might have a say in the selection of the others.

(iii) The Coordinator

Objectivity of the committee is absolutely essential, and no matter how hard a Coordinator may attempt to be objective she may be seen by other locals or by management as mainly concerned with the interests of her own local if she is an employee in the establishment. It may also be awkward for an employee, particularly in smaller establishments, to discuss policy matters with supervisors and managers. Finally, confidential material which could be disclosed to an independent observer, might be denied an employee.

Consequently a coordinator should probably best be hired from outside the establishment. She should have a demonstrated interest in status of women projects, be able to analyze data, and perhaps most

importantly, be able to get along well with different interest groups. Depending on the size of the establishment she should be hired for a period of four to eight months and the rest of the Affirmative Action Committee should report to her. Her position should be filled before those of the researchers so that she might take part in their hiring.

(iv) Researchers

Much of the work done by the working committee will be "leg work", gathering and analyzing data, making countless telephone calls and conducting many interviews. Again, depending on the size of the work place, a number of researchers must be hired to do this work under the direction of the Coordinator. Because some of the data is confidential, it is advisable to hire these people from outside. Often summer students are ideal for this position. Try calling up the placement centre of a nearby university and ask for students in sociology, political science or economics.

(v) Employees

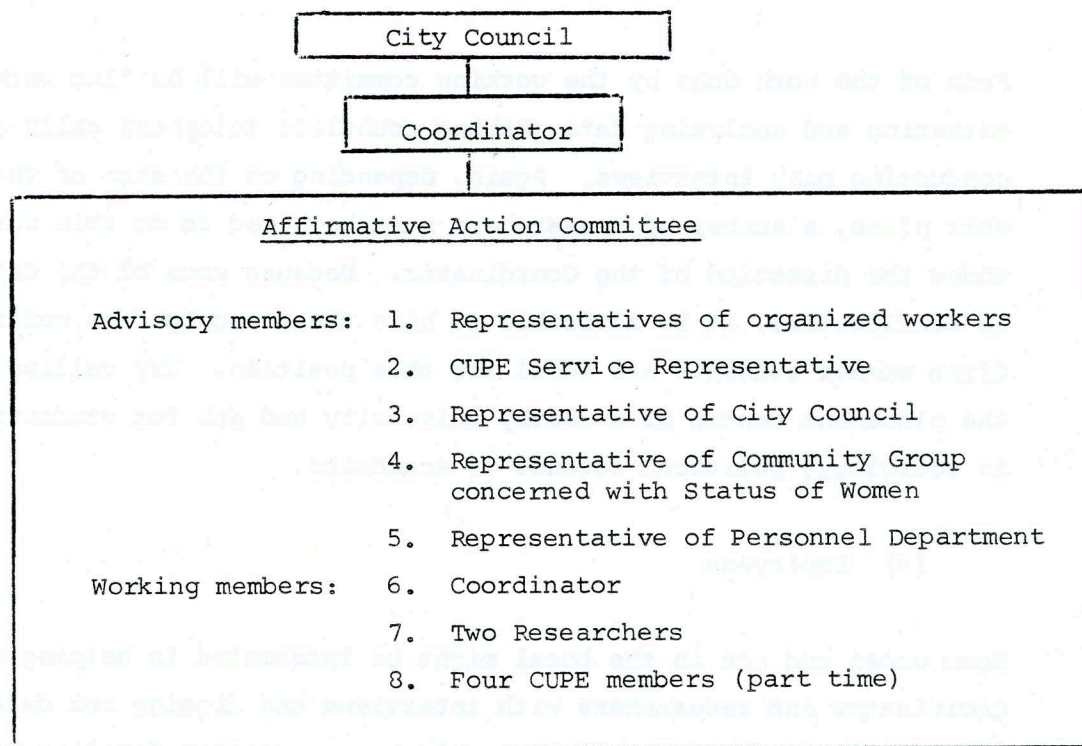
Some women and men in the Local might be interested in helping the Coordinator and researchers with interviews and digging out data. We suggest that one of these be a clerk or secretary familiar with Personnel Department records. The Personnel Director may be perfectly prepared to make available the various types of personnel records but not have the time to dig them out himself.

Those employees who wish to help should be made available by the employer one or two days a week, as required by the Coordinator. They should be chosen for their commitment to the program, their technical skills, (typing, accounting, data processing, computer

programming) and their ability to work with others.

(vi) The Structure of the Affirmative Action Committee

In conclusion, the structure of our example of an Affirmative Action Committee for a municipal employer would then be as follows:



V ALLOCATING A BUDGET

A budget should be established at the outset for Phase One and Two of the Affirmative Action Program. Costs for Phase Three - Implementation - are impossible to forecast, since they depend on the findings and recommendations of Phase One and Two. This budget will consist mainly of the salaries for the coordinator and researchers. Many tasks, such as clerical work, can be performed by existing staff and need not be included in the Affirmative Action budget. Likewise, the office space, facilities and supplies used by the committee should be provided by the employer and should not be shown as cost items in the budget.

VI FAMILIARIZING EMPLOYEES AND THE PUBLIC WITH THE PROGRAM

It is important that the employees, including supervisory staff and department heads, are aware of the presence of the Affirmative Action Committee and of its support by management. Supervisors will not allow their staff to cooperate unless they know the word has come down "from above". A memo to all staff is therefore essential. Once this initial directive has been issued by management, introducing the Coordinator and requesting cooperation, any further communications can be signed by the Coordinator.

Again, it is usually useful to submit a draft memo to the person issuing the directive. It might look something like this:

To: All Staff
From: Mayor _____

On Tuesday, January 12, City Council established an Affirmative Action Committee charged with examining the status of women civic employees in the City of _____ and making recommendations to ensure that they enjoy equal opportunity at work. Ms. Jane Smith has been hired by the city as Committee Coordinator for a period of _____ months from _____ to _____.

During the course of their work, the Affirmative Action Committee members will conduct many interviews, hold discussions with small groups of employees, and conduct open hearings to which you will all be invited. As well, the committee will examine data contained in the files and records of your departments. To arrange the heavy schedule, and to make the study as productive as possible - both for the City and its

employees - Ms. Smith will be contacting you soon regarding specific ways in which you can assist in this project.

Because of the great importance of this undertaking, I ask you to give Ms. Smith your fullest cooperation in making both yourself and individuals you may supervise available to participate in the Committee's several activities. At the completion of the Committee's work, copies of their report will be available to all staff.

Thank you for your help.

Mayor _____

It is also important that the Public is made aware of the study. This is best done by holding a press conference, over which the Affirmative Action Committee and the Mayor or Administrator preside. There is much to be gained by the employer in the field of public relations, while the Affirmative Action Committee can be made known to outside community groups who may later assist in the collection of external data and in applying pressure to implement the recommendations of the study. Your CUPE representative will help set up such press conferences.

Now that the Affirmative Action Committee is set up, Phase One of the Affirmative Action Program is completed.

equipment - the data will be contained
 you can request specific data in which
 you are asked to fill in the form.

Knowledge of the project is important
 of this information. I am not in 1975
 in 1975 from 1975 to 1975
 active from 1975 to 1975
 my information available in 1975
 the country's general situation in 1975
 situation of the country's work, which
 of which report will be available in 1975
 1975.

Thank you for your help.

Yours

PHASE TWO

DATA COLLECTION, ANALYSIS AND ASSESSMENT

PHASE II - CHAPTER ONE: GETTING ORGANIZED

I THE FIRST MEETING OF THE WORKING MEMBERS OF THE
AFFIRMATIVE ACTION COMMITTEE

Phase II represents the bulk of the work for this committee. It consists of establishing the factual evidence upon which their recommendations for changes will be based. Because of the heavy work load and the short time available, the members of the Working Committee must be well organized and efficient.

At the first meeting, the Working Committee should discuss such organizational issues as the following:

- i the approach of the committee to the study
- ii general scheduling of work over the next four months (or duration of the study)
- iii scheduling of work until the next meeting
- iv general division of labour i.e. who on the team will be responsible for what
- v assignment of immediate tasks to individual members
- vi fixing a time and place for the next meeting

One of the best ways to organize work is to present each member with a blank calendar and start filling in the spaces. The following is an example of such a calendar:

OUR AGENDA FOR THE NEXT FOUR MONTHS

	FIRST WEEK	SECOND WEEK	THIRD WEEK	FOURTH WEEK
JANUARY	<ul style="list-style-type: none"> - assign responsibilities - find office, clerical help, etc. - assign reading material - become familiar with the establishment, its personnel & structure 	<ul style="list-style-type: none"> - send communications to all staff on coming activities - approach personnel dept. & start collecting data - ask for written submissions 	<ul style="list-style-type: none"> - arrange rooms for interviews - pick interviewees - devise and send questionnaires (if any) - collect data - devise interview form 	<ul style="list-style-type: none"> - inform interviewees & dept. heads - working com. meeting - meeting with advisory members - collect data
FEBRUARY	<ul style="list-style-type: none"> - interviews - collect data 	<ul style="list-style-type: none"> - interviews - working committee meeting 	<ul style="list-style-type: none"> - interviews 	<ul style="list-style-type: none"> - interviews - working committee meeting (½ day) - meeting with advisory members
MARCH	<ul style="list-style-type: none"> - begin analyzing data - get external data 	<ul style="list-style-type: none"> - get interviews missed in February - working committee meeting 	<ul style="list-style-type: none"> - analyze interview responses - get last minute information 	<ul style="list-style-type: none"> - working committee meeting (½ day) - organize material - meeting with advisory members
APRIL	<ul style="list-style-type: none"> - formulate recommendations - draw graphs, etc. to illustrate data 	<ul style="list-style-type: none"> - begin writing report 	<ul style="list-style-type: none"> - write report 	<ul style="list-style-type: none"> - finalize report - present report to advisory members - present report to senior management (City Council, etc.)

How you decide to divide up the time available to you will depend on your particular situation and the skills and inclinations of the individual committee members. Assigning responsibilities and scheduling work should be undertaken, however, only after each member has read this manual, as well as any other useful information you may have, and has a clear idea of how the establishment under investigation is structured. Once designed, work schedules should be strictly adhered to. If it looks as though the study is not progressing as planned, the reasons for the delay should be discussed and a new schedule drawn up to take into account these new, unforeseen difficulties.

Obviously some aspects of the study take longer than others. Usually one of the unexpectedly time consuming tasks is arranging facilities: finding available rooms for interviews; getting access to duplicating equipment and clerical help; finding a day when someone in the personnel department is free to assist in finding data, getting time allotted on the computer and so on. None of these tasks should be considered "relatively easy" until they are complete. In one city, for example the Personnel Department did not keep a record of employee absences. Work expected to take an afternoon in fact took over a week and even then the data had to be limited to a selected number of employees. For these reasons assume the worst and don't count on collecting any information at the last minute.

II FUTURE MEETINGS

At all future meetings, of the Working Committee, each person should report on what they have done, and any problems they have encountered. The importance of this exercise is great. Team members are re-

minded that they are being held accountable for the work they agreed to do and that the rest of the team depends on them. Discussion of problems they have encountered also helps other members. This is particularly true of problems resulting from a lack of cooperation from supervisors or employees.

Team members should always remember that they are not in a position to start an argument with such persons. If a manager is uncooperative, the team member should discuss it with the Coordinator who will then take it up with the representative of City Council on the Advisory Committee. Supervisors in particular, are very jealous of their authority, and an argument from a team member can only create even greater resistance in an already sensitive area.

Regular committee meetings can also be useful morale boosters. Keeping up team morale is important and should be consciously worked on. Members should be praised for work well done and constructively and fraternally criticized if the results are less than could be expected. The issue of the status of women is extremely controversial and team support throughout the project is crucial.

From the time of the second meeting on the agenda decided at committee meetings will be for the period up until the next meeting. Again a blank calendar should be presented to the team (even if it's only you and one other person) to decide what is to be done day by day until the next meeting. This exercise should be repeated at every meeting.

PHASE TWO - CHAPTER TWO: QUESTIONNAIRES AND
WRITTEN SUBMISSIONS

There are five main methods the Working Committee has of gathering information. These are:

- i questionnaires
- ii written submissions
- iii interviews
- iv data from personnel records and internal communications
- v external data (information from outside the establishment)

With these tools you can learn how the establishment operates, what effect this operation has on the job opportunities of the employees, and what alternatives might be tried. In this chapter we look at the first two methods: questionnaires and written submissions.

I Questionnaires

Questionnaires have been popular with some Affirmative Action Committees. They are often seen as a means of obtaining a good statistical picture of the work place while overcoming the problem of confidentiality of personnel records. Questionnaires, however, have been greatly misused. Too often they have been depended upon to reveal employees' attitudes, rather than to provide statistical information. They are often long, therefore too few of them are ever returned to provide a meaningful data base. The main drawback is that, especially where attitudes are concerned, it is very easy to distort the results by asking leading questions, whether intentional or not, or by interpreting the results incorrectly.

For these reasons we suggest that questionnaires not be used unless they are absolutely necessary to supplement straightforward statistical data that are unavailable in the personnel records.

For example, you might ask:

1. Do you have any children under 5 years old?
yes _____ no _____
2. How are they cared for while you are at work?
spouse _____ babysitter _____
child care centre _____
relative _____ other _____

The following question, however, deals with a person's attitude, and therefore creates problems:

"Do you think women make good supervisors?"
yes _____ no _____

Let us say that most employees answer "no" to the last question. One might conclude that there is a strong anti-female attitude in the establishment and that most employees would strongly resist working for a woman. But we do not know from this how many of the respondents ever worked for a woman, or of those that did, how many of their feelings are based on one bad experience, to what extent their feelings are based on hearsay, how strongly they feel about it, whether they are open to change, etc. Only in an interview can such an attitude be explored.

More importantly, attitudinal questions can be completely misinterpreted. In the example above, a "no" answer for some respondents may mean "being a good supervisor has nothing to do with the person's sex. Just because a person is a women, doesn't make her a good or bad supervisor." In this case the 'no' answer could be a very positive response and indicate a healthy and progressive work attitude.

So our rule of thumb is "stay away from questionnaires!" They aren't worth the time or the trouble, unless they are used to supplement factual data not available from other sources.

II Written Submissions

A further problem with questionnaires is that the questions indicate areas the committee consider to be problems. A respondent might answer all the questions, while leaving out the most important information because it isn't asked for. It is therefore useful to issue a letter to all employees, signed by the Coordinator, asking for any information and advice that they think is useful to the Committee. The results of these submissions cannot be tabulated: you cannot report that 80% feel one way or another; but many of them will point out problem areas that the Committee might not have looked at otherwise.

It is true that many people will relate personal grievances which have nothing to do with the issues studied, and almost all will be from people feeling there is a problem. But as long as these submissions are accepted with this in mind, and not looked upon as the attitudes of a fair cross-section of employees, they can be of great help. Perhaps most importantly, they give all employees a real chance to have some input into this phase of the Affirmative Action

Program, - which is of particular importance to those who might be excluded from interviews.

To elicit written submissions, issue a memo, such as the following, to all staff. Make sure the letter inviting written submissions includes:

- i a date by which all submissions must be in
- ii an address where to send them

An example of such a letter is the following:

TO: All Employees

Date:

From: The Affirmative
Action Committee

Subject: Written
Submissions

As you know, your employer and CUPE local ____ have established an Affirmative Action Committee charged with studying the status of women employees at ____ and making specific recommendations to ensure they enjoy equal opportunities at work.

As a vital part of carrying out this mandate, the Committee is requesting written submissions from all interested employees, either individually or in groups. Our objectives are threefold:

- To give every employee an opportunity to put forward in writing his or her views on this important subject.
- 2 To supplement the Committee's other efforts - which will include individual interviews, small group discussions, open hearings, and analyses of personnel records.
- 3 To generate suggestions for action from as wide a cross-section of employees as possible.

We strongly encourage everyone who has something to say to write to us at any length, and in any format - signed or unsigned. At the same time, however, we wish to point out that submissions will be most helpful in meeting the above objectives if a few simple guidelines are followed:

- 1 Be as specific as possible. For instance, document important statements with examples.
- 2 Make recommendations, again in as much detail as possible, on the actions you believe the employer should take to solve the problems described in your submission.
- 3 Acknowledge authorship, if possible, to permit the Committee to follow up where it will be most productive.

To enable us to meet our demanding time schedule, we ask that all submissions be received by _____ which is 4 weeks from today. Please mail your document to: The Affirmative Action Committee

PHASE II - CHAPTER THREE: DATAI INTERNAL DATA

The importance of basing the recommendations of your Affirmative Action Program on sound, well-researched data cannot be overemphasized. One hundred per cent of the women employees might complain of discrimination in training, but unless you have the training records which indicate how many men and women have received training, and what kind of training they received, the skeptics simply will not believe that unequal treatment exists. Reliable, proven data, collected largely from records kept by the employers themselves, will provide the factual evidence upon which you base your recommendations for changes. They will provide the reader of your report with an accurate picture of the main characteristics of the work force in your organization, such as numbers, age groupings, educational qualifications, classifications and salary ranges, seniority, promotional and training opportunities, entitlement to benefits etc., and how they differ according to the sex of the employees. It is this kind of evidence that convinces the well meaning politicians on city councils and boards of education, especially if you make sure that the press is well informed of your findings.

It is impossible for us to predict exactly what data you will require, so we are listing below the internal data which are usually gathered by Affirmative Action Committees, and where you can expect to find this information stored, and hope that this list will point you in the right direction.

<u>DATA REQUIRED</u>	<u>WHERE TO FIND IT</u>
1. Sex	<ul style="list-style-type: none"> - employee personnel file - names from any employee listing
2. Age	<ul style="list-style-type: none"> - employee personnel file - pension plan records - life insurance records
3. Marital status & number of dependents	<ul style="list-style-type: none"> - employee personnel file - life insurance records - group health plans - pension plan records
4. Education & Qualifications	<ul style="list-style-type: none"> - employee personnel file - training records
5. Position	<ul style="list-style-type: none"> - employee personnel file - internal telephone directory - union records
6. Tenure (length of service in present position)	<ul style="list-style-type: none"> - employee personnel file - * departmental information forms
7. Seniority (length of service in organization)	<ul style="list-style-type: none"> - employee personnel file - union seniority lists - pension plan records
8. Salary or Wage Rate	<ul style="list-style-type: none"> - payroll records - wage schedule or salary scale - collective agreement used with information giving employee's job title - employee personnel file
9. Salary or Group Level	<ul style="list-style-type: none"> - employee personnel file - payroll records - union records
10. Increment Level	<ul style="list-style-type: none"> - employee personnel file - payroll records
11. Job descriptions for all positions	<ul style="list-style-type: none"> - personnel office - departmental records - job postings - union records

*See Page 35

- | | | |
|-----|---|---|
| 12. | Sick Leave | - absenteeism records
- sick leave forms |
| 13. | Maternity Leave,
Leave without pay | - payroll records
- leave of absence
records |
| 14. | All personnel policy
books, memos and
guidelines | - personnel department
and individual depart-
ments |
| 15. | All recruiting material | - personnel department,
department heads |
| 16. | Job Application forms | - personnel department,
department heads |
| 17. | All positions vacated
in preceeding year and
all applications for
those positions in-
cluding indication of
successful applicant | - personnel department
- department heads
- job postings
- union records |
| 18. | All training material
including training
manuals and policies
regarding training | - personnel department
- department heads |
| 19. | Training records of
past five years in-
dicating who attended
what course, cost of
course, number of days
on course, whether in-
house or outside sub-
sidized courses | - training or personnel
department
- department heads
- union records |
| 20. | All explanatory ma-
terial on benefits
including pension,
group life insurance,
health insurance,
short and long term
disablility etc. | - personnel department
- union office |
| 21. | All collective
agreements | - personnel department
- union offices |

By now you will hopefully have full cooperation from the Personnel Department and will be able to find most of this material. No two establishments store their information in the same way, though, so be prepared to do a little digging. It is best to do a quick survey of what is available and what isn't, rather than finding and analyzing one set of data at a time. In this way you do not find yourself at the last minute with data missing in an important area, and no time to get it by other means. Keep a record of what you find missing so you can decide early whether this information should be obtained from your interviews, or fact-finding questionnaire, a special computer run, or whatever. Most information about employees is supposed to be kept on the employee personnel file but don't be surprised if it is incomplete or hasn't been kept up to date.

Departmental Information Sheet

Information in large establishments is often de-centralized: that is, it is kept in individual departments, rather than in a central personnel office. For this reason, it is extremely useful to send to all department heads, a blank "information sheet" such as the one below, and ask them to fill it out for you. The letter making this request should be signed by the senior administrative officer and should give a date by which time the completed form should be returned.

DEPARTMENTAL INFORMATION SHEET

Please fill in the following information for all staff in your department.

Name	Sex	Position	Tenure*	Length of service in department
------	-----	----------	---------	------------------------------------

Also, please provide us with the following material used by your department:

1. Any recruitment material (pamphlets, etc.)
2. Hiring tests
3. Names and brief descriptions of any training course given by your department in the last 5 years with names of those attending.
4. All application forms submitted for positions open in your department from _____
5. All job application forms on record.
6. Copies of memos or letters indicating the employer's policy on specific personnel - related issues.

* Length of service in present position

After you have decided what statistical data you want to use for your report, and have determined where to find this "raw" data, it is useful to draw up a "master" information chart, which lists all the data for each individual. You then fill in the information as you obtain it. Such a chart avoids much duplication of work and is most useful later on when you begin to analyze the data, especially to see the relationships between the various pieces of information. You may, for instance, find that turnover rates for men and women differ sharply by department or job classification, which would indicate that turnover has less to do with a person's sex than with the kind of work they do, or perhaps with the behaviour of certain supervisors.

The following is an example of such a "master information chart", which you, no doubt, will want to extend considerably further to include all your relevant information.

MASTER EMPLOYEE INFORMATION CHART

NAME	SEX	POSITION	AGE	SENIORITY	YEARS IN POSITION	MARITAL STATUS	SALARY	EDUCATION	RELATED WORK EXPERIENCE	NO. DAYS SICK LEAVE	NO. DAYS OTHER LEAVE
Ann Black	F	Nursing Asst.	37	12 yrs.	6 yrs.	Married	\$9,827	High School 2 yrs. post Secondary	---	last yr. 2 days	---
Bob White	M	Orderly	50	17 yrs.	17 yrs.	Married	10,020	High School	2 yrs.	---	4 days
Mary Smith	F	Lab Assistant	23	4 yrs.	4 yrs.	Single	9,050	2 yrs. post Secondary	---	3 days	---
John Brown	M	Draftsman	40	20 yrs.	17 yrs.	Single	12,500	High School	---	---	---
Ken Johnson	M	Orderly	32	6 yrs.	2 yrs.	Married	8,000	High School	3 yrs.	---	12 days
Sue Thompson	F	Clerk II	31	4 yrs.	3 yrs.	Married	7,500	Grade 10	5 yrs.	---	---

The Problem of Confidentiality

Sometimes committees run into problems when senior management feels it cannot make available personnel information which is confidential. This reluctance on the part of management should not necessarily be viewed as obstructionist. Often pressure to keep records confidential comes from employees themselves.

Nevertheless, there are ways of getting around this which can be discussed with management and the union. In these discussions it should be made clear that other establishments, such as the federal government, municipalities, universities, the CBC and others have found ways of making the data available; and that secondly, without this information, the committee cannot operate and will have to disband.

One way of getting information which is likely to be acceptable to management is the following:

The Personnel Director will assign a clerk in the department to pull and analyze the confidential information available to the Coordinator, including all but the employees' names. This can also be done by computer.

It should also be remembered that much employee information can be acquired without access to the personnel file, if one uses a little imagination. Some examples were given in the list at the beginning of this chapter. When management expresses concern over confidential material, try to pin them down on exactly which information is confidential and ask for suggestions on how to get it, without destroying confidentiality.

If all efforts fail to give you complete data in any area, you should consider using what you have, if you feel it presents a picture similar to that which would be found if the data were complete. This is acceptable if you state in your report:

- (i) that your findings are based on a "sample",
- (ii) why you used a sample,
- (iii) why the sample is representative and,
- (iv) who is included and who isn't

II EXTERNAL DATA

The information you need from outside the establishment will, again, depend on your individual situation. To help you decide what to get, it is useful to talk to the senior administrator and ask him or her what information s/he would like to have when the report is submitted. Usually it can be divided into two categories: What other establishments are doing in the way of Affirmative Action Programs, and what the situation in the local labour market is.

What Others are Doing

Public institutions are extremely sensitive to public opinion. They want to be assured that they are not putting themselves out on a limb or standing alone in this tricky area of equal opportunity. It is therefore useful to be able to include in your report the names of other employers who have begun to carry out the recommendations urged by their Affirmative Action Committees.

Throughout your report you will want to refer to this research to back up specific recommendations. Some committees are recommending an end to rug-ranking, for example, and have been very interested in a project now under way in the federal public service designed to accomplish this. To keep up to date on who is doing what, contact the Education Department at the CUPE National Office or the Women's Bureau in the federal or provincial governments.

Ask them to give you a complete list of all cities, hospitals and other establishments that have undertaken Affirmative Action Programs. If there are some near you, it is helpful to have a talk with the Personnel Director of this organization and ask him or her for a

progress report. Otherwise you can simply write a letter to the top administrator of the institution (who will probably pass it on to someone else) asking what recommendations of their Affirmative Action Program have been carried out and how successful it all has been. This letter is best signed by the City Council Representative on your Affirmative Action Committee to reassure the recipient of its good faith.

The Labour Market

There is little point in accusing an employer of not hiring female engineers if none exist. To discover, therefore, if some men and women in the community are qualified to take on positions usually held by the opposite sex, it is necessary to get an idea of which courses men and women have been taking in the various schools.

1. Ask the Personnel Department (or a number of department heads) for the names of the educational institutions from which they get most new employees
2. Check with Manpower (sic) for the names of all educational institutions in the area.
3. Write or call each (or some) institution for a curriculum of the courses they offer.
4. Decide which jobs in your establishment are sex-stereotyped: that is, which jobs are held entirely by men, or entirely by women. (You can do this by analyzing the data, but you probably already know.)
5. Draw up a table such as the following, listing the courses in which you are interested. Send this table to some of the schools in your community, asking them to fill in the number of men and women who

passed these courses in the preceeding year. Be sure to include both courses that lead to traditionally male and female jobs. The letter requesting the school administrator to fill out this table should be signed by the City Council representative on the Advisory Committee.

COURSE	NO. OF MEN GRADUATING	NO. OF WOMEN GRADUATING
Draftsman		
Stenographer		
Lab. Tech.		
Etc.		

III ANALYZING THE DATA

Unless you have a computer, the state in which you find your information will not be immediately useful for drawing conclusions, it will have to be analyzed.

The master employee information chart we illustrated earlier (see page 37) should now contain all the relevant information for every individual employee, but in its present form it is far too cumbersome to read. Analyzing your data simply means organizing it in various ways, so that the points you want to make are obvious to any reader, and the relationships between isolated bits of information become apparent.

A simple calculator is invaluable at this stage of your work, for you will be doing much adding, dividing, finding averages and calculating percentages.

Average seniority or sick leave taken can simply be calculated by adding the number of years of service (or days off) and dividing them by the number of employees involved, but other information - such as the distribution of men and women over the various levels of salaries paid by the organization - requires more detailed analysis.

Sometimes, (especially in large establishments,) raw data on employees has already been broken down in some way. If this is the case, simply explain to the person in charge, what information you would like. This is best done by providing him or her with a blank form which specifies what you want and how you want it, and which can then be filled in either by someone in the department or one of the committee members.

Examples of such blank forms might be the following:

AFFIRMATIVE ACTION STUDY
Absenteeism Data
For the Period _____ to _____

Women	Name	Days Absent *		Absent without pay	Total
		Sick Leave	Special Leave		
1.					
2.					
3.					
4.					
5.					
Total					

Total Number of Women Employed _____

Days Absent

Men	Name	Days Absent *		Absent without pay	Total
		Sick Leave	Special Leave		
1.					
2.					
2.					
3.					
4.					
5.					
Total					

Total Number of Men Employed _____

AFFIRMATIVE ACTION STUDYMATERNITY LEAVE DATA

for the period _____ to _____

Name	Classification and Job Title	Weeks Absent		Placement upon Return		
		With pay	Without pay	Same Job	Same Classification	Other

1.

2.

3.

4.

5.

6.

etc.

Total _____

Total Number of Women Replaced During Maternity Leave _____

Total Number of Women Employed _____

AFFIRMATIVE ACTION STUDYEMPLOYMENT DATA

For the period _____ to _____

Number of Employees Newly Hired

	Name	Classification and Job Title	Full - Time		Part - Time	
			Women	Men	Women	Men
1.						
2.						
3.						
4.						
5.						
etc.						
Total						

Also, please provide:

- 1) Copies of ads placed in newspapers,
- 2) Copies of all employment tests with indication of categories of applicants to whom they apply.

Some people may ask why it is necessary to give the employee's name for some data. We feel the name should be available whenever possible to ensure accuracy of the data and to allow a follow up with an interview if necessary.

Computers

For some of you lucky ones, all or most of the data you need will already be computerized. If this is the case it is extremely helpful to have, as one of your part-time CUPE team members, a person who can handle the computer. With a computer you can skip steps one and two (gathering and analyzing data) and simply ask the computer for the specific breakdown you want. If there is some information the computer doesn't have, the raw data can probably be fed into it. The computer will analyze the data itself and give it back to you in whatever form you desire, (providing it is programmed for that type of work). Computers are intimidating to some people but the type you are likely to confront is most likely not a very sophisticated machine.

In some cases, it will also be a very simple matter to have a special program written which will give you the precise breakdown of the data that you want. Check with one of the computer programmers in the data processing department before you approach the employer with your request, so that you know whether it is feasible, and what is involved.

If the data at your establishment is not computerized, you may be able to rent computer time at a nearby university or college. Often Sociology and Economics departments are looking for projects for students to work on, so you may want to explore this possibility as well.

Presenting the Data

Once you have completed the collecting and analyzing of your statistical information, you have to decide on how to present the information in a way which is concise, quickly understood and visually pleasing.

Throughout subsequent sections of this manual, various alternatives on how to present data will be offered. Depending on how much time you have, you can choose some of these alternatives or design your own.

Finally, one of the best ways to decide on this portion of your work, is to look at some of the already completed Affirmative Action Reports. The CUPE National Education Department can provide you with examples.

Summary

There are basically three steps when working with data:

1. gathering
2. analyzing
3. presenting

An example of what these stages look like follows:

MASTER EMPLOYEE INFORMATION CHART

NAME	SEX	POSITION	AGE	SENIORITY	YEARS IN POSITION	MARITAL STATUS	SALARY	EDUCATION	RELATED WORK EXPERIENCE	NO. DAYS SICK LEAVE	NO. DAYS OTHER LEAVE
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Mary Smith	F	Lab Assistant	23	4 yrs.	4 yrs.	Single	9,050	2 yrs. post Secondary	---	3 days	---
John Brown	M	Draftsman	40	20 yrs.	17 yrs.	Single	12,500	High School	---	---	---
Ken Johnson	M	Orderly	32	6 yrs.	2 yrs.	Married	8,000	High School	3 yrs.	---	12 days
Sue Thompson	F	Clerk II	31	4 yrs.	3 yrs.	Married	7,500	Grade 10	5 yrs.	---	---

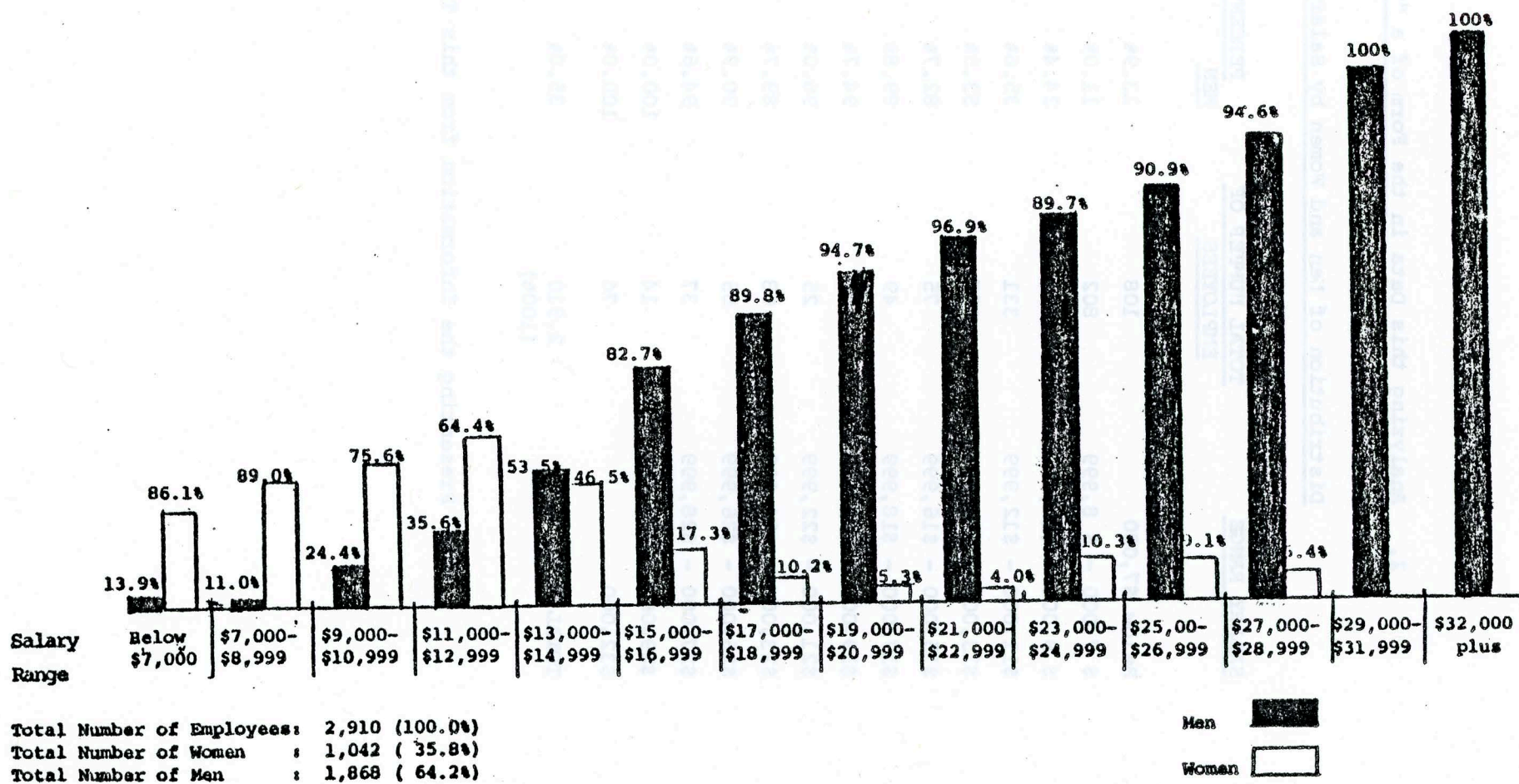
1. Gathering Data

2. Analyzing this Data in the Form of a "Table"Distribution of Men and Women by Salary

<u>SALARY RANGE</u>	<u>TOTAL NUMBER OF EMPLOYEES</u>	<u>PERCENTAGE THAT ARE</u>	
		<u>MEN</u>	<u>WOMEN</u>
Below \$7,000	108	13.9%	86.1%
\$ 7,000 - \$ 8,999	802	11.0%	89.0%
\$ 9,000 - \$10,999	857	24.4%	75.6 %
\$11,000 - \$12,999	331	35.6%	64.4
\$13,000 - \$14,999	357	53.5%	46.5%
\$15,000 - \$16,999	75	82.7%	17.3%
\$17,000 - \$18,999	49	89.8%	10.2%
\$19,000 - \$20,999	58	94.7%	5.3%
\$21,000 - \$22,999	25	96.0%	4.0%
\$23,000 - \$24,999	68	89.7%	10.3%
\$25,000 - \$26,999	55	90.9%	9.1%
\$27,000 - \$28,999	37	94.6%	5.4%
\$29,000 - \$31,999	14	100.0%	0.0%
\$32,000	74	100.0%	0.0%
TOTAL	2,910 (100%)	35.8%	64.2%

3. Presenting the Information from this Table in a Graph

PERCENTAGE DISTRIBUTION OF MEN AND WOMEN WITHIN SALARY RANGES



Keep in mind that, however you present your information, you should always include the numbers of men and women you are talking about. Saying that a certain position is 100% male is intentionally misleading if you are referring to only one person. The unfavourable position of women employees in all establishments studied thus far has been abundantly clear: There is no need to distort facts or mislead with "cooked" statistics to make the point.

More to Come

In the following chapters we will deal with certain key issues of equal opportunity at work at some length. Detailed information on what data is useful for specific issues is presented at that time. Most locals will use only a part of our suggestions and should not feel inadequate if they are unable to get as much as they would like. In fact, we know of no committee to date which has been able to collect complete information in all areas of importance to them. Usually some information just isn't available, or if it is, the committee may not have the time to find it. This does not mean however, that enough data cannot be analyzed to present an accurate picture of the sexual inequalities at your work place.

PHASE TWO - CHAPTER FOUR: INTERVIEWS

The day to day personnel practices of an establishment are rarely set out in any policy book. Decision making processes usually evolve over the years and tend to be determined by the individual characteristics of those in decision making positions. One of the best ways to determine what these practices are is, therefore, to interview those who make the decisions. How these practices affect opportunities at the work place, can be learned through interviews with employees.

Understanding how personnel decisions are made will influence your recommendations. You may find, for example, that women do not receive training because the person responsible for training does not regard women as long term employees. You might therefore make a recommendation aimed at changing attitudes. On the other hand, you may find that there is no formal policy regarding training - no person responsible and no special budget. In such a situation the "least visible" employees - usually women - are sure to be passed over, and changing attitudes will not be getting to the heart of the problem

Determining the attitudinal climate of the establishment - how people think about each other is also important. Management often claims that male employees are unwilling to work with women in some areas. The men usually feel the opposite and say they look forward to a breakdown of job segregation. Documenting such attitudes in interviews helps to set the record straight and often reveals less resistance to change than might be expected.

In the following pages, we will deal in some length with how to conduct these interviews. As with other sections in this book, we

describe the interview process as it would be carried out in a large establishment. We suggest you read it through, take from it what is relevant for your situation and ignore the rest.

I Choosing Who is to be Interviewed

The conclusions you draw from the interviews will only be accepted if they are based on comments from as large a cross-section of employees as possible. Interview schedules should therefore be carefully planned. Deciding whom to interview should have little to do with who wants to be interviewed. Interviewing only those who ask to be interviewed makes you vulnerable to the charge that you have listened only to those who have complaints, and your conclusions and recommendations will be seen in that light. Those who are not included in the interview schedule and who ask to be should be reminded that they can make their feelings known through a written brief or by attending the open hearings.

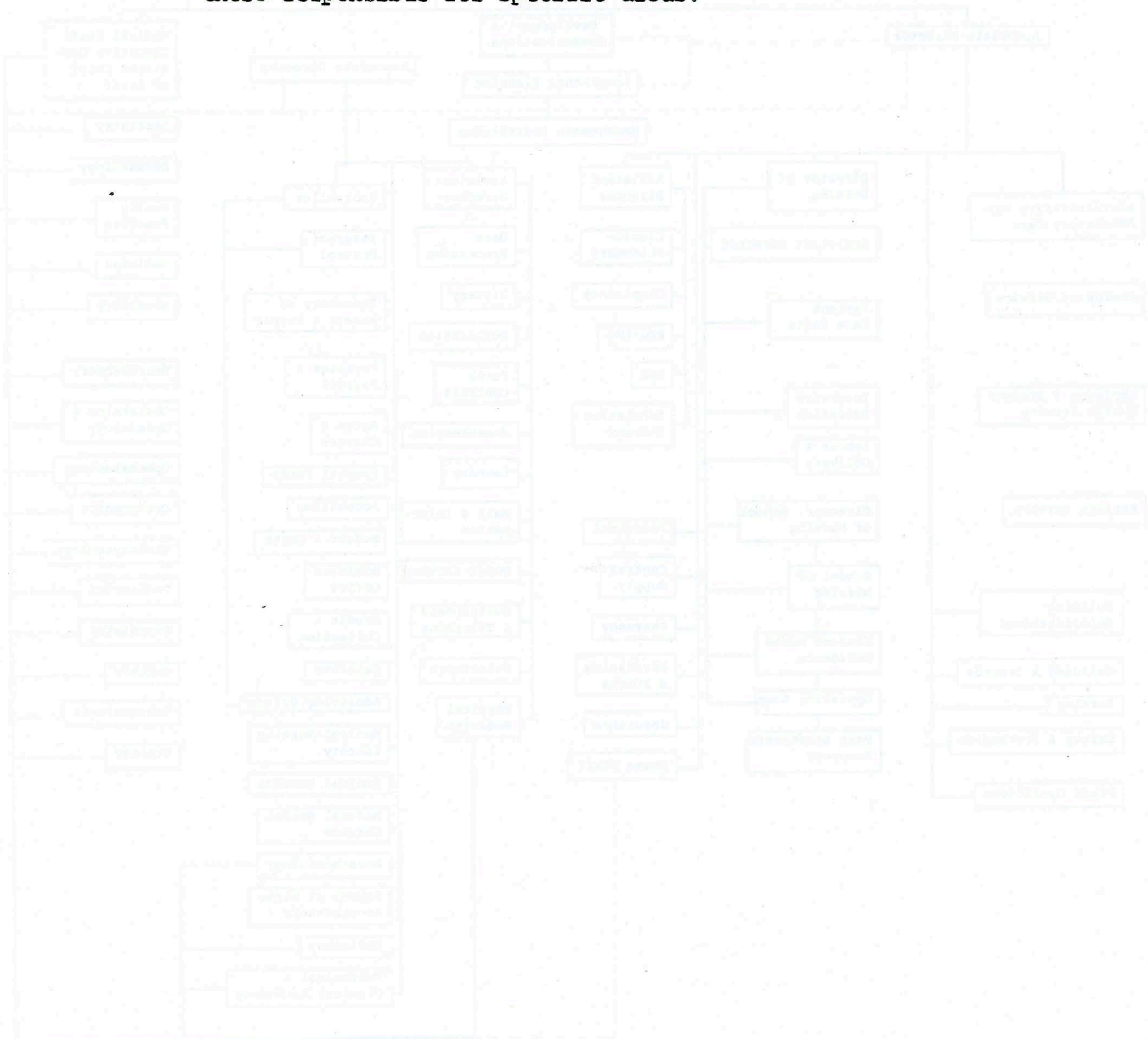
Among those you decide to interview we suggest the following:

- (i) all senior management,
- (ii) all department heads,
- (iii) as many of the supervisory staff as possible,
- (iv) all those responsible for hiring,
- (v) as much personnel (and training) department staff as possible, including clerks and secretaries.
- (vi) as many female employees as possible, ensuring that every department is represented and that there is a good cross-section of age, seniority and classifications,
- (vii) a good cross-section of male employees,
- (viii) executive members of all employee organizations.

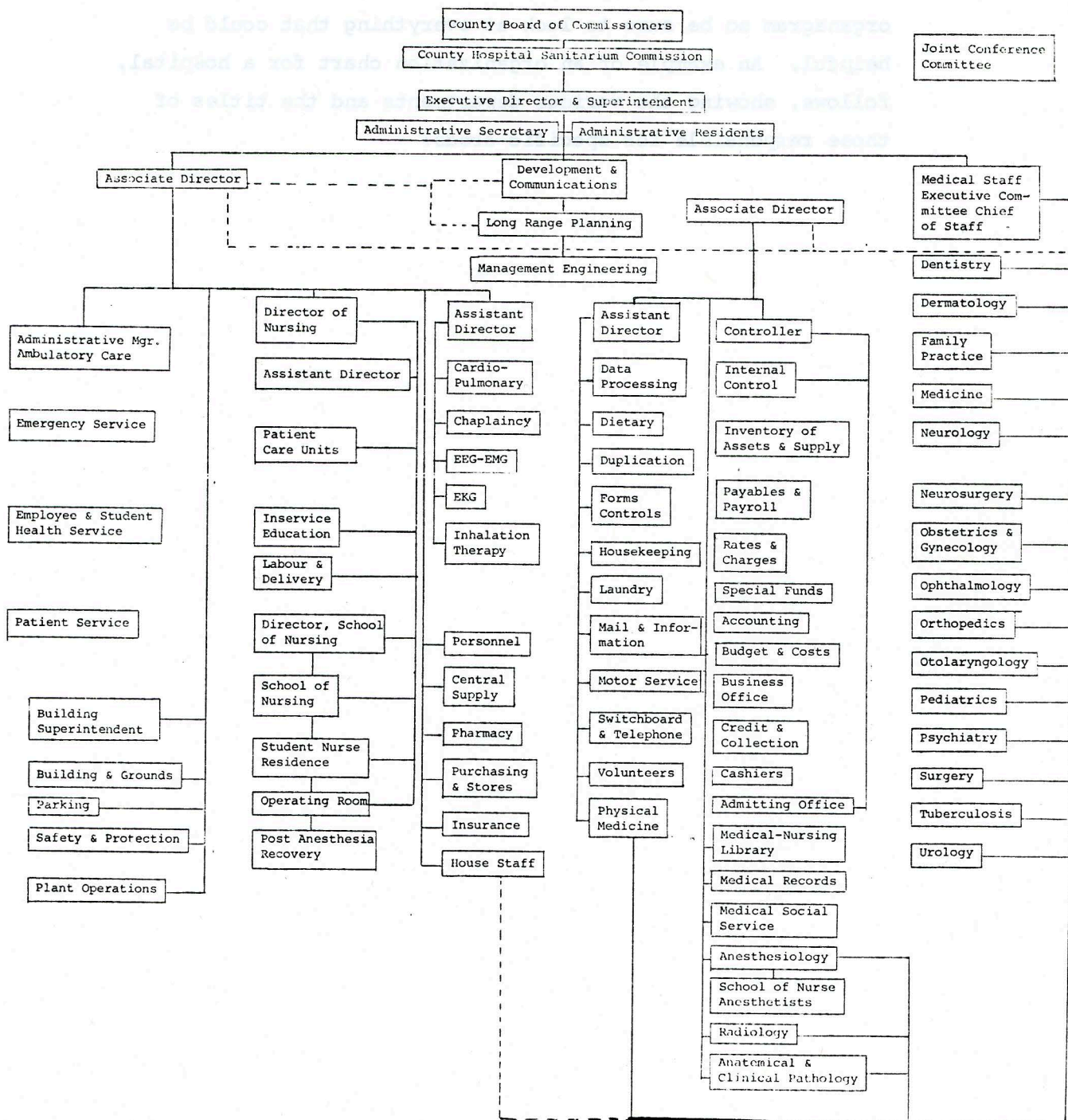
How to Find Them

1. Ask the head of the Personnel Department for an "organagram"

or organization chart of the establishment. (This should be done immediately after the first meeting of the working committee). The employer may have more than one kind of organagram so be sure to look at everything that could be helpful. An example of an organization chart for a hospital, follows, showing the various departments and the titles of those responsible for specific areas:



EXAMPLE OF A HOSPITAL ORGANIZATION CHART



From this chart, and with the help of the personnel department representative on the Affirmative Action Committee, you can draw up a list of the positions among management that you wish to include in the interviews, such as the heads of each of the departments (boxes), and a cross-section of the men and women in most of these areas.

2. Collect from department heads the information sheet discussed earlier in this book, on page 35 of Chapter Three: Data. This will tell you who is in what position for each department.
3. Armed with this list, ask for an appointment with the head of each department and ask him or her to suggest people for interviews. Any information you get should be kept confidential.
4. Talk with the shop steward in the area, or to a woman who is sympathetic to the program. Ask him or her for advice on who should be interviewed. This information should also be kept confidential.
5. With this information, draw up a list of the people you wish to interview in each department. Then amend individual department lists where necessary, to ensure that you have a representative cross-section of employees from the entire establishment.

Although it is desirable to interview about two thirds of all employees, this will not be possible in some circumstances. Nevertheless, the smaller number of interviewees should still represent a cross-section of the establishment. In small organizations where the committee may know most of the employees, steps two to five will probably not be necessary.

II Organizing the Interviews

A good interview will last between 1½ to 2 hours. No interview should last less than one hour. Usually, interviews with management will take longer because they have a lot to say, not only about their own attitudes, but about the practices followed in their particular area. Assume each interview will last two hours. This means that each member on the committee will have a maximum of four interviews a day. If there are six members on your committee, for example, you could have between you a maximum of 24 interviews.

Small Group Discussions

Group interviews are most useful if everyone in the group is of the same sex and doing the same kind of work: for example, a group of secretaries or orderlies. In such circumstances, people who are shy may be less so when surrounded by their friends. Comments given by one person are open to challenge or verification by another so that the interviewer leaves with a more accurate picture of a particular department or a particular kind of work. Another obvious advantage of group interviews is the added number of interviewees that will be included in the schedule if there is a time problem.

Open Hearings

An open hearing is a gathering - held usually in the evening or during lunch hours - to which all employees are invited. Like written submissions, open hearings ensure that all employees have an opportunity for input into the committee's work.

Ideally, the Mayor or Senior Administrator should extend the invitation to the employees, preside at the meeting, and present the

Affirmative Action Committee to those present. An interesting film to stimulate discussion, or free refreshments after the meeting, go a long way to encourage attendance.

Throughout the meeting, the committee should maintain its objectivity and not give the impression that it has already arrived at firm conclusions. Employees will understandably resent an invitation to provide input to a committee that has already made up its mind.

Who Interviews Whom?

It is best that each member of the working committee interview a cross-section of staff so that each member ends up with a total picture which does not conflict with that of another team member. If some members interview only management and others only clerks, the first could quite honestly report that, based on their interviews, no discrimination was felt to exist in the organization. The second could honestly announce the exact opposite. For this reason also, women members should interview both men and women, and the male members of the team should do likewise. In this way, conflicting conclusions are kept to a minimum.

There are some situations which should, however, be avoided. No one, for example, should interview their own supervisor or their supervisor's supervisor. There should never be more than one interviewer present at each interview. Never try to have a group discussion with management personnel. Rely on common sense: keep in mind the extreme sensitivity which surrounds any examination into the status of women or any other form of discrimination.

To decide specifically who on the Committee will interview which

employees, follow this procedure:

1. Divide the list of interviewees among the Committee, attempting to ensure that each Committee member gets a good cross-section.
2. Each member should then draw up a "tentative" schedule for the people they have been assigned to interview, deciding who should be covered in group interviews, and who must be seen individually.
3. Allowing 1 - 2 hours for each interview, you can then estimate how long it will take you to complete your interviews. It will take time to arrange for communications to staff, reserve rooms for interviews, etc., so you should do this as soon as you know the number of people to be interviewed, and where they work.
4. Draw up an interview schedule for each week of interviews and start filling in the names and positions of various interviewees, as you get your dates and times confirmed. Usually, interview times can more easily be arranged with employees than with management, as the latter are often out of town. It is therefore advisable to schedule your interviews with management personnel first, fitting in the names of employees around them.
5. Arrange for each interviewer to have his or her own interviewing room, if possible. This room should remain the same for the length of time needed to complete all the interviews unless the establishment is very big and has buildings all over the city. If such is the case, it is better to go to the building of the interviewee, and a room should be arranged there for you. Do not try to conduct an interview in an open work area or coffee room where the interviewee will feel self-conscious and confidentiality will be impossible.

How to implement an Affirmative Action Program at your workplace. Goes through all sorts of discrimination that can occur at the work place (pension plans, job evaluation) + how to correct them. Very thorough. Very interesting.

6. Ask the Senior Administrator to issue and sign a memo to all department heads and supervisors, directing them to allow employees in their area time off for interviews. She/he should also issue and sign a memo to all employees asking for co-operation.
7. Ask the presidents of the local unions and other employee organizations to send a letter to their membership explaining the interest the organization has in the study, and asking for full co-operation.

NOTE: In many cases, all these memos and letters are slow in coming simply because an administrator or union president is busy or out of town. It is therefore advisable to draft the memo yourself, and ask him or her to sign it.

8. Draw up a form letter signed by the Coordinator, to inform an employee that she/he has been chosen for an interview and should go to such and such a place at a specified time. Send a copy to the supervisor of the employee.
9. One week after the letter has gone out, phone the employee to see if she/he has received the letter.
10. The day before the interview, the employee should be phoned and reminded.

III Conducting the Interview

Out of respect for the interviewee, the Committee member should spend five or ten minutes explaining what the Committee is doing, how it got started and so on. The interviewee should also be told why she/he was picked for an interview. When this is done she/he should be given an opportunity to ask any questions about the committee's work. Finally, she/he should be asked if she/he minds the interviewee jotting down on a piece of paper his or her main points, so that they won't be forgotten. This procedure should help make the employee feel more at ease. Once this is out of the way, the questions can begin.

The questions asked during the interview will vary depending on who is being interviewed, but two elements must be present during all interviews:

1. strict confidentiality,
2. total objectivity.

(1) Confidentiality

It must be made clear from the beginning and emphasized in all memos, that all that is said in interviews will be kept in the strictest confidence. It is absolutely essential to keep to this promise if the program is to be successful in the future. Other members of the Committee should be told specifically who said what only if it is necessary for credibility or otherwise essential. For example, if a hiring officer says there is a policy not to hire male secretaries, it is important the Committee know this, so someone can follow it up. In no circumstances, however, should the results of interviews go beyond the Committee, and even here, specific names should be

mentioned only if absolutely necessary.

(2) Objectivity

The purpose of the interview is not to teach the interviewee, but to learn from him or her. You are not there to pass judgement but to make the interviewee feel as comfortable as possible - no matter what she/he might say. In other words, do not confuse an interview with a consciousness-raising session. Your feelings towards the interviewee must appear to be ones of understanding and sympathy even when she/he makes comments which you feel to be outrageous. This total objectivity will encourage the interviewee to speak more freely, instead of saying what she/he thinks you want to hear. It will also ensure him or her that the committee's work is not a witch-hunt. Your self-restraint will be rewarded by candid revelations which otherwise would not be heard.

Below is an example of the wrong and right 'tone' of an interview. Remarks which should not be said by the interviewer are underlined.

THE WRONG APPROACH TO AN INTERVIEW

Question: Do you feel that the employer should provide child care centres for its employees?

Answer: No, I don't think so.

Question: Why not?

Answer: Well for one thing, I think if a woman decides to have children she should stay at home and take care of them.

Question: I suppose you don't think this is true of a man, however.

- Answer: No, I think the man should provide for the family. I suppose that view is rather outdated.
- Question: It certainly is, don't you realize that many women work because they have no choice?
- Answer: Well, I doubt if most do.
- Question: On the contrary, Government of Canada Statistics say that ...
- Answer: Well look, you asked me for my opinion and I gave it to you.
- Question: OK, OK, but do you really believe that there is equal opportunity in this place?
- Answer: Of course there is.
- Question: Then why are there so few women in management?
- Answer: How should I know? Maybe, they don't want to be managers. Maybe, they're happy being just secretaries.
- Question: Just secretaries! Do you think this place could operate without the secretaries?
- Answer: I didn't say that, I just said etc., etc.

THE RIGHT APPROACH TO AN INTERVIEW

- Question: Do you feel the employer should provide a child care centre for its employees?
- Answer: No, I don't think so.
- Question: Why not?
- Answer: Well, for one thing, I think if a woman decides to have children she should stay home and take care of them.
- Question: I see.
- Answer: I guess my views are a little out-dated but that is the way I feel.

- Question: Well, I'm sure a lot of people feel the same way. Why do you think so many women do work?
- Answer: Oh, I guess they're bored, or maybe they would like to have a little extra money coming in.
- Question: Why do you think there are so few women in management?
- Answer: Well, I don't think they're interested in a career. I think if you talk to them you'll find they're just working for a few years until they have children.
- Question: Suppose there were some women who wanted to get into management, do you think they would have the same opportunities as the men?
- Answer: Well, now that I think about it, I don't think they would.
- Question: Why not?
- Answer: Well, for one thing, I think it's felt that women wouldn't make good supervisors.
- Question: Why do you say that?
- Answer: Well, I know last week, Mary Smith was very upset because she applied for a promotion and didn't get it, even though she had actually been doing the job very well for about six months.
- Question: Why didn't she get it?
- Answer: Well, Bob Black in accounting told her they were looking for a man. They didn't think a woman could handle it.

A very useful phrase is "It has been suggested to the committee...". Most attitudes will have been suggested to you at one time or

another, so it is perfectly honest. Using this phrase will help you elicit reactions without destroying your own objectivity. For example, instead of saying "Why does your department not send women on any of its training courses?" you might say "It has been suggested to the committee that women in your department do not have the opportunity of attending training courses. Is this really the case?"

IV What to Ask

It is important to have an interview form with a list of questions for your use during the interview, so that the same crucial questions will be asked of everyone. These standard questions, usually are related to people's attitudes, and help the Committee come to a conclusion concerning the attitudinal climate of the establishment. Moreover, it is helpful to have a few different kinds of interview forms - one for department heads, one for employees, etc. - because the emphasis of some interviews is different from that of others. Interview forms, however, should serve only as a guide. The interviewer should also feel free to allow the interviewee to digress, if she/he is telling you something useful. There is no reason for the interviewee to see the interview form.

This chapter includes questions to be asked of those in specific positions, as well as standard questions which should be asked of everyone. Your Committee may decide to use all of them, but more likely you will find some irrelevant to your particular situation, while wanting to add others.

Before going into the interview try to know as much as possible about the interviewee. If you know nothing but his or her name, begin with questions relating to the interviewee's position, seniority, etc., so that you will know which questions to spend the most time on. Finally, remember that you are there as a listener - not an ombudsperson. Some interviewees will see the Affirmative Action Committee as a tool to solving a personal grievance. Interviewees should be reminded that the Committee has no mandate to act on any particular grievance and that the grievor should instead take up his or her problem with the union.

EXAMPLES OF QUESTIONS FOR A HIRING OFFICER

1. Could you tell me, step by step, the stages of the hiring process, between the time a person fills out an application to the time she/he is placed in a particular department?
The answer to this is extremely important and should be noted in detail. It will provide you with a large number of things to check later, example: application forms, ability tests, recruiting, manuals, etc.
2. How much say, does a department head have when determining who is going to work in that department?
It is useful to check the answer to this with the employer's policy book. It is possible that safeguards are written into the policy book but are simply not being followed. An upgrading in the influence of the personnel department could be in order.
3. Have you ever had a department head or supervisor, send back an applicant because she/he was the wrong sex? If so, what did you do?
4. Have you ever had men apply as secretaries, women as laborers? etc. What became of them?
5. Can you think of any kind of work that a woman should probably not be doing?
This is probably the most interesting question that can be asked and should be asked of everyone. However, for obvious reasons, the response of a hiring and placement officer is crucial. Again, no matter what the response, the interviewer should be supportive and simply follow it up by asking for details and illustrations

EXAMPLES OF QUESTIONS FOR THE HEAD OF A DEPARTMENT

1. How many people work in your department? How many are men, how many women?
2. What do the men do? What do the women do? Why do you think the work is divided up this way?
3. Only 2% of senior management are women. What do you think is the reason for this?
4. Did you ever encourage people in your department to take training courses? Give examples. Do you find the response from the women is any different than that from the men? Why do you think this is so?
5. It is clear that you would not discriminate in hiring a man or woman for any position. Nevertheless, would you feel as comfortable having a man for a secretary as a woman? If not, why not? If yes, do you think other male department heads would feel the same?

The first two questions do not require precise answers if you have received the Departmental Information Sheet described on page 35, Chapter Three: Data.

6. Where do you look to find potential _____ in your area?
(accountants, supervisors, etc.)

7. What is the most common line of promotion in your department? Why?

The answers to this question will be useful in drawing up "career ladders" presently in practice. Often they show "illogical" progression which hurt the employer as much as the employees.

EXAMPLES OF QUESTIONS FOR THE OFFICER IN CHARGE OF BENEFIT PLANS

1. What are the various benefit plans offered here?
2. May I have pamphlets or whatever information you have detailing the plans?
3. Are you aware of any plan (such as the pension plan) which is applied differently to men and women? What is the reason for these differences? Exactly what is involved in changing them?
4. Is there a handbook describing benefits to employees? May I borrow a copy?

This information should also be obtained from the Director of Personnel.

Note the way the question is asked. It does not ask if any plan is "discriminatory".

QUESTIONS FOR A MAN IN A SENIOR EXECUTIVE POSITION

1. Would you please trace for me the various positions you have held in this organization and for how long you were in each one?
2. Why do you think so few of your colleagues are women?

Senior people are likely to be very candid here if they are confident the interview is confidential.
3. Would you support an affirmative action program which gave special encouragement to female employees?

It is extremely useful if, at the end of the report, the committee can report that, based on interviews, most people in top management support an affirmative action program.
4. What do you suggest would be a good way of getting more women into management positions?
5. Do you think it would be useful to have sensitivity sessions (explain what they are) as a part of management training? Would you attend? Should they be compulsory? Why? Why not?

QUESTIONS FOR A WOMAN IN A SENIOR EXECUTIVE POSITION

1. Would you please trace for me the positions you have held since you began and how long you were in each position?
2. Why do you think there are few women executives?
3. At any time, did you feel that you were being treated differently, either by your colleagues or employees, because you were a woman?
4. Are you aware of the differences in the pension scheme for men and women?
5. Would you be happy with a male secretary?
6. When you first joined the organization, did you plan on working all your life? Did you have a definite career in mind?

QUESTIONS FOR A LOWER LEVEL EMPLOYEE

1. Did you wish to be a _____ or did you apply for something else?
2. What questions were you asked during your interview for the job?
3. What tests did you take?
4. What union are you in?
5. Have you ever filed a grievance? About what?
6. Do you plan to work all your life?
7. Do you see yourself following a career in your present line of work or would you like to get into something else? What's holding you back?
8. Have you ever been asked to attend a training course? Have others?
9. Do you have any children? How do you take care of them while working?
10. What do you consider to be your biggest handicap to advancement?
11. Do you think there is equal pay for work of equal value here?

QUESTIONS FOR THE PERSON RESPONSIBLE FOR TRAINING (IF ANY)

1. Who is responsible for determining what training programs are necessary?
2. To whose budget is a training program charged?
3. Who draws up training programs?
4. Who is informed of programs that exist?
All supervisors? Some supervisors?
All employees?
5. How are they informed? Posted on a bulletin board? Memo? etc.
6. What procedure is used to decide who should participate in a specific training course? Who decides?(Once this question is answered the one who does decide should be asked how the decision is made.)
7. What are most of the training programs geared towards?:
 - preparing an employee for a future vacancy?
 - training an employee for a job she/he has just filled? etc.
8. Would you favour the idea of training programs to facilitate lateral movement, example:
 - training a secretary as a draftsman?
 - training a draftsman as a secretary?

POSSIBLE QUESTIONS FOR A UNION EXECUTIVE MEMBER

1. What is the most frequent grievance lodged by female employees? By male employees?
2. Would you be willing to support a job evaluation system?
3. Are there any women on your job evaluation committee? On your grievance committee? On your negotiating committee?
4. How do you feel about across the board dollar increases, as opposed to percentage increases in salary?
5. Would you be willing to institute an education campaign among your members explaining the need for bargaining unit-wide seniority as opposed to departmental seniority? (where applicable).
6. Would you be willing to urge your members to negotiate
 - (i) paid maternity leave,
 - (ii) a child care centre?
7. Do you think there is any discrimination against women at your work place?
8. Why do you think there are so few women in management?
9. Would you support training programs which gave special encouragement to women?
10. Our statistics indicate that only ___% of all jobs here have women in them. What do you suggest as a program to open up more jobs to women? men?

QUESTIONS FOR EVERYBODY(i) EMPLOYMENT

1. How did you hear about this establishment?
2. Describe, step by step, the various stages of your hiring process?
3. What were you asked during your job interview?
4. Was anything asked that you thought should not be asked?
5. Were you asked if you had any children, how you would take care of them? etc.
6. Were you asked if you would be willing to move or transfer?
7. What position did you apply for? What position did you get?

(ii) OCCUPATIONAL REPRESENTATION

1. Why do you think so many women are in clerical positions?
2. Can you think of any kind of work that would be better done by a man? Why?
3. Can you think of any kind of work that would be better done by women? Why?
4. For sex stereotyped jobs (example: garbage man, typists). How would you feel about women collecting garbage? About men typing?
5. Would you mind having women (men) working alongside you? Why?
6. Have you ever enquired about a job and been told that it was "for men" or "for women"?
7. Have you ever applied for a job as a _____ (pick a job traditionally held by other sex). What happened? or Why not?
8. Do you think it would be advantageous to institute programs that would break down "sex stereotyping"? What kind of programs would you suggest?

(iii) ADVANCEMENT

1. On what basis do you think people get promoted in your department?
2. Have you ever applied for a promotion? What happened?
3. (In cases where interviewees felt unfairly treated)
Did you file a grievance - why not?
(or what happened?)
4. Do you think it is as easy for women to advance as it is for men?

If "yes" - Why then do you think there are only _____ women out of _____ in management?

If "no" - Why not?
- Can you give me some concrete examples?
5. Would you prefer to work for a man or a woman - Why?
6. Do you think most women would prefer to work for a man or a women?
7. Do you think men or women make better supervisors - why?
8. Would you be willing to travel on business?

(iv) TRAINING

1. Have you ever received on the job training? How long have you worked here?
2. Have you ever asked to go on a training course? What was the result?
3. Who in your area has gone on a training course lately? Why were they chosen?
4. Have you ever taken a course on your own time since you worked here? What course? Did the employer sponsor it?
5. Would you be willing to take a course on your own time and at your own expense to improve your position? Do you think it would do you any good? Why not? Why?

(v) COMPENSATION

1. Do you think there is equal pay for work of equal value here? If "no" give examples.
2. If you feel you are underpaid - have you ever gone to the union? If "yes" what happened? If "no" why not?
3. Specific questions can be asked here concerning any inequities that have been discovered in the benefits plans.

(vi) RESPONSIBILITIES FOR CHILDREN

1. Do you have any children?
2. Are you a single parent?
3. Who takes care of the children while you're at work?
4. How much do you pay for a babysitter?
or child care centre?
What is your salary?
5. Do you think a woman with children should work? Why or why not?
Do you think a man with children should work?
6. Do you think child care centres should be available to all parents? If "no" - why not? If "yes" - who do you think should pay for them:
 1. the government?
 2. the parents?
 3. the employer?
 Why?
7. Do you think there should be a child care

centre at the work
place? Why? Why not?

8. Do you think women
should have fully paid
maternity leave? Why
or why not?
9. How long should this
leave be?
10. Do you think there
should be fully paid
paternity leave? Why
or why not?
11. Do you ever have to
take time off (book
off sick) because
your children are sick
or because babysitting
arrangements fell
through?
12. Do you think employees
should be allowed time
off to attend to sick
children?

(vii) TREATMENT ON THE JOB**To Women**

1. Do you feel you are spoken to with the same degree of respect as your male colleagues?
2. Have you ever experienced any form of paternalism from your supervisor?
3. Do you ever feel you are being asked to do a certain task because a man wouldn't do it? Give examples.

V Be Imaginative and Flexible

The more publicity there is about equal opportunity, the more people are learning the "right" thing to say. Inasmuch as the interviews are not witch-hunts to make people look bad, a good interviewer should be able to detect a "snow job" and discover what attitudes really are influencing important decisions. Furthermore, most of us have prejudices we are not even aware of. An interviewee might be entirely sympathetic to equal opportunity while maintaining attitudes that make this ideal unattainable. This too, an interviewer should be able to discover. Imagination and flexibility are therefore required.

The following is part of an interview which actually took place in a corporation. The interviewee had answered the questions honestly and sincerely believed himself to be non-discriminating. This part of the interview took place about an hour and a half into the interview and were it not for this final exchange, a totally different picture of the interviewee might have been perceived by the interviewer. The interviewee was the head of a department.

Question: Can you think of any kind of work that is unsuitable for women?

Answer: No, I can't think of anything.

Question: Can you think of any kind of work that a woman is better at than a man?

Answer: No. I really believe that a person's sex has nothing to do with the kind of work they can do. I think that anybody, be they male or female, should have a chance to prove themselves in any kind of work for which they qualify.

Question: It is obvious that you would not discriminate against

a man or a woman when trying to fill a position. Given that this is the case, however, can you tell me if you would feel as comfortable having a man for a secretary as you would a woman?

Answer: PAUSE. No, I don't think I would.

Question: Why not?

Answer: Well, for one thing, I wouldn't feel right asking another man to get me a cup of coffee or something like that - you know what I mean?

Question: I think so. Perhaps you could explain further.

Answer: Well, I mean I don't mind asking a woman to clear off my desk or go on little errands but, I'd feel silly asking a man to do things like that.

Question: I understand. Can you think of any other reason why you would not feel comfortable with a male secretary?

Answer: I think he would get bored awfully fast. I mean, women don't mind tedious and repetitious work but men want something challenging from their work.

Question: Anything else?

Answer: My colleagues might think I was queer or something.

VI Recording the Interviews

There are two ways of recording an interview:

- (i) cassette tape-recorder
- (ii) jotting down notes.

The advantage to the tape recorder is that you devote all your attention to listening to the interviewee. Also, the interviewee may forget about the presence of the recorder and be more candid.

But usually the disadvantages outweigh the advantages. A tape recorder is often intimidating - particularly to those who would like to reveal something in confidence but who hold back for fear that sometime in the future it could be played back to them. Secondly, it cannot be denied that tape-recorders do, in fact, weaken the committee's ability to keep interviews confidential. Cassettes can be lost. Finally they are awkward. Much fiddling around is often necessary, and in the end, the main points of the interview are going to have to be on paper anyway, so that twice the time is taken up by listening to the interview again on tape.

It is far preferable, therefore, to jot down on a piece of paper, the main points of the interview. In a two-hour interview, it is unlikely you will need more than two or three pieces of 8 x 11 paper.

It is not necessary (or advisable) to write down the answer to every question. For example, after the interview outlined on pp.84 -85 , you might note:

women work because they're bored - need extra
money - working until they're married - not

career oriented.

story of woman refused promotion in accounting - told it was "man's job" - see Bob Black, head of accounting to follow up on this case.

There will be times, however, when writing the exact words are desirable as quoting them will make the later report more interesting and will help employees relate to and sympathize with the Committee's objection to such an attitude. An example of such a quote might be "If I ever had to work for a woman I'd quit the organization". Again, the author of the statement should never be named.

At least twice a week, each Working Committee member should sit down and summarize the results of the interviews, the attitudes that seem to prevail, any documents that would be useful to have, as well as any other information that must be obtained.

Copies of these summaries should then be submitted to the other members of the Working Committee. If, after exchanging summaries, there seem to be serious discrepancies as to what the work situation is, you have a very serious problem and a meeting of the Working Committee should be called immediately. Given that all is well, meetings should be held once a week during the interview period, to share impressions, discuss problems and, if necessary, schedule future activities.

At the completion of all of their interviews, each interviewer should analyze and tabulate (where possible) his or her summaries. The final summary should be divided under agreed upon headings such as "Employment", "Advancement", "Benefits", etc. Actual quotes (with source unnamed) should be included in the final summaries so the

original interview sheets can be burned. These final summaries, and the wealth of information gained from the interviews will be one of the most important inputs to the committee's report and the recommendations for changes they will propose.

PHASE TWO - CHAPTER FIVE: JOB ACCESS

Many Status of Women studies have found the issue of advancement to be of greatest concern to women in the work force. This concern is understandable and justified. From experience, the large majority of working people have seen that too often the only route to more money and interesting work is through promotion into management. Furthermore, past experience indicates that it is important for some women to become part of management, to serve both as role models for other women and as a positive voice in the decision making processes that directly affect the working lives of other women.

Nevertheless, programs to get women into management will affect a very small number of women. There are very few jobs at the top of the pyramid. Moreover many women, like many men, do not want the stress associated with these top positions. What they want is meaningful and interesting work, fairly paid. Much more of the work usually encompassed by CUPE bargaining units could fulfill these needs if it were organized a little differently and paid according to a different yardstick, and if no jobs were closed to women because of pre-conceived notions about the kind of work men and women are supposed to do.

To determine if women and men have equal access to all jobs at all levels in your establishment, two questions must be answered:

1. ARE MEN AND WOMEN REPRESENTED IN ROUGHLY
EQUAL PROPORTIONS THROUGHOUT ALL CLASSIFICATIONS
IN THE ESTABLISHMENT, AND AT ALL SALARY LEVELS
WITHIN CLASSIFICATIONS?
2. IF NOT, IS THIS DISCREPANCY JUSTIFIED?

If the answers to both these questions are "no", then we can conclude that discrimination in job access does exist in the establishment. Once this is determined, one more question should be asked:

3. WHAT CAUSES THIS DISCRIMINATION?

To answer all three of these questions we will use the tools discussed in the preceeding chapters (questionnaires, data, interviews, etc.)

QUESTION 1: ARE MEN AND WOMEN REPRESENTED IN ROUGHLY EQUAL PROPORTIONS THROUGHOUT ALL CLASSIFICATIONS IN THE ESTABLISHMENT, AND AT ALL SALARY LEVELS?

To discover if men and women are in roughly equal proportions in all jobs, simply list all the jobs or positions in the establishment and determine how many men and how many women are in each one. Then calculate what percentage of all people holding a job are male and what percentage are female. Civic employees in Windsor did this and came up with the following table:

POSITION	Total No. of Positions	No. of Men	No. of Women	Percentage of Men	Percentage of Women
Administrative Support	17	13	4	76.5%	23.5%
Bookkeepers	7		7		100.0%
Accountants	1	1		100.0%	
Inspection Services	7	7		100.0%	
Technical	15	13	2	86.7%	13.3%
Social Services	58	13	45	22.4%	77.6%
Clerical	113	22	91	19.5%	80.5%
Secretaries	22		22		100.0%
Maintenance/ Operational	36	36		100.0%	
Switchboard Operators/ Cashiers	5		5		100.0%
Key Punch Operators	4		4		100.0%
Meter Maids	8		8		100.0%
Cooks	5		5		100.0%
TOTALS	298	105	193	35.2%	64.8%

From this table it is clear that some jobs are held entirely by men and others entirely by women. (This does not in itself prove that there is any discrimination involved, however, because it could be that the men and the women are not qualified for other kinds of work. Further analysis of the data is required.)

Next, look at the salary levels of the men and women. Since in the vast majority of cases, significant increases in salary can only be obtained through promotion, a very unequal salary distribution, regardless of seniority and qualifications, would indicate open sex

discrimination. So find, (i) the weighted average of the salaries of all male and of all female employees, and (ii), to get more specific information, find the distribution of male and female employees by salary range (or within classifications).

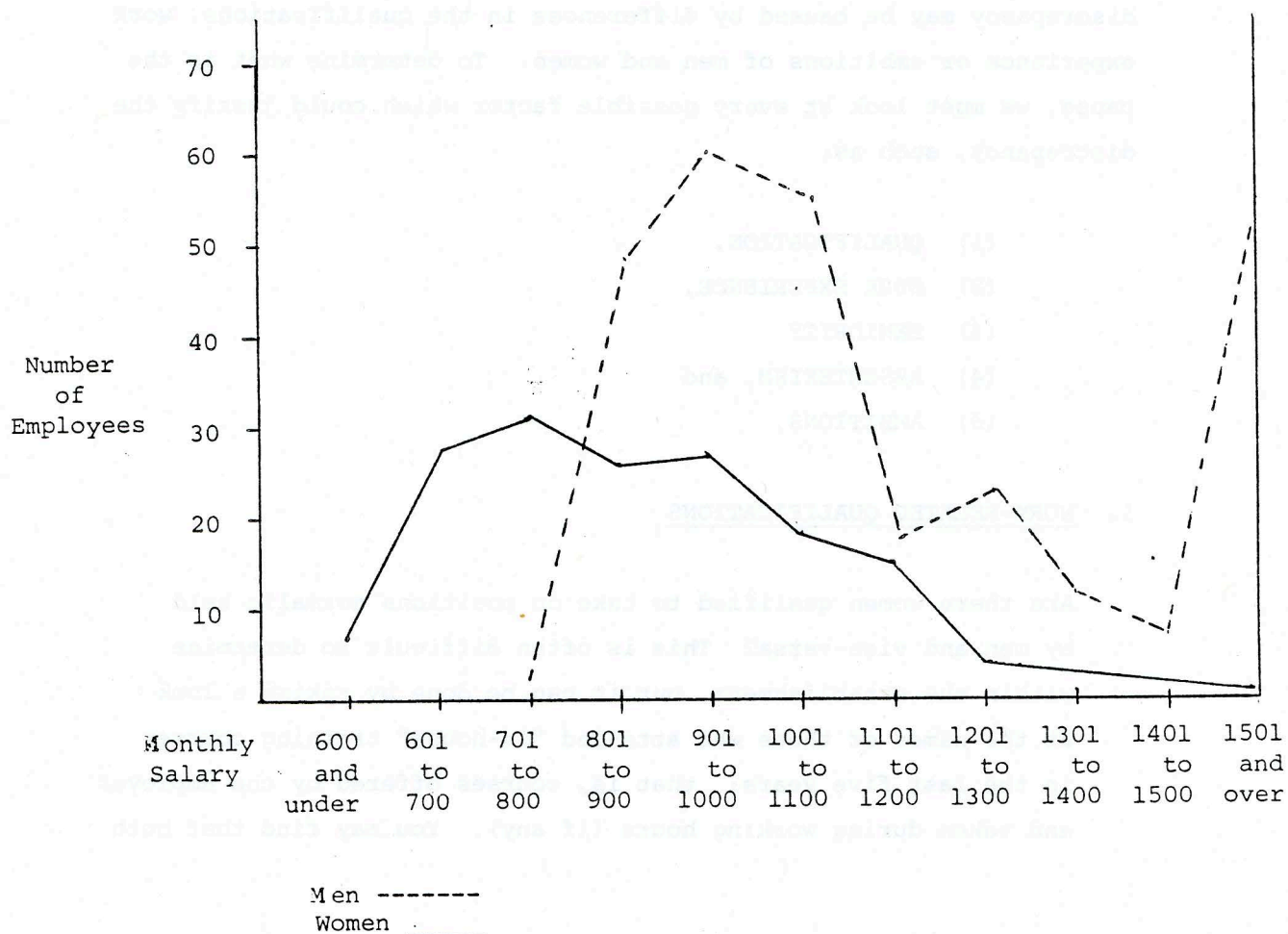
To determine the weighted average salary of all the men, (or women) you multiply each salary by the number of persons receiving that salary, then add up all these products and divide that sum by the total number of men (or women). Finding the distribution of employees by salary range means simply dividing salary levels into groups, and seeing how many men and how many women fit into each group, for example: how many are earning from \$600 to \$700 a month; how many are earning from \$700 to \$800 a month and so on. This information can be put in table form, as follows:

Distribution of Men and Women by SALARY RANGE

Salary Range	No. of Men	% of all Men	No. of Women	% of all Women
\$600 and under	0	0	5	3.0
\$601 - \$700	0	0	28	17.0
\$701 - \$800	4	1.4	32	19.4
\$801 - \$900	48	16.6	26	15.8
\$901 - \$1000	61	21.1	28	17.0
\$1001 - \$1100	55	19.0	19	11.5
\$1101 - \$1200	18	6.2	16	9.7
\$1201 - \$1300	25	8.7	5	3.0
\$1301 - \$1400	14	4.8	3	1.8
\$1401 - \$1500	10	3.5	2	1.2
\$1501 and over	54	18.7	1	0.6
TOTAL	289	100.0%	165	100.0%

Any salary groupings could be used. You could use annual salary, or weekly salary - whichever is the most easily obtained and analyzed. Once you have the information in table form, you may want to present it in the form of a graph, such as this one from the Affirmative Action Report of civic employees in Saskatoon.

CHART I. DISTRIBUTION OF MALE AND FEMALE EMPLOYEES BY SALARY RANGE



This graph, more quickly than a table, gives us important information. We see for example, that there are no men earning less than \$700.00 a month; that most women earn from \$600.00 to \$1100.00 a month, while most men earn from \$700.00 to \$1200.00 a month; that about 55 men as opposed to one or two women earn over \$1500.00 a month. With data such as this, we are in a position to conclude our answer to the first question. Men and women are not represented evenly throughout all salary levels of the establishment, and they are not represented at all in some of the jobs.

QUESTION 2: IS THIS DISCREPANCY JUSTIFIED?

We cannot conclude, from the answers to our first question, that there is discrimination in job access in the establishment. This discrepancy may be caused by differences in the qualifications, work experience or ambitions of men and women. To determine what is the cause, we must look at every possible factor which could justify the discrepancy, such as:

- (1) QUALIFICATION,
- (2) WORK EXPERIENCE,
- (3) SENIORITY
- (4) ABSENTEEISM, and
- (5) AMBITIONS.

1. WORK-RELATED QUALIFICATIONS

Are there women qualified to take on positions normally held by men and vice-versa? This is often difficult to determine within the establishment, but it can be done by taking a look at the names of those who attended "in-house" training courses in the last five years: that is, courses offered by the employer and taken during working hours (if any). You may find that both

women and men have, in the past, received training for jobs traditionally held by the opposite sex. If so, you may want to interview these people and ask them what work they are now doing and why.

A second way of determining if there are men and women qualified in the establishment to do work traditionally performed by the opposite sex is to look at the application forms for all job openings in the last year, or the last five years (depending on how many applications there are). If there are application forms from men or from women for jobs usually held by the opposite sex, try to follow through and see who finally got the job and why.

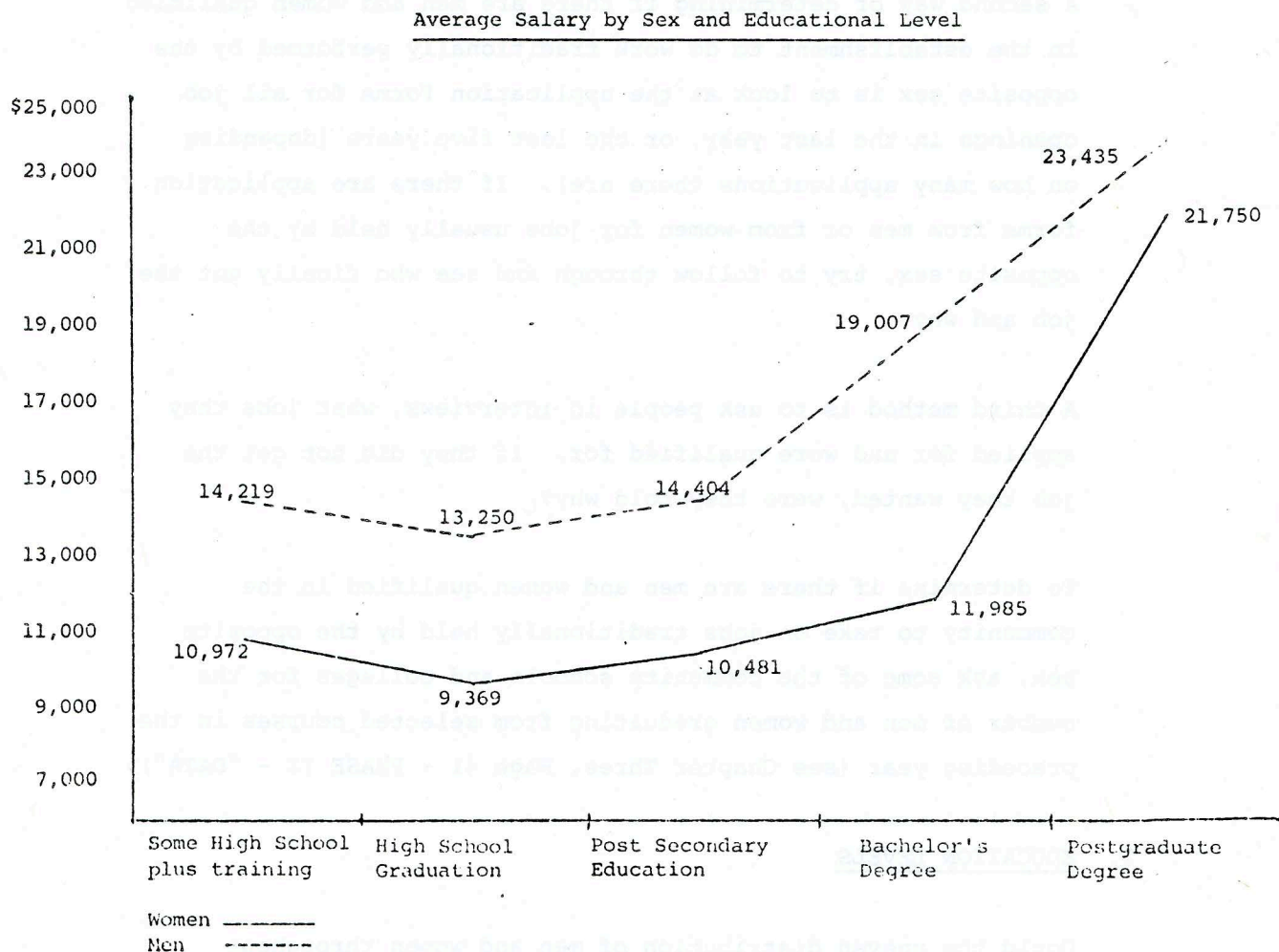
A third method is to ask people in interviews, what jobs they applied for and were qualified for. If they did not get the job they wanted, were they told why?

To determine if there are men and women qualified in the community to take on jobs traditionally held by the opposite sex, ask some of the community schools and colleges for the number of men and women graduating from selected courses in the preceding year (see Chapter Three, Page 41 - PHASE II - "DATA").

2. EDUCATION LEVELS

Could the uneven distribution of men and women throughout different salary levels of the establishment be caused by differences in levels of education? To find if this is the case, compare the average salaries of men and women in the establishment who have the same education levels. The Affirmative

Action Committee for civic employees in Ottawa did this and came up with the following graph:



This graph tells us that women having the same education level as men received several thousand dollars less in salary.

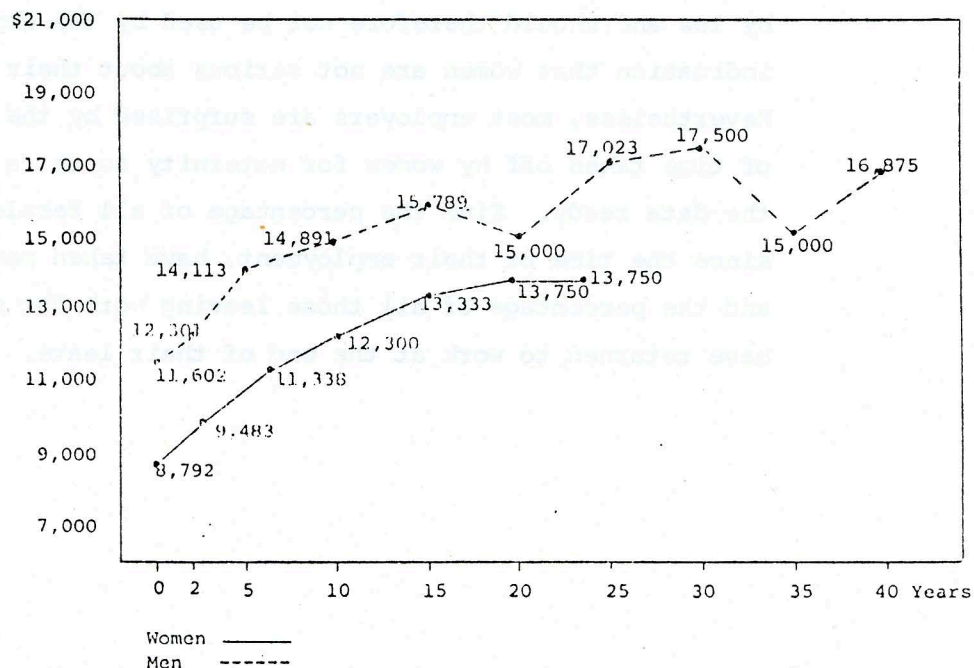
3. WORK EXPERIENCE

Like specific training and general education, an employee's work experience is sometimes difficult to determine. Check the employee personnel files and discuss this point in the interviews. How many of the people interviewed, for example, had already had experience in a job usually held by the opposite sex and available in the present establishment? This information may also be found on job application forms.

4. SENIORITY

To determine if differences in length of service account for the uneven distribution of employees, find the average salaries of all men and all women having the same years of service. For example, do men with five years service have about the same salary as women with five years service? The Affirmative Action Reports for the city of Ottawa put this information in the following graph:

Median Annual Salary by Sex and Years of Service



A graph such as this tell us that whether the men and women had 2 years of service or 25 years, the men were always paid more.

5. ABSENTEEISM

Do men possibly advance more quickly because they are absent from work less often? Find the average number of days taken off per year for men and for women over the last 5 years.

More and more studies show that the stereotype of the malingering female is totally unfounded in fact. It is also advisable to break down your information by the type of work men and women are doing, for it has been found that people's absences are more closely related to the degree of boredom and tediousness involved in their jobs than to their sex. Note also that many higher positions do not have to account for short periods of time off, the way other employees do. As most of these positions are held by men, this too could influence your data.

Maternity leaves should not be included in your absenteeism data, as 3 or 4 months off to have a baby are guaranteed women by law and should therefore not be used by the employer as an indication that women are not serious about their work. Nevertheless, most employers are surprised by the small amount of time taken off by women for maternity so it is useful to have the data ready. Find the percentage of all female employees who, since the time of their employment, have taken maternity leave, and the percentage of all those leaving work for maternity who have returned to work at the end of their leave.

6. AMBITIONS

Could it be that women are in the positions they are because they want to be there? Is it possible they are simply not interested in advancement? To determine this, look at the following data:

1. Comments from women in interviews.
2. The number and percentage of men and women applying for more senior positions in the preceeding year, as well as the percentage of men and the percentage of women who were successful.
3. The number and percentage of all male and all female employees who took work-related courses on their own time, (paid for or partly paid for by the employee) in the past year.
4. The turnover rates of men and women in the preceeding year. This is done by determining the number of women who left their position - for whatever reason - in the preceeding year and comparing it with the number of men who did the same. If you do this analysis, you should also compare the percentage of women leaving junior positions with the percentage of women leaving more senior positions. Also do the same for the men. You will probably find that women leave low paying, monotonous jobs at a faster rate than men, but stay in positions of responsibility longer than men.

By this time you should be in a position to say to what extent the differences between the distribution of men and women throughout all jobs and salary levels of the establishment are caused by differences in qualifications, work experience, seniority, absenteeism and

ambitions, and to what extent it is the result of discrimination. If you conclude that discrimination plays a role, you must now answer the third question which was raised at the beginning of this chapter:

QUESTION 3: WHAT CAUSES THIS DISCRIMINATION?

To determine what could cause discrimination in job access and how discrimination manifests itself, it is necessary to examine everything which affects the employee from the time she/he walks in the door of the establishment to apply for a job, to the time she/he retires.

This includes:

- (1) ATTITUDES
- (2) RECRUITING
- (3) EMPLOYMENT TESTS
- (4) JOB INTERVIEWS
- (5) JOB SPECIFICATIONS
- (6) TRAINING
- (7) CAREER PLANNING, and
- (8) THE COLLECTIVE AGREEMENT.

1. ATTITUDES

The degree to which people see women as workers can greatly influence the hiring and promotion of women employees. From interviews, document the opinions that the decision makers have of women workers and with the information gained from data, (as has just been discussed in answer to QUESTION 2) state whether these opinions are correct. The following example is from the CBC Task Force Report on the Status of Women in that organization:

Generalization 1: "Women Are Not Career-Oriented"

1. "They have no aspirations..."; "Women are happy just where they are..."; "They just want 9:00 to 5:00 jobs so they can get home to their families..."; "They're not willing to take the initiative to improve themselves..."

While the Task Force was unable to find factual evidence to prove directly the extent of women's career aspirations, a number of measures suggest that the majority of women seek careers in the same way that men do. These include the length of time they stay with the CBC; their age; their responses during our interviews; and the results of surveys carried out by women's organizations.

If one assumes that an employee who stays with the Corporation over 5 years is likely to remain with it permanently, it seems that almost as many women as men see themselves as long-term employees, for 80 percent of CBC women and 90 percent of CBC men have over 5 years' service. Length of service does not, of course, necessarily mean that all these employees hope, or wish, to take on ever greater responsibilities, but it does to some extent refute the notion that women are fly-by-night workers, just waiting to get married before leaving their jobs. In fact, 57 percent of CBC women are over 30. One-quarter of these "over 30s" are married, and their average age is 40.6. The average age of the single women in this group is 42.8.

However, in direct refutation of the statement that women will not work to improve themselves or to advance, data for 1973 showed that, whereas women received little training from the CBC, they were more likely than men to take outside courses* to improve themselves. This was especially the case in St. John's, Halifax, and Toronto, in that order, with Montreal French Services and Ottawa following.

Documentary evidence of women's initiative comes from the returns of two questionnaires sent to all female staff by women's associations in Toronto and English Services and Radio-Canada International in Montreal, in which many women indicated willingness to study to improve qualifications. And evidence from interviews indicated strongly that a large proportion of women do have career aspirations, or at least start out with high hopes. From many secretaries and script assistants we heard statements such as: "I apply for every production job that comes up" or, sadly: "After being turned down four times without even being given any reason, and seeing the job always going to a young man, I stopped trying".

*Courses for which CBC agrees to pay half the costs on successful completion - i.e., all approved as "work related".

2. "Women are immobile."

Although many men spoke of the inability or unwillingness of women to move to another centre, 61 percent of the women working in the CBC are single, and can be assumed to be no less mobile than men. In the surveys quoted above, about 66 percent of the Montreal women expressed willingness to relocate in order to get a better or more interesting job. Some 11 percent were unsure, and only 18 percent would have refused to move to Toronto, 62 percent of the respondents said yes, 6 percent said maybe, and 32 percent said no. While these surveys do not represent all staff, they contain enough positive replies to rule out immobility as a fact applicable to women as a group. The Task Force also looked at the application forms in the files of 29 TV production assistants (male) and 54 script assistants (female), which show 75 percent of the men and 46 percent of the women to be willing to travel. From this sample, even though more men appear to be mobile, a good proportion of the women are too.

2. RECRUITING

Discover all the ways in which positions for the establishment are advertised, such as ads in newspapers, printed pamphlets, verbal communications with educational institutions or other employers, audio-visual material, ad hoc conversations and job postings.

Try to get as much of the audio-visual material as possible, including copies of recent job advertisements in newspapers. Take note of any recruitment material which, intentionally or unintentionally, reinforces the idea that men are wanted for some jobs and women for others. Specifically, look to see if:

- a) some jobs are advertised under "male wanted" and others under "female wanted" in newspapers, (where this practice

- is not yet forbidden by law)
- b) pictures in pamphlets and audio-visual material consistently show women doing one kind of work, and men another
 - c) pamphlets or job postings use the masculine pronoun in reference to the occupants of some jobs and the feminine pronoun for the occupants of others
 - d) in speeches to educational institutions it is implied that the employer wants "girls" for certain jobs and men for others.

It is also useful, particularly for big establishments such as hospitals and municipal governments, to do a quick survey of the educational institutions where your organization does most of its recruiting, and ask these institutions if they think your employer would hire women as truck drivers, for example, or men as secretaries.

3. EMPLOYMENT TESTS

Employment tests sometimes discriminate against one sex or the other by asking for general background information that will never be required on the job and which depends heavily on the kinds of training received by boys or girls in the schools. The best example is tests given for jobs requiring some technical expertise. Often the applicant is expected to have a broad technical knowledge, even though a few weeks of on-the-job training would more than suffice. These tests keep women out of technical jobs, as many of us were not allowed to receive any technical training in high school, and were therefore not qualified to take technical courses in the community colleges.

4. JCB INTERVIEWS

The sex of an applicant should have absolutely no bearing on the questions she/he is asked when applying for a job. Nor should any assumptions be made about an applicant's availability based on his or her family responsibilities. In the interviews of the Affirmative Action Committee, ask both men and women what questions they were required to answer when applying for any job in the establishment.. Also ask Hiring Officers if they are as interested in a man's family responsibilities as they are a woman's.

5. JOB SPECIFICATIONS

Job specifications can discriminate in a way similar to that of employment tests by requiring qualifications much higher than those actually necessary to do the job well. Unions with job evaluation plans often contribute to this problem in an attempt to get more points for the position under the plan. While this is understandable, a better alternative might be a different weighing of factors, compression of groups and so on.

Job descriptions also often cater to the sex of the person expected to do the work. This results in so-called "feminine" duties being lumped into one job description, and "masculine" duties in another - whether or not this division of labour is the most practical and efficient. The following is an illustration from the job descriptions of "Housekeeping Aide" (traditionally female) and of "Porter", (traditionally male). The Aide is in a group 2 and is paid \$508.00 a month; the Porter is in a group 9 and is paid \$680.00 a month - a difference of \$172.00 or 34%.

ILLUSTRATIVE EXAMPLES OF WORK OF HOUSEKEEPING AIDE

Dusts, mops, cleans and empties trash receptacles in offices, public waiting rooms and corridors; cleans washrooms and replenishes supplies when needed.

Spot washes walls and doors in nurses' residence; cleans utility rooms and bathrooms, empties garbage, thorough cleaning of specific rooms in rotation including: vacuuming mattresses and covers, cleaning beds, springs and furniture, and waxes and polishes heavily used floor areas when needed.

Damp mops special areas, empties garbage receptacles, washes and sterilizes drinking glasses and jugs, cleans bathrooms and replenishes bathroom supplies as needed; cleans floors, furniture, walls, window sills and furniture in patient's rooms.

Removes or refreshens patient's bouquets; empties bedside units, returns soiled units to the Central Supply Room and exchanges them for sterile units; carbolizes beds and furniture after patients are discharged or transferred and makes up bed for newly arriving patient, spot washes walls and changes bedside curtains.

Performs related work as required.

ILLUSTRATIVE EXAMPLES OF WORK OF PORTER

Sweeps, mops, scrubs, waxes and polishes floors, hallways and stairways, using hand and electrically operated equipment.

Arranges tables and chairs required for luncheons, meetings, and similar functions in the auditorium and other public meeting places.

Washes hand basins, sinks, toilets and tilework and replenishes supplies in washrooms and locker rooms.

Collects garbage by hand cart, disposes of it in the incinerator, cleans and sterilizes garbage pails.

Transports furniture and beds to various areas in the hospital building.

Performs minor maintenance tasks on cleaning equipment.

Washes and disinfects walls, windows, ceilings, vacuums radiators and vents, dusts venetian blinds and cleans various equipment in patient's rooms and specified work areas.

Performs related work as required.

The housekeeping aide is given such tasks as "removes or refreshes patient's bouquet". The Porter "transports furniture and beds". Other than these obviously male-female tasks, the two jobs overlap and it is hard to understand why they make up two job classifications. Could these two jobs not be joined into one, paid at the higher rate, and open, of course, to both men and women? Furthermore, does the moving of furniture logically belong in either one of these jobs classifications? It seems unrelated to the

duties. Was this duty given to the Porter, only because it was assumed the Porter would always be male and they thought a man should move furniture? If all porters from now on were female, would moving furniture still be one of the job duties or would it be given to, say, the job of a maintenance man? We are not saying women should not move furniture if it is part of the job. But the duties of any job should be based on a logical division of labour and not on the sex of the people expected to fill the job.

To find similar examples in your organization, look at the following:

- (i) Review selected job descriptions to see if the job duties are grouped together "logically" or seem to be based on the sex of the person expected to fill the job.
- (ii) List pairs of job classifications which presently seem to be divided by sex and which you feel could be joined into one classification.

6. TRAINING

Until recently, the training of an employee has been paid for by an employer only if a qualified person has not been available any other way. Education and job training were considered the jurisdiction of the schools from which employers could hire qualified personnel. In-house training activities, where they existed, played much the same role as Canada Manpower training: they filled an immediate need of the employer.

But at times the rules were bent a little. In-house training for management positions, for example, was sometimes given to supervisors or junior managers to encourage them to stay in the establishment and make use of the experience they had gained thus far. As there were rarely any policy statements to determine who should qualify for these courses the "old-boy" system came into effect. Friends of those making the decisions were given priority

in a spirit of mutual help, much the same way as is done in a fraternity.

These two factors, the relative lack of in-house training available, and the existence of the "old-boy" system when it was available, tended to both maintain past discriminatory effects against women, and create new ones.

Discrimination in training can exist in several forms, including the following:

1. No training at all: maintains effects of past discrimination.
2. Training courses only for positions traditionally held by men.
3. Training for advancement only, rather than training for lateral transfers: as women are concentrated in very few jobs, their promotional opportunities are less than men's.
4. The proportion of women allowed to attend courses is less than the proportion of men.
5. A lack of policy to determine who attends courses, forcing decision makers to rely on traditional attitudes which may discriminate against women.
6. A lack of formal communication on courses available: knowledge of courses relies on word-of-mouth from which, for reasons described above, women are excluded.

To discover if these problems exist in your establishment, you need only look at the names of all those attending courses given by the employer, during working hours. (It has already been suggested that

this be done to determine "ambitions" of male and female employees).

Determine the percentage of all men who attended some kind of "in-house" training during the last year. Do the same for the women. You might also want to draw up a table showing the kinds of courses the men and women attended. The following table for example was drawn up by the Ontario Crown employees and shows, among other things, that the large majority of those attending managerial and technical courses were men, while the secretarial courses were filled primarily with women.

SERVICE-WIDE
PARTICIPATION IN ALL STAFF DEVELOPMENT AND TRAINING PROGRAMS

BY SEX AND TYPE OF COURSE

Fiscal Year, 1974/74 (I) (2)

<u>Type of course</u>	<u>Total</u> <u>(100%)</u>	<u>Participation</u>	
		<u>%Men</u>	<u>%Women</u>
Managerial & Supervisory	3,033	80.6	19.4
Inter-personal skills	1,746	70.2	29.8
Secretarial development	918	13.0	87.0
Technical	6,783	88.5	11.5
Professional	2,293	70.9	29.1
Total	14,773	77.3	22.7

-
- I) The above tables exclude data from the following Ministries: Health, Justice Policy Secretariat, Office of the Premier, Resources Development Secretariat, Cabinet Office, Ontario Place Corporation, Ministry of Culture and Recreation (and the Ontario Science Centre).
- 2) Includes Civil Service Commission courses.

You can also make a similar table of courses taken by employees on their own time, but subsidized by the employer.

To complete your investigation into the way in which training may be discriminatory, compile a list of all positions formally recognized as trainee or apprenticeship positions and the percentage of men and women in these positions. Also examine all personnel policies, memos etc. related to training.

7. CAREER PLANNING

Most establishments suffer from the absence of a logical thought-out approach to training. Training programs, promotions and transfers are considered only with a view to their short-term success. The long-term interests of both the organization and the employee are given little consideration. As women are segregated into a few jobs, and as these jobs are always thought of as dead end jobs, women suffer the most from this lack of career planning.

To discover the extent to which career planning is or is not present in your establishment, make the following investigations:

1. Check the Personnel Department to see if there is a book somewhere which states which junior jobs are useful apprenticeship jobs to more senior positions. If the position of Personnel Director were posted, for example, what previous positions would it be useful for the applicants to have held. Is it up to the (arbitrary) judgement of the hiring officer at the time? or is it written down somewhere?
2. If this information is written down, is it available to interested employees?

3. Is there someone in the Personnel Department responsible for knowing this material and counselling employees?

4. Does the Personnel Department have information on educational institutions and programs in the area which provide courses recognized by the employer?
Is this information also available?

8. THE COLLECTIVE AGREEMENT

It is often thought that seniority clauses work to the disadvantage of women. We would suggest that the lack of a good seniority clause in the collective agreement, is a more serious handicap for all employees, women and men alike. Sometimes, however, the seniority clause in a specific collective agreement is little better than no clause at all. The Affirmative Action report of the civic employees of Saskatoon found, for example, that their collective agreement defined seniority according to:

1. Pay grade
2. Date of appointment to pay grade and
3. Length of service in the department.

This article effectively maintains discrimination suffered by women both in advancement and access to different kinds of work. The basis for such a clause is to be found in the history and growth of the trade union movement itself. Working people first organized around a trade and clauses in contracts were designed to protect the access members had to that trade. Unfortunately, this has carried over to the point where the seniority and jurisdiction clauses not only close off jobs to those who are not unionized, but also to those in a different union, a different bargaining unit, or even a different department. This has sometimes made lateral transfers across bargaining unit lines an impossibility. Also, given that the vast majority of trades are sex stereo-typed, this further results in the impossibility of a man moving

laterally into work formerly done by women and vice versa. Finally, because the majority of classifications in any establishment are held by men, this has meant the closing off of the majority of jobs to female employees because of original discrimination in hiring and promotional policies.

It is true that anyone can leave their bargaining unit and start at the bottom of another. But to ask an employee to give up his or her seniority and salary, which may have been earned after 10 years or more of hard work, is ridiculous - particularly if the person is a clerk rather than a labourer because she was discriminated against when hired. Unions are not responsible for the discriminatory hiring policies of their employers, but sometimes the men in the union have benefited from these practices. In order to protect all its members, the union must now go out of its way to help make up for past discrimination. A way must be found to allow women the position they would have had, if they had not suffered discrimination.

In the United States, where strong human rights legislation is in effect the way is ordered by law. Articles in collective agreements there have been found illegal if they maintain "seniority systems, which are neutral in application and have not expressly confined minorities or females to departments or jobs by prohibiting transfers elsewhere with a facility but which perpetuate the past effects of hiring and assignment discrimination in two distinct, but equally unlawful ways. These include,

- (I) cases in which those persons formerly discriminated against in hiring and assignment are not willing to lose their accrued seniority and concomitant rights and privileges in transferring to a new job, and are effectively "locked in" to their present positions, which generally have been the least desirable jobs; and

2. cases in which those persons previously the victims of discrimination do transfer, but are forced to begin in the lowest paying classification of a new department, although they would have had better positions in that department had not departmental or job seniority prevented them from carrying their seniority rights with them"*

This means, for example, that a Clerk Typist of 5 years seniority could, if qualified, become a Field Inspector with 5 years seniority without having to start in the lower groups of that bargaining unit. A seniority system in a collective agreement which would prevent her from doing so, would, in the States, be illegal.

We in Canadian unions do not want to be told by the government what to put in the collective agreement. To ensure that this does not happen, we must assume leadership in the area of human rights. We, and the government, must find ways suitable to ourselves of writing jurisdiction and seniority clauses which reflect the special needs of disadvantaged groups. Needless to say, it is just as important as it ever was to have very strong union jurisdiction and seniority clauses in the collective agreement. But without weakening them, it is possible to have seniority clauses that allow for flexibility, thereby opening up doors for both men and women in the unit.

To see how easily your collective agreement allows employees in your bargaining unit to transfer laterally into jobs formerly held by the opposite sex, look at the following:

* Industrial and Labour Relations Review

The jurisdiction and seniority clauses in effect in all collective agreements at your establishment. They reinforce discrimination if they:

- (a) define seniority as department wide,
- (b) define seniority according to pay grade or classification
- (c) allow for no flexibility in transfers from one bargaining unit to another, when the transfer is by a man or woman formerly excluded from that unit because of job segregation by sex.

CONCLUSION

In this chapter we have attempted to answer three basic questions concerning job access;

1. ARE MEN AND WOMEN REPRESENTED IN ROUGHLY EQUAL PROPORTIONS THROUGHOUT ALL JOBS IN THE ESTABLISHMENT AND THROUGHOUT ALL LEVELS?
2. IF NOT, IS THIS DISCREPANCY JUSTIFIED?
3. IF NOT, WHAT CAUSES THIS DISCRIMINATION?

The answers to these questions may take some time to find, but by the time you are through you will probably know more about the establishment than your employer does. More importantly, however, you will have a good idea of the kinds of changes that need be made to ensure equal opportunity to job access for both the men and women in your establishment.

PHASE II - CHAPTER SIX: COMPENSATION

The federal government, and most provinces, have legislation prohibiting discrimination against women in pay. The weakness of this legislation once again demonstrates the need for unions to protect their members through collective bargaining rather than relying on the politicians.

To discover if men and women in your establishment are being paid equally for doing substantially the same work, it is necessary to look at those pay methods which have been found in the past to discriminate against women. We are assuming, of course, that if the employer and the union have agreed on the salary of any one position - "cook", for example - that whether the cook is male or female, the same negotiated salary will be received. The old classification of "Cook Male" and "Cook Female" are quite simply illegal and there is no need to examine such a situation in detail.

There are other aspects of salary administration, however, which should be questioned. These include:

- (i) the number of steps in the salary group
- (ii) merit plans
- (iii) individually negotiated salaries,
- (iv) "rug ranking"
- (v) negotiated across-the-board percentage increases and
- (vi) the lack of a good job evaluation plan.

I. The Number of Steps in the Salary Group

The maximum salary of any job/position is the negotiated salary. If the people in one position reach that maximum faster than those in another, simply because they have fewer steps to pass through, this negotiated salary is being held back from some members longer than from others. And if the jobs requiring more levels are traditionally

occupied by women, it seems likely this difference in the number of steps is based on sex discrimination.

Usually, the greater number of steps appear, remarkably enough, in the lower-paid jobs. The reason usually given is the lesser time needed to gain experience in the senior jobs because employees there have already received training from their tenure in the lower positions. The new employee, however, needs several years on the job before s/he reaches the peak efficiency for which the job is paid.

Poking holes in this argument is not one of the more challenging tasks of this book. In the first place, jobs in the lower categories are supposedly at the bottom because little or no training is required of them. If it takes six or seven years to become efficient at the work, it should be at the other end of the salary scale. Secondly, many employees - usually men - start in the more senior positions without ever having been in the lower jobs. Finally, one can assume that if jobs traditionally held by women have more steps than those usually held by men, women's salaries have been sacrificed in negotiations on the assumption what women don't need the money as badly.

To discover if the number of steps per salary group seem to discriminate against women in your establishment, list the average number of steps for positions dominated by women, and the average number of steps for positions dominated by men, (positions with 75% men or women). If you are employees of a city government, be sure to include positions (or a sample of positions) from both inside and outside workers. If you look at only inside workers, for example, you may find that there are more steps for women's jobs than for men, but the reason could be that there are more steps for lower-salaried jobs. If you find that the outside workers also have more steps for lower level jobs then you have a problem of a different sort, it has nothing to do with being male or female.

2. Merit Plans

Many employees wish to have their performance on the job evaluated. They feel that if they work harder than other people in the office, they should be rewarded for it by higher pay. In a society where money, rather than personal satisfaction, is the incentive to work, this attitude is understandable.

Nevertheless, unions usually oppose performance evaluation for good reason. No two people agree on what makes a good employee. Individual prejudices often get in the way of any "objective" evaluation. One performance evaluation was challenged by CUPE for example, when it was discovered that the man's position as shop steward was listed as the reason for his low merit rating. A personality conflict could also be the deciding factor in rating an employee low, no matter how hard s/he works.

More than anyone else, women should be opposed to merit increases. A sexist supervisor could give a low rating to a woman because she was aggressive, not feminine enough, or because she didn't like him as much as he thought she should. Women have no reason to expect that "merit" increases will escape the influence of traditional attitudes any more than anything else has. Finally, merit increases encourage a "survival of the fittest" atmosphere which is far from the fraternal environment necessary to any enjoyable work day.

If you have a merit plan of some sort and you wish to examine the possibility of "merit" being exercised differently towards men and women, determine the following:

Of those positions to which merit pay is applied,
what was the average annual percentage increase
for men and women in the last 5 years?

If there seems to be a pattern of differences in merit allowances paid to men and women, the following additional questions might be asked:

- i are reasons given in writing for the amount of increase (or lack of increase?)
- ii are agreed upon "yardsticks" used which are constant throughout the establishment?
- iii is there anything in the nature of that yardstick which is influenced by a prejudice to characteristics traditionally female? For example, are men praised for being "agressive" and women criticized for "boldness"?

Keep in mind that increment steps which are not automatically received at the end of an agreed-upon time period (6 months, one year) are merit increases, whether they are called that or not. If you suspect your increment steps are in fact being used as merit increases, determine the average salary and tenure - the length of service in that position - of some selected positions. Be sure to select positions that have a significant number of men and women and are from higher, lower and middle salary groups. Clearly merit is a factor if, in the same position, individuals receive different pay rates which are not justified by differences in tenure. Furthermore, if the differences are often between men and women, one can assume that a person's sex is somehow a factor in determining the increment that person receives. To determine exactly what role a person's sex does play in the increment scheme, follow up with the same questions posed above.

3. Individually Negotiated Salaries

Affirmative Action Committees must deal with all employees, at whatever level they may be. In management positions, there is often a good deal of latitude exercised in assigning salaries to positions. The salary range for the same middle or senior management position can differ by as much as 5 or 10 thousand dollars per year between individuals and may vary between men and women.

We do not consider a man or woman's ability to bargain a good salary for themselves justification for paying one less than the other. Unless the job is that of a professional negotiator, we see no reason why a person's bargaining skill, anymore than their skill in knitting a sweater, should be a factor influencing their pay. Furthermore, negotiating an individual salary has generally worked to the disadvantage of women and minorities and will most likely continue to do so in the foreseeable future. As long as most employers consider a woman to be less desirable than a man in a position of responsibility the main reason for hiring a woman will be to save money.

To determine if men and women are being paid differently in non-union positions, for no other reason than their sex, it is useful to look at the following:

- (i) Average salaries of men and women in management by job classification of position, for those jobs where there are significant numbers of men and women.

Example

<u>Classification</u>	Average male Salary	No. of Men	Average female Salary	No. of Women	% Difference Male over Female
Department Heads.	\$15,120	13	\$10,020	6	51%
Deputies, Admin.	13,000	13	11,000	6	15%
Supervisory	12,050	22	10,000	4	20%
Directors	19,000	7	18,050	2	5%

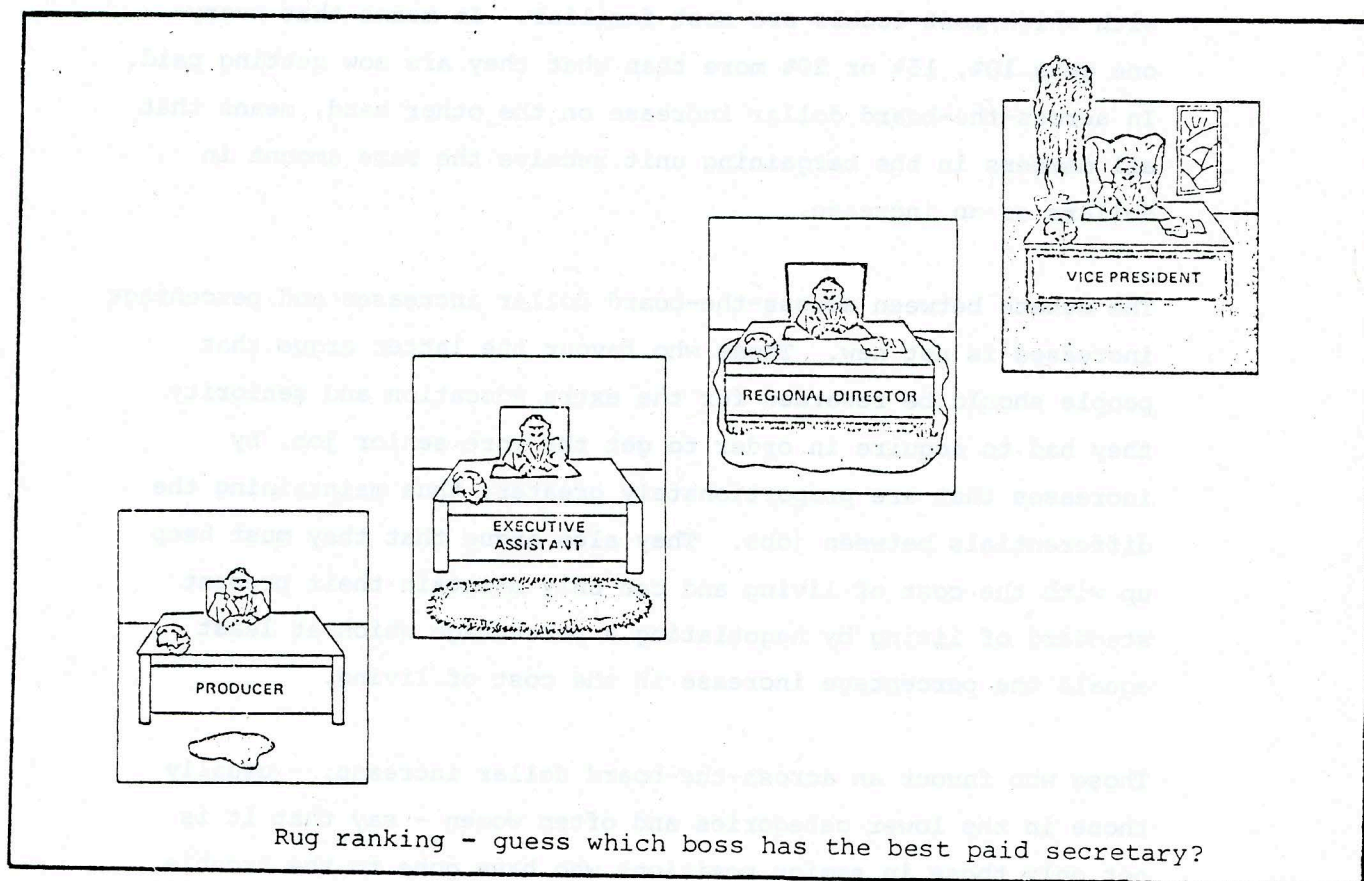
Those positions that show discrepancies should be examined more closely to determine the reason. Specifically examine:

- (ii) the average tenure of the men and women in these positions,
- (iii) the average seniority of the men and women in these positions,
- (iv) the average educational levels,
- (v) the percentage of men and women with prior work experience in the field.

If no significant differences can be found in the answers to questions 2 to 5, one can conclude that the women are suffering from discriminatory pay practices.

4. Rug Ranking

Recently, secretaries in the federal public service brought to the attention of the country the unsatisfactory methods by which they are paid. Secretaries there, and in many other establishments, are paid not according to their work but according to the classification occupied by their boss. This method of compensation is in keeping with the attitude that women work as "helpers" to men, but it cannot be justified by anyone who knows that a secretary's work is valuable on its own merit. The method of paying a secretary according to the classification of her boss puts her on the same level as the quality of the rug and other furnishings a supervisor has in his office and which vary according to his status. The CBC task force illustrated the situation with the following sketch:



Because a person has a more senior position does not mean his or her secretary has more work. The secretary's pay should be evaluated on its own merits. It should not be difficult for you to find out if "rug ranking" exists in your establishment. Simply ask the Personnel representative on the Advisory Committee how secretaries are paid. You should also ask, in interviews with Personnel people and union officers the reasons for this method of pay and the problems that might be incurred in changing it.

5. Negotiated Across-the-Board Percentage Increases

An across-the-board percentage increase is the type of increase with which most locals are most familiar. It means that everyone gets 10%, 15% or 20% more than what they are now getting paid. In across-the-board dollar increase on the other hand, means that all members in the bargaining unit receive the same amount in dollars as an increase.

The debate between across-the-board dollar increases and percentage increases is not new. Those who favour the latter argue that people should be rewarded for the extra education and seniority they had to acquire in order to get the more senior job, by increases that are proportionately greater, thus maintaining the differentials between jobs. They also argue that they must keep up with the cost of living and can only maintain their present standard of living by negotiating a percentage which at least equals the percentage increase in the cost of living.

Those who favour an across-the-board dollar increase, - usually those in the lower categories and often women - say that it is not only those in senior positions who have gone to the trouble of educating themselves and working long years. There are many women and immigrants who have certificates and training but who still remain in the lower categories.

Our concern is that across-the-board percentage increases widen the dollar gap between those at the top of the salary scale - usually men - and those at the bottom - usually women. If, for example, a waitress is earning \$9,000 a year, and a chef \$15,000, the difference between them is \$6,000. If they negotiate an increase of 25%, the waitress will be earning \$11,250 and the chef \$18,750. The difference between them is now \$7,500 and after the next negotiations the difference will be even more. Discuss among the committee your feelings about dollar increases, then discuss it thoroughly with the executives of organized employee groups and perhaps as well at the open hearings.

6. The Lack of a Good Job Evaluation Plan

In non-unionized establishments, jobs are paid almost solely according to the law of supply and demand in the labour market: that is, the more people there are willing to take the job, the lower it will be paid. Women have been channelled into so few kinds of jobs, that there are always many of them trying to get into the same kind of work. Because of this, women fare very badly under this method of pay - through no fault of their own. Consequently, anything which will soften the direct dependence of salaries on the labour supply is advantageous to women.

As we all know, unions are extremely necessary to women workers for this very reason. Even unions, however, base some of their salary demands on comparable rates in the labour market. This is particularly true in establishments that have no method of pay which takes into account the content of the job itself.

Job evaluation is a system which attempts to pay a job according to the skill, effort, responsibility and working conditions of the job. As such it is an important tool which women should learn more about. It is impossible here to explain how the system works, but if you have no job evaluation system at your establishment, and think it is worth looking into, discuss the matter with the executives of the union locals at your establishment, and write to the Job Evaluation Department at the CUPA National Office for their excellent books which explain how job evaluation works.

The following salary scale shows the salaries of jobs in one establishment before and after a job evaluation system was introduced. It can be seen that jobs traditionally held by women are still paid less than those held by men, but the salary gap after job evaluation is much less. As we learn more and more about using job evaluation, there is no doubt the system can be improved to the point where that gap disappears altogether.

PROPOSED CHANGES IN SALARY SCALE AFTER JOB EVALUATION

JOB TITLE		EXISTING RATE	PROPOSED RATE
I.	Clerk Typist II (Building)	\$ 594.	\$ 594.00
2.	Clerk Typist II (Switchboard)	594.	639.00
	Recpt. Clk. Typ. (Recreation)	619.	639.00
	Clerk Typist II (Administration)	594.	639.00
3.	Clerk Typist II (Planning)	594.	684.00
4.	Clerk Typist Cashier	629.	729.00
	Clerk Steno (Engineering)	668.	729.00
5.	Clerk-Steno II (Recreation)	668.	774.00
	Clerk-Steno II (Treasury)	668.	774.00
	Property Records Clerk	752.	774.00
	Accounting Clerk I	780.	774.00
6.	Cashier	668.	819.00
	Clerk Steno II (R.C.M.P.)	668.	819.00
	Payroll Clerk	817.	819.00
	Accounting M/C Operator	817.	819.00
7.	Plan Checking Assistant	826.	864.00
	Clerk Steno Admin. (R.C.M.P.)	668.	864.00
8.	Draftsperson	960.	909.00
	Works Inspector I	953.	909.00
9.	Accounting Clerk III	I,105.	954.00
	Administrative Assistant	900.	954.00
10.	Works Inspector II	I,115.	999.00
	Engineering Technican I	I,097.	999.00
11.			I,044.00
12.	Assistant Development Officer	906.	I,029.00
13.			I,134.00
14.	Programme Worker	I,031.	I,179.00
	By-Law Enforcement Officer	I,151.	I,179.00
15.	Building Inspector	I,250.	I,224.00
16.	Development Officer	I,286.	I,269.00
17.			I,314.00
18.	Deputy Clerk	I,326.	I,359.00

If you already have a job evaluation scheme, and don't feel it's doing as much good as it could, take a look at the next chapter.

CONCLUSION

In this chapter we have examined those aspects of pay which could discriminate against women: the number of steps in the salary group, merit plans, individually negotiated salaries, "rug ranking", across the board percentage increases, and the lack of a good job evaluation plan. You may find more. If you do, have the confidence to follow them up despite opposition. Because things have been done the same way for the last fifty years, many people will resist change - particularly those who will have to do the work involved in these changes.

PHASE II - CHAPTER SEVEN: JOB EVALUATION

NOTE: THIS CHAPTER IS FOR THOSE OF YOU WHO HAVE A JOB EVALUATION PLAN NOW AT YOUR ESTABLISHMENT AND WHO UNDERSTAND THE BASICS (HOWEVER ROUGHLY) OF HOW THAT PLAN WORKS. IF YOU DO NOT HAVE JOB EVALUATION NOW, YOU CAN IGNORE THIS CHAPTER. IF YOU DO HAVE A PLAN, BUT KNOW NOTHING ABOUT IT, ASK YOUR SERVICE REPRESENTATIVE TO EXPLAIN IT TO YOU, AND/OR CONTACT THE JOB EVALUATION DEPARTMENT AT THE CUPE NATIONAL OFFICE FOR ONE OF THEIR FINE JOB EVALUATION BOOKLETS.

INTRODUCTION

In the past, unions and management have instituted job evaluation in order to compare the relative value of similar jobs. Because of job segregation by sex, this has sometimes meant that men's jobs have been compared to other men's jobs, (for example, comparing the various jobs of outside workers of a city government), and women's jobs have been compared to other women's jobs. At other times, jobs performed by men are compared to jobs performed by women, but as we will see, they are compared from the vantage point of the men's jobs. The result of both such systems is a wage gap between men and women which is often much the same after job evaluation as it was before the plan was instituted.

In order to find out exactly what causes this salary gap, we will examine eight steps in job evaluation and salary administration;

- I Job Descriptions
- II The Choice of a Job Evaluation Manual
- III The Choice and Definition of Factors
- IV The Assignment of Degrees or Grades
- V The Assignment of Points to Degrees
- VI The Weighting of Points
- VII The Assignment of Points to Group Levels
- VIII The Assignment of Groups to a Salary Scale.

We have no doubt there will be some resistance to the proposed changes which accompany these analyses, but the job evaluation manual which was designed without endless discussion, has not yet appeared; and it is time women's voices entered the fray.

I JOB DESCRIPTIONS

Before management and the union can evaluate a job, they must agree on what the job entails, what qualifications are necessary to fill it, and so on. Because the list of duties and qualifications are so important to the job evaluation process, women should make very sure that the job descriptions for their jobs are accurate. Furthermore, it is obvious that job evaluation cannot begin with job descriptions which the union has not had the opportunity to influence. As the design or review of job descriptions is the first step of the job evaluation process, begin your review of the plan in your establishment by asking the following questions about job descriptions:

- I. ARE JOB DESCRIPTIONS FOR WORK DONE BY WOMEN MORE VAGUE THAN THOSE FOR WORK DONE BY MEN?

(A common example is the phrase "performs, menial and repetetive tasks" - a phrase which results in low points later on in the evaluation process. Instead, this work should be detailed.)

2. ARE SOME OF THE DUTIES PERFORMED BY WOMEN LEFT OFF THE JOB DESCRIPTION, EITHER BECAUSE THE DUTY IS SUPPOSED TO BE DONE BY HER SUPERIOR, OR BECAUSE THE DUTY IS SEEN AS A "FAVOUR" RATHER THAN A JOB DUTY, EX: GETTING CUPS OF COFFEE, CLEANING OFF DESKS ETC.

3. DOES THE PHRASE "RESPONSIBLE FOR" APPEAR IN THE DESCRIPTIONS OF JOBS DONE BY MEN MORE OFTEN THAN IN THE DESCRIPTIONS OF JOBS DONE BY WOMEN. Do the men really ever have to assume these responsibilities? Would these responsibilities more logically fall under the jurisdiction of a job usually done by women?

If you have problems such as these with the job descriptions in your establishment, you should recommend they be corrected before going any further in the job evaluation process. Once the job description is agreed to, you will have no grounds for arguing later on that a certain job has more to it than what the evaluators give it credit for.

II THE CHOICE OF A JOB EVALUATION MANUAL

There are two ways of comparing different kinds of work, (such as manual and clerical) in an establishment. One way is to find the relative value of all the jobs by comparing them in the same job evaluation manual and according to the same factors. All these jobs are then given points and assigned to a salary scale.

The second way is to find the relative value of all the manual jobs, rate them in one manual from grade 1 to grade 5 or whatever, and then, with a different job evaluation manual, find the relative value of all the clerical jobs, rating them also from grade 1 to grade 5. This is what is usually done. However, in order to find the relative value of the clerical and manual work - or the "men's" work and the "women's work" - it is then necessary to apply both these ratings to the same salary scale. It is because this final step is not usually taken, that job evaluation plans have not resulted in equal pay for work of equal value. (This will be demonstrated more clearly when we get to step #8 "THE ASSIGNMENT OF GROUPS TO A SALARY SCALE").

Of the two alternatives, we favour the second: comparing similar jobs according to one manual, other similar jobs according to another manual, and then applying all the jobs to the same salary scale. Attempts to compare different kinds of jobs according to the same manual, or factors, have not been successful in the past. One type of work is always sacrificed to another, and as women have not been active in the design of job evaluation manuals, clerical and service work often suffers at the expense of manual or outside work. An example is below. Here the same factors "Working Conditions" and "Physical Demands" are defined in the same way for both office and shop work. The number "1" represents the lowest number of points and eventually the lowest salary) while "4" and "5" represent the highest.

"WORKING CONDITIONS" FACTOR

"Working Conditions" has to do with the factors associated with the conditions which make for disagreeableness from the employee's viewpoint. In rating under this factor, judge the severity and continuity of exposure to such elements as cold, humidity, heat, wet, severe weather, dust, fumes, grease, acids and chemicals, noise and vibration, etc.

The necessity for travel and being away from home is recognized here. The factor also embraces the conditions of the position that might result in accidents or health hazards to the employee.

GRADE

1. Office and comparable conditions.
2. Best shop conditions - slightly dirty. Comparable to assembly and bench work involving small, clean parts. Would embrace office and supervisory positions involving considerable time to be spent in shop or plant but with little exposure to dirt, oil, heat, noise, etc. May involve limited travelling.
3. Average shop conditions. Comparable to operating machines or assembly work is oily and greasy. Would cover positions that are generally conducted under clean and pleasant conditions but with some exposure to severe conditions of noise, weather, dust, wet, or other disagreeable factors. Or positions where there is distinct possibility of minor injuries - abrasions, cuts, bruises - not involving lost time. Or positions where considerable travelling is involved.
4. Conditions that are especially dirty, oily, noisy, or otherwise disagreeable. Would cover positions involving continuous outside work in all weather. Or positions where there is distinct possibility of serious injuries involving lost time, such as crushed members, eye injuries, loss of fingers, etc., or where there may be exposure to occupational disease not incapacitating in nature. Or positions that involve travelling over 50 percent of the time.

"PHYSICAL DEMANDS" FACTOR

"Physical Demands" pertains to the physical exertion associated with the position. In rating under this factor, give consideration to the intensity and severity of the physical effort required in the position, and to the continuity and frequency of that effort.

GRADE

1. Usual office positions or positions where physical demands do not cause undue fatigue.
2. Inside positions requiring considerable standing or moving around but with little or no lifting or heavy physical effort. Or positions which require considerable visual attention and mental concentration, or which involve working in awkward positions resulting in some fatigue, i.e. office machine operation and drafting board work. Or positions requiring occasional walking over rough ground, climbing or like physical exertion.
3. Inside positions requiring constant moving about, or considerable lifting or heavy physical effort. Or positions requiring a very high degree of visual concentration. Or positions requiring about 50 percent of the time to be spent in outside activities involving much walking over rough ground, climbing or like physical exertion.
4. Positions requiring work of a strenuous nature such as is involved in the loading and unloading of heavy equipment on a somewhat continuous basis. Or positions requiring nearly continuous effort in outside activities such as walking over rough ground, climbing, etc.
5. Positions involving heavy labouring work of a continuous nature.

It is very understandable that men working with exposure to grease and acids would seize upon these conditions as something for which they should be compensated; - not to do so would be to ignore the hazardous effect these conditions can have on their lives. It is also not surprising that they should see office work as ideal from the point of view of this definition of working conditions. Consequently by both these factors, office work is rated as deserving the least number of points. Furthermore, the fact that office work is literally written off in the lowest group, with little or no description, indicates the little detailed knowledge the evaluators have of the work done by the women. A secretary who is forced to sit all day at a desk, for example, may be surprised to learn that a job that allows you to move around a little is more disagreeable than the one that doesn't. The Ministry of Health and Welfare has just released statistics that prove that sedentary workers - those who have to sit all day - have the double chance of getting a heart attack as the average worker. Perhaps sedentary workers should get more points than those who get some exercise during the work day.

The conclusion that should be drawn from this example however is that because the office workers have not been hired for the same things that the shop workers have, they should not be compared according to the same "yardstick" or Factor. The shop workers should be rated with full consideration for bad shop conditions, and the office workers should be rated according to factors which have nothing to do with shop conditions. If, therefore, you have job evaluation in your establishment determine:

- i how many job evaluation manuals are in use in the establishment?
- ii what determines which jobs are covered by which manual? Are the jobs covered by one manual?

manual really similar? Or are they lumped together because they are all in one establishment, or one bargaining unit?

If it seems as though dissimilar jobs are all lumped together under one manual, you may want to discuss with the union and management the possibility of changing the choice of jobs covered by the manual(s).

III CHOICE AND DEFINITION OF FACTORS

CUPE usually uses the factors SKILL, EFFORT, RESPONSIBILITY AND WORKING CONDITIONS, to compare all kinds of jobs. This is because these factors are present in all jobs, in one form or the other, thereby making comparisons possible. For reasons just discussed, however, these factors should not be defined in the same way for all kinds of work. In the preceding example, we saw to what degree office workers suffered under the plan because "working conditions" was defined from the point of view of shop workers. Office workers are not hired for their physical strength, so try to decide whether a secretary or an accounting clerk requires the most physical effort is ridiculous.

The factor "Responsibility" deserves special attention. The use of this factor - more than any other - influences the low rating jobs performed by women usually get. This is because one of the most common characteristics of work traditionally done by women is that it is service oriented. A secretary, for example, is hired literally to serve her boss; a nurse to serve her doctor, a clerk to serve an accountant. Most men, on the other hand, work somewhat independently. They are assigned a task (such as building or maintaining something), and when they are finished, they are assigned another.

While "men's" jobs are compensated for the degree of responsibility they must bear to complete their tasks, women are not compensated for the degree to which they must be at the beck and call of another person. If the factor "Service" were used, rather than "Responsibility", would women's jobs still find themselves at the bottom of the salary scale? More logically, could not both factors be used, with some jobs being justifiably compensated for the degree of responsibility they must bear, while others are compensated for the degree to which their work is dependent on the work of someone else? Whether or not "Service" (or something similar) becomes a factor in job evaluation plans, will depend almost entirely on how hard women are willing to fight for it. The thing to always keep in mind, however, is that the choice and definition of factors is always subjective and arbitrary. As long as women stay aloof from the design of job evaluation manuals, their subjective opinion will be noticeably lacking.

Check your job evaluation manual to see if the factors are defined in a way which is to the advantage of work usually done by women in your establishment. To help you in your efforts, ask the Job Evaluation Department at the CUPE National Office to send you copies of as many different manuals as possible, that cover the kind of work in which you are interested. This will give you ideas as to the many different ways a factor can be defined. Keep in close touch as well, with the people in the establishment actually performing the work. If you are in doubt as to how to define "Working Conditions", for example, simply ask the people who do the job which aspects of their working conditions they find the most disagreeable and for which they feel they should be compensated. Do not worry about jobs not covered by the manual on which you are working. They should be evaluated by different factors, and are not affected by the factors you choose for your manual.

IV THE ASSIGNMENT OF DEGREES OR GRADES

Each factor is divided into degrees or grades. A job that requires more of the factor than another, - Education, for example, - has assigned to it a higher grade under the factor "Education". Some job evaluation manuals, however, require work done by women to have much higher standards in order to achieve the same grade level as work done by men. In the following example, the factor "Education" is divided into degrees by one standard for manual work, and by another standard for clerical work. Even though the factor is defined in exactly the same way for both, the manual workers need only an elementary school certificate to have their job assigned to "Degree I". Clerical workers, on the other hand, need at least two years of high school to achieve the same degree. This discriminatory assignment of grades or degrees, is repeated at every level.

EDUCATION FACTOR AS APPLIED TO MANUAL JOBS

SCOPE

This factor concerns the amount of general educational background and/or specialized training or knowledge necessary to perform the duties of the position satisfactorily.

APPLICATION

In considering this factor, the degree selected must properly identify the level of mental proficiency necessary to understand, absorb and utilize the knowledge expected to be brought to the position. Education is expressed in terms of recognized schooling levels such as elementary school, high school, university, technical school.

NOTE

The equivalent capability can be achieved through means other than regular formal schooling such as extension and correspondence courses or apprenticeship.

Degree 1

Position requires any educational level up to and including the equivalent of elementary school certificate.

Degree 2

Position requires a level of general educational background of two years of technical, trade or high school.

Degree 3

Position requires a level of general educational background of high school graduation or certificates obtained from technical or trade schools.

Degree 4

Position requires a level of educational background of high school graduation, plus two years of university training or at least two years of specialized training in technical, trade or art school, in such fields as electronics, crafts, art or other highly skilled trades or vocations.

Degree 5

Position requires a level of educational background equivalent to university graduation.

EDUCATION FACTOR AS APPLIED TO CLERICAL JOBS

SCOPE

This factor concerns the amount of general educational background and/or specialized training or knowledge necessary to perform the duties of the position satisfactorily.

APPLICATION

In considering this factor, the degree selected must properly identify the level of mental proficiency necessary to understand, absorb and utilize the knowledge expected to be brought to the position. Education is expressed in terms of recognized schooling levels such as secondary school, high school, university, technical school. However, the equivalent capability can be achieved through means other than regular formal schooling such as extension or correspondence courses.

Degree 1

Position requires two years of secondary or high school.

Degree 2

Position requires a level of general educational background equivalent to high school graduation and/or certificates obtained from commercial or technical schools.

Degree 3

Position requires a level of general educational background equivalent to high school graduation, plus two years of university training or at least two years of specialized training in technical, trade, or business schools, in such fields as accounting, data processing, journalism, personnel, electronics, or in highly skilled trades or vocations.

Degree 4

Position requires a level of educational background equivalent to university graduation.

Degree 5

Position requires a very high level of educational background, equivalent to a post-graduate degree from a university.

Check your job evaluation manual to ensure that factors which are defined the same, are also applied carrying the same degrees for all kinds of work covered by the manual.

V THE ASSIGNMENT OF POINTS TO DEGREES

Once a factor is divided into degrees or grades, as in the examples above, points are then assigned each degree. In some job evaluation manuals, the same kind of problem described above, sometimes occurs here. That is, a lower number of points are assigned Degree 3, for example, if the Factor is applied to clerical work, than if it is applied to manual work. When this happens, the women's work is once again under-valued, compared to the men's. (If this discrimination happens in both areas - Assignment Of Degrees and Assignment of Points - the effect of this under-evaluation is multiplied).

Check your job evaluation manual to ensure that the same number of points are assigned to a degree of a given factor for all work covered by the manual.

VI THE WEIGHTING OF POINTS

Some jobs are paid primarily because of the skill required, others primarily because of the physical effort required, and still others for the degree of responsibility involved. Although all these facts may be used to evaluate a job, clearly some factors will be more important than others for specific jobs. Job evaluation reflects these differences by "weighting" or "rating" the factors differently.

The weighting of factors is a crucial stage in the job evaluation process - particularly if you are stuck with a manual that attempts

to compare different kinds of work. If, for example, clerical work has been rated along with manual work according to the degree of physical effort required for it, most women workers have already lost the first round of the battle. To then give the factor "Physical Effort" a heavy weighting, thereby making it the main factor by which clerical work is being evaluated, is to lose the fight completely.

If you have, therefore, one job evaluation manual for more than one kind of work in the establishment.

Check the weighting of points to see if the factor given the greatest weight is really the most important aspect of the work done.

If you have different job evaluation manuals for different kinds of work, the problem from the point of view of comparing men's and women's work is much less serious because the work done by the men cannot gain at the expense of the work done by women.

VII THE ASSIGNMENT OF POINTS TO GROUP LEVELS

Once jobs in the establishment are ranked according to the number of points they have received under the various factors, they are then grouped into the salary levels with which most of us are familiar and which usually appear in the collective agreement.

In establishments where one manual is used for different kinds of work, however, job evaluation committees have been known to assign clerical and manual jobs to different group levels, even though both jobs have the same number of points. In all cases we know of where

this has happened, jobs traditionally done by women, have been required to have a higher number of points than those done by men in order to get into the same group level. The following example was discovered and protested by the head of CUPE's Job Evaluation Department. In his opinion, it contravened even the equal pay legislation.

<u>Jobs Performed by Men</u>		<u>Jobs Performed by Women</u>	
Level	Point Range	Level	Point Range
1	50 - 65	1	60 - 75
2	70 - 85	2	75 - 95
3	90 - 105	3	100 - 120
4	110 - 125	4	125 - 145
5	130 - 145	5	150 - 170
6	150 - 165	6	175 - 195
7	170 - 185		
8	190 - 205		
9	210 - 225		
10	230 - 245		
11	250 - 265		
12	270 - 285		
13	290 - 305		

In this establishment, women whose work was evaluated according to the same job evaluation manual as the men's needed to get 175 points to have their job included in group 6; the men's jobs only had to get 150 points. This difference meant that when the groups or levels were applied to the same salary scale, the men earned about \$100.00 a month more than the women.

Check your job evaluation manual to see if salary levels have the same point range for jobs performed by women as they do for jobs performed by men (or the same point range for manual and clerical, shop and office work etc). Find out also how many salary groups there are.

From the point of view of comparing work of equal value, the fewer salary groups there are, the better. A small number of salary groups also helps to cut down on arguments within the bargaining unit over whose job should be paid more.

VIII THE ASSIGNMENT OF GROUPS TO A SALARY SCALE

Once all the jobs covered by a job evaluation manual have been grouped and ranked according to their relative value, management and the union attach these groups to a salary scale. It is this crucial step that usually results in low pay for women's work, despite the most careful job evaluation plan. It is therefore essential to understand how this happens - both in establishments with one manual for all kinds of work, and in establishments having a separate manual for each kind of work.

In the first situation - one manual for all kinds of work - one set and definition of factors is used to compare both manual and clerical, shop and office work. As we have seen, this results in "women's work" being evaluated by the standards of "men's work". As such they end up with the lowest number of points, and usually occupy groups one to four, with work performed by men occupying groups four to the top. When all these groups are then applied to a salary scale, the women are naturally at the bottom. In such a situation, the main problem is the job evaluation manual itself.

In establishments where there is a separate manual applied to each kind of work (one set of factors for service work, one for manual work, etc.) it is very unlikely that the reason for women's low pay lies within the job evaluation plan itself. Rather, the problem here begins when the groups of jobs which have been rated, are applied to the salary scale. Let us say, for example, that all the manual jobs are listed in a set of groups from 1 to 10, and all the clerical jobs are also listed in a set of groups from 1 to 10. The question now is, "What is the salary range to which the manual jobs will be applied?", and, "what is the salary range to which the clerical jobs will be applied?"

The salary scale to which a set of jobs is applied is always determined by finding the salary in the labour market of a few "benchmark jobs", that is, jobs which are found in the establishment and which are also common outside the establishment. In the clerical jobs, for example, a common benchmark job is that of "receptionist". The employer and the union determine what a receptionist receives in the labour market in general and gives this same salary to the receptionist in the establishment. The other clerical jobs are then paid more or less than the receptionist depending on how they have been rated by the job evaluation plan. The same procedure is used for the manual jobs. Because of pay discrimination in the overall labour market, however, this use of benchmark jobs drags pay discrimination into the establishment as well, despite the best of job evaluation plans. As has been proven time and time again, the fact that women receive less for their work in the labour market, has little to do with the content of the job they perform. It has more to do with pure sex discrimination.

In the following example, a different job evaluation manual was used for clerical and technical work. Benchmark jobs were then found for the clerical jobs, and other benchmark jobs for the technical. The salary scales which resulted, and the wage gaps between the clerical and technical workers (or between the men and the women) are much the same as those in establishments with no job evaluation plan. The lowest salary level for the men is \$3.11 - the Group "2" salary. For a clerical worker to get the same amount, she must work up to a grade 5 or 6.

JOB GRADE I

	Years to Maximum	Hourly Rate 1973
<u>CLERICAL</u>		
Stenographer 1	1st	\$ 2.15
Clerk Typist 1	2nd	2.30
	3rd	2.46
	4th	2.63
	5th	2.76
<u>TECHNICAL</u>		
No Classification	---	---

JOB GRADE 2

<u>CLERICAL</u>		
Clerk 2	1st	2.26
Keytape Operator 1	2nd	2.43
	3rd	2.61
	4th	2.75
	5th	2.90
<u>TECHNICAL</u>		
Stockkeeper #1	1st	3.11
Rodman #1	2nd	3.26
	3rd	3.42
	4th	-
	5th	-

JOB GRADE 3

<u>CLERICAL</u>		
No Classification	1st	2.46
	2nd	2.67
	3rd	2.85
	4th	3.03
	5th	3.21
<u>TECHNICAL</u>		
Mail and Duplicating Equipment Operator	1st	3.29
Draftsman #1	2nd	3.45
	3rd	3.61
	4th	
	5th	

JOB GRADE 4

	<u>Years to Max.</u>	<u>Hourly Rate 1973</u>
<u>CLERICAL</u>		
Clerk Typist - Tax Collection	1st	\$ 2.70
Clerk Typist Receptionist P.W.D.	2nd	2.87
Invoice Clerk	3rd	3.04
Cashier	4th	3.21
Clerk Typist Receptionist - Welfare	5th	3.38
Clerk 3		
Clerk Typist-Water Billing and Collection		
Clerk Typist-Property and Enforcement		
Clerk Typist Receptionist - Parks and Rec.		
<u>TECHNICAL</u>		
No Classification	---	----

JOB GRADE 5CLERICAL

Public Relations Clerk Typist	1st	2.97
Secretary Receptionist - Inspection Division	2nd	3.14
Committee Secretary-Clerks	3rd	3.31
Clerk Typist-Licensing	4th	3.45
Keytape Operator #2	5th	3.63
Secretary Receptionist-Parks and Rec.		
Main Switchboard Operator-Receptionist		

TECHNICAL

Rodman #2	1st	3.42
	2nd	3.60
	3rd	3.78
	4th	3.99
	5th	4.19

JOB GRADE 6CLERICAL

	<u>Years to Max.</u>	<u>Hourly Rate 1973</u>
Operations Division Clerk	1st	\$ 3.13
Clerk Typist - Accounting	2nd	3.32
Clerk Typist Cashier - Transit	3rd	3.53
Secretary - Tax Collection	4th	3.73
Secretary Bookkeeper - Urban Renewal	5th	3.91
Senior Cashier		

TECHNICAL

Field Inspector #1	1st	3.53
Draftsman #2	2nd	3.75
	3rd	3.98
	4th	4.20
	5th	4.42

JOB GRADE 7CLERICAL

Secretary - Engineers	1st	3.30
Welfare Investigator #1	2nd	3.53
Records Clerk - Clerks Office	3rd	3.72
Secretary - Legal	4th	3.91
Vital Statistics Clerk	5th	4.11
Secretary - Purchasing		
Recording Secretary - Clerks Office		
Clerk Typist - Building Inspection		
Control Clerk - Verifier Operator		
Clerk Typist - Engineering Records		
Field Office Clerk - Parks and Rec.		
Secretary - Operations Division		
Stock Records Clerk - Purchasing		
Secretary - Welfare		
Secretary - Parks and Recreation		
Payroll Clerk - Treasury		

TECHNICAL

Field Office Clerk - Survey and Insp. P.W.D.	1st	3.67
	2nd	3.89
	3rd	4.11
	4th	4.34
	5th	4.57

JOB GRADE 8

	<u>Years to Max.</u>	<u>Hourly Rate 1973</u>
<u>CLERICAL</u>		
Operations Division Dispatcher	1st	\$ 3.41
Bookkeeper - Welfare	2nd	3.67
Water Utility Clerk	3rd	3.89
Bookkeeper - Treasury	4th	4.11
Senior Invoice Clerk	5th	4.36
Timekeeper		
<u>TECHNICAL</u>		
Building Inspector #1	1st	3.82
Motor Fuels and Weigh Scale Clerk	2nd	4.03
Sewer - T.V. Inspector	3rd	4.24
Field Inspector #2	4th	4.46
Levelman	5th	4.69
Junior Machine Operator - Data Processing		

JOB GRADE 9

<u>CLERICAL</u>		
Tax Collector #2	1st	3.59
Secretary - City Council	2nd	3.84
Tax Bookkeeper	3rd	4.13
Secretary - City Clerk	4th	4.40
	5th	4.67
<u>TECHNICAL</u>		
Soils Testing Technician	1st	3.96
Draftsman #3	2nd	4.21
Buyer-Pricer	3rd	4.46
Stockkeeper #2	4th	4.71
Engineering Assistant #1	5th	4.96

JOB GRADE 10

	<u>Years to Max.</u>	<u>Hourly Rate 1973</u>
<u>CLERICAL</u>		
Paymaster	1st	\$ 3.98
	2nd	4.24
	3rd	4.54
	4th	4.82
	5th	5.16
<u>TECHNICAL</u>		
Computer Programmer Operator	1st	4.12
Stockkeeper #3	2nd	4.41
	3rd	4.69
	4th	4.96
	5th	5.26

JOB GRADE 11

<u>CLERICAL</u>		
Supervisor - Clerks Office	1st	4.36
Supervisor - Athletics	2nd	4.67
Welfare Investigator #2	3rd	5.00
	4th	5.33
	5th	5.66
<u>TECHNICAL</u>		
Instrumentman	1st	4.39
Building Inspector #2	2nd	4.72
Draftsman #4	3rd	5.05
Assistant By-Law Enforcement Officer	4th	5.41
Field Inspector #3	5th	5.76

JOB GRADE 12

	Years to Max.	Hourly Rate 1973
<u>CLERICAL</u>		
No Classification	---	\$ ----
<u>TECHNICAL</u>		
Trench & Safety Inspector	1st	4.81
Sub-Division Control Officer-Assistant	2nd	5.19
	3rd	5.59
	4th	5.99
	5th	6.38

JOB GRADE 13

<u>CLERICAL</u>		
No Classification	---	----
<u>TECHNICAL</u>		
Engineering Assistant #2	1st	5.28
Data Processing Programmer	2nd	5.63
Chief Safety Inspector	3rd	6.00
Building Inspector #3	4th	6.35
	5th	6.71

JOB GRADE 14

<u>CLERICAL</u>		
No Classification	---	----
<u>TECHNICAL</u>		
Engineering Assistant #3		No Salary Schedule

Based on 35 Hour Work Week
(Some are 40 Hour Work Week but are not defined)

There is only one way in which pay discrimination in an establishment can be eliminated, and that is by applying all kinds of work to the same salary scale. Clerical, technical, manual, service work and many others are not that different in the value of their job content to justify applying each to a different, and usually discriminatory, salary scale. Furthermore, in keeping with the principle behind legislation which does not allow an employer to lower a man's salary to keep it equal to a woman's, the salary scale to which all these jobs are applied should be that of the male-dominated jobs. The benchmark jobs of technical or manual work should be used to determine the salary scale of these jobs. The jobs performed by women in the same establishments, such as the clerical or service jobs, should then be applied to this same salary scale, despite the salaries of similar clerical or service jobs in the labour market. If this is done in a large number of major establishments over the next few years, the "benchmark" jobs for work done by women will become competitive with those of jobs done by men, and equal pay for work of equal value will no longer be an issue.

PHASE II - CHAPTER EIGHT: BENEFITS

The benefits an employee receives are an important part of the wage package. They are, in effect, a deferred wage, to be collected in time of need. Unfortunately, many women do not give enough importance to benefit plans. They prefer to give up demands in this area, in order to receive higher wages now.

Recently, however, more and more women have realized the importance of employee benefits for their future security. With this realization has come an awareness of the discriminatory features of many of those plans. In general, the frequency of discriminatory practices increases in Employee Benefit Plans according to the following order:

- 1) Long Term Disability (LTD) Plans,
- 2) Group Life Insurance Plans,
- 3) Pension Plans.

In this chapter we will look at these plans, as well as Health Plans and Maternity Leave.

At a level of generality, it is fair to say that public sector employee benefit plans have relatively fewer discriminatory features than do their private sector counterparts. Where discriminatory provisions exist, it is usually the result of one of the two following reasons:

- 1) The plans were negotiated at the "local" level as opposed to being plugged into a broader "master" plan, i.e. province-wide.

- 2) Dated Management or insurance industry practices. This latter point should be emphasized, since insurance industry practices, in fact, dictate to a large extent what an individual employer will or will not be able to offer its employees. The insurance industry monopolizes the options available both to the employers and the employees. Until employers and unions refuse on a large scale to accept any of the available discriminatory plans, it's not likely they will be changed.

It should be noted and emphasized that different types of employee benefit plans engage in different types of discriminatory practices. By way of example, the most common form of discrimination in Group Life Plans is based on marital status, while in Pension Plans and Long Term Disability Plans, most discrimination is based on sex.

We cannot hope to review every example of discrimination found in employee benefit plans. However, we hope that the following illustrations from some CUPE locals' benefit plans will give you an idea of the kind of clause to look out for. (If you have any doubts about your plan, ask your Service Representative to explain.)

For each plan, we also provide a list of questions which you can use to analyze your own plan.

One word of warning. Employers are obliged by law to provide employees with a summary of the benefit plans available. For the purpose of the Affirmative Action Committee, however, this popularized version will not suffice. Be sure to ask for the formal and complete text of each plan.

I. PENSION PLANS

There are several kinds of pension plans, but the most common are "Defined Benefit Plans" and "Money Purchase Plans". Most CUPE members are covered by a Defined Benefit Pension Plan. Some executives are covered by Money Purchase Plans.

In a "defined" benefit, the exact amount of money received upon retirement can be calculated. These plans are the safest and most common. "Money purchase" plans, on the other hand, have definite contributions but unknown benefits. As you will see, most instances of discrimination occur in money purchase plans. Following is a list of questions you might ask yourself concerning your pension plan. We have given examples to illustrate the meaning of some of the questions but they are examples only. Your plan may have different wording but be just as discriminatory.

1. DO ACCESS AND PARTICIPATION REQUIREMENTS DIFFER BY SEX OR MARITAL STATUS? FOR EXAMPLE, DO WOMEN HAVE TO WAIT LONGER THAN MEN TO JOIN THE PLAN?

Example

"Employees Entering Employment After Effective Date

<u>Sex:</u>	<u>If Attained Age Is:</u>
Male	between <u>21st</u> and 56th birthdays
Female	between <u>24th</u> and 56th birthdays"

Example

Any full-time employee...who has attained the age of 21 and has completed at least one year of continuous service (two years if female), is eligible to become a member of the Plan."

Example

"Eligibility requirements are that the Employee:

- (b) has attained the age of 21 years if male, 18 years if female."

ExampleQuestions and Answers

1. What is the effective date of this Plan?
The effective date of this Plan is September 1, 1965.
2. Who is eligible?
Each full-time, permanent member of the non-professional staff will be eligible to join this Plan on the first day of the month following or coinciding with the date on which the following age and service requirements are met:

<u>Attainment of Age</u>	<u>and</u>	<u>Completion of Period of Continuous Employment</u>	
		<u>Male</u>	<u>Female</u>
25		1 year	3 years
30		9 months	9 months
35		6 months	6 months
40 but not 64		3 months	3 months"

Example

(This article is presently in existence in a collective agreement. Compare sections "a" and "c" of the same article).

Article XVII - General Provisions

- (a) Both the Board and the Union agree that there shall be no discrimination, interference, restraint or coercion against any employee because of race, colour, creed, sex, age, nationality or membership or activity in the Union.

- (b) No Union activity shall take place within the Board's premises without the Board's written permission and at no time shall any Union activity interfere with or divert an employee from the performance of his regular duties.
- (c) The Board shall make arrangements for the male employees to enter into the Local Authorities Pension Plan. Female employees upon application may be approved by the Board.
- (d) The pay period shall end at the end of each month. Approximately one half ($\frac{1}{2}$) of the employee's pay will be paid on the 15th of the current month, the balance within ten (10) days of the end of the month.

2. DO RETIREMENT AGES DIFFER FOR MEN AND WOMEN?

Example

"The normal retirement age for all male members is the exact age of 65 years.... The normal retirement age for female members is the exact age of 60 years."

Example

"For a female, the normal retirement date for service up to December 31, 1965...is age 60."

3. DO COMPULSORY EMPLOYEE CONTRIBUTION RATES VARY BY SEX OR MARITAL STATUS?

Example

"After the coming into force of _____ Act, 1966-67, each

- (a) male employee shall contribute... annually six per centum; and
- (b) female employee shall contribute... annually five per centum of such employee's salary."

4. DO MAXIMUM AND MINIMUM RATES OF VOLUNTARY CONTRIBUTIONS THAT EMPLOYEES MAY MAKE TO VOLUNTARY PENSION PLANS OR FEATURES VARY BY SEX?

Example

The following are examples of options which, if offered, should be available to both men and women.

Optional Benefits at Retirement

Optional Retirement Annuity:

In lieu of the normal retirement annuity, an employee may elect to receive any of the following optional forms of retirement annuity;

- (a) Life Only - the employee receives an actuarially increased annuity ceasing with the last payment preceding his death.
- (b) Life Guaranteed 60 Months - employee receives an actuarially increased annuity for life or for 60 months whichever is the longer period.
- (c) Joint and Last Survivorship - the employee elects a dependent as a contingent annuitant and an actuarially decreased annuity will be payable as long as either annuitant survives. If desired the initial retirement annuity will be adjusted, and the amount of retirement annuity payable to the surviving annuitant reduced to 2/3 on the death of the first annuitant.
- (d) Integrated Option - the employee will receive an actuarially increased annuity payable from the normal retirement date until the Government Pension commences. At that point the annuity paid by this Plan will be reduced correspondingly.

- (e) Escalation - the employee receives an annuity under which each year's annuity payments are 3% larger than those of the preceding year. The amount of the initial annuity payments is the actuarial equivalent of the Normal Retirement Annuity.

Such election will be allowed at any time before the retirement date without health evidence.

Too often, many women insist on having the option of contributing at a rate lower than the "standard" rate or the rate paid by men. They feel that, because they are married or about to be married, there is nothing to be gained by "wasting" their hard earned salary on benefits which duplicate their husbands!

Given the low salaries of most women, this feeling is understandable. Moreover, this lack of interest in benefits is further encouraged by a society which constantly tells women that eventually they will marry and benefit from their husband's salary, pension and life insurance plan. Most women react to these pressures by paying as little as possible into employee benefits and consequently getting as little as possible in return.

The result of these plans is the suffering of many women who, unlike the men, were given and received the option of lower contribution rates. The union movement has learned from bitter experience that no one can predict what his or her economic situation will be ten or twenty years from now. Consequently, good negotiators have sought to give members the benefit of experience. They have insisted that despite what an employee thinks he or she will have in the future, he or she must be prepared for the worst and be protected.

More than ever before, women are in the same precarious situation. More and more women, as they get older, are preferring to remain single. A growing number of women are also deciding to have children outside of marriage. For those that are married, the future is just as uncertain. Divorce rates are higher than they have ever been, so that although a woman is married now, she may not be ten years from now. If the marriage does break up, it is highly likely that she will have not only herself, but her children to provide for as well. Benefit plans which allow women the option of contributing at rates lower than men are simply exploiting a situation where women have lower pay and are encouraged to see men, and not themselves, as the primary wage and benefit provider. Such plans, in our view, are discriminatory.

5. DOES THE AVAILABILITY AND LEVEL OF DEATH BENEFITS DIFFER FOR MEN AND WOMEN? That is, if the employee dies before collecting his or her pension, is there any difference in what happens with his or her contributions?
6. DOES THE AVAILABILITY AND LEVEL OF SURVIVOR BENEFITS VARY BY SEX OF THE EMPLOYEE? That is, are women prevented from contributing at such a rate that their husband and children receive benefits on the woman's death? And if they do receive these benefits, do they differ from what a male employee's children would receive on his death? This is often spotted by a reference only to the "widow" and never to the "widower" as in the example below. Do the children of unmarried men or women receive fewer benefits than those of married employees?

Example

Following the death of a contributor,

- (i) who was a male employee at the time of his death, having to credit three years or more of pensionable service and leaving a widow and/or children eligible.

for benefits, an immediate pension shall be paid as follows -

To or in respect of his widow -
 one-half ($\frac{1}{2}$) of the immediate pension computed in respect of the contributor according to the provisions of sub-sub-section (i) of section 3, (hereinafter referred to as "the basic pension").

In respect of each of his children, to a maximum of four children -
 one-fifth of the basic pension, or if there is no living widow of the contributor, two-fifths of the basic pension;

(ii) who was a female employee at the time of her death, having to her credit three years or more of pensionable service and leaving a child or children eligible for benefits, an immediate pension shall be paid as follows:

In respect of each of her children, to a maximum of four children -
 one-fifth of the immediate pension computed in respect of the contributor
 a according to the provisions of sub-section (i) of Section 3;

7. DO RETIREMENT BENEFIT SCHEDULES DIFFER BY SEX OR MARITAL STATUS? That is, do men and women receive different amounts per month, once they retire, even though they have paid the same amount of money into the pension plan?

In "Money Purchase Plans" (not found in union agreements, but possibly in management plans) an employee "buys" a lump sum of money - say \$100,000 - which he or she will start to collect on monthly payments when he or she retires. This lump sum which he or she receives is called an "annuity". The amount he or she receives each month is based on how long the individual is expected to live. If it is thought he or she will live 10 years after retiring, the \$100,000 will be spread over 10 years. If s/he dies before then, the rest of the \$100,000 is lost; if s/he lives longer than 10 years, s/he will end up getting more than \$100,000.

How long the employee is expected to live, is based on information gathered in surveys by "actuaries". In their surveys, actuaries have been found that women live longer than men, and therefore, they feel, it is perfectly justified to pay a female employee less per month than a man. (The benefit is considered equal, however, and if asked, an actuary would probably claim that, under the plan, men and women receive the same total benefit on retirement. To get a clearer answer as to whether or not the plan is discriminatory, ask him or her if women receive the same monthly benefit).

Recently, many women's groups have challenged these benefit schedules as being discriminatory. Because a group lives longer as a whole, does not mean that every individual in that group lives longer. Many women may only live to be 70, and during the five or ten years they are retired receive \$8,000 a year. Many men, on the other hand, may live to be 90, and during the length of their retirement receive \$10,000 a year despite the fact that both men and women paid exactly the same into the plan.

Secondly, the choice of the characteristic - a person's sex - seems arbitrary. One could argue, for example, that Native Canadians, Quebecois, and other socially disadvantaged groups have a higher mortality rate than white English Canadians and that therefore, Native Canadians and Quebecois should receive more per month from the plan. If this is not done, if the characteristics race, geographical area, and so on, are not used, why should the characteristic "sex" be used?.

Finally, the whole question could be academic. Recent surveys have found that women who work outside the home have a mortality about the same as men.

The reaction of life insurance firms and of actuaries to these arguments has been, to say the least, patronizing. Most have "patiently" explained that the whole affair is extremely complex and that decisions in these matters have evolved out of many years experience. Both these explanations probably have some truth, but a third should be added: life insurance companies simply do not want to go to the trouble of developing new actuarial data where sex is not a factor. In other words, they do not want to develop a "unisex" table.

We are confident that such a table is not only possible but inevitable, given the recent emphasis on minority and women's rights. And, obviously, women should not be asked to pay more in order to get equal monthly benefits. In the United States, where the same battle has been raging and where actuarial data is compiled much as it is here (and where, in fact, many of the head offices of our life insurance companies are located) legislation seems to favour the unisex table. In a California court decision handed down in 1975 (*Manhart v. City of Los Angeles Department of Water and Power*), it was held that "requiring female employees to make a larger monthly contribution than men constituted prohibited sexual discrimination in employment" and that "such differentiation was not justified by actuarial tables indicating that women as a class tend to live longer than men". Unfortunately, Canada does not have the benefit of such litigation. But the American experience does indicate that women who demand monthly payments and contribution rates equal to men, do so in the full knowledge that it is possible and (for American-based companies) inevitable.

II GROUP LIFE INSURANCE

1. DO ACCESS TO AND PARTICIPATION REQUIREMENTS VARY BY SEX OR MARITAL STATUS?
2. DO BENEFIT SCHEDULES VARY BY SEX OR MARITAL STATUS OF THE EMPLOYEE?
3. DO EMPLOYEE CONTRIBUTION RATES VARY BY SEX? OR "HEAD-OF-HOUSEHOLD" CRITERIA?
4. DOES THE AVAILABILITY AND LEVEL OF SURVIVOR BENEFITS PAYABLE BECAUSE OF THE EXISTENCE OF SURVIVING SPOUSES OR CHILDREN VARY BY THE SEX OF THE EMPLOYEE OR BY "HEAD-OF-HOUSEHOLD" AND RELATED CRITERIA?
5. DOES AVAILABILITY AND LEVEL OF INCOME BENEFITS PAYABLE BECAUSE OF THE EXISTENCE OF SURVIVING CHILDREN VARY BY THE MARITAL STATUS OF THE EMPLOYEE? (THIS QUESTION DIFFERS FROM #4 ONLY BECAUSE AN UNMARRIED PERSON DOESN'T HAVE A "SPOUSE").
6. DOES THE AVAILABILITY AND LEVEL OF LIFE INSURANCE FOR DEPENDANTS VARY BY THE SEX OF THE EMPLOYEE OR BY "HEAD-OF-HOUSEHOLD" AND RELATED CRITERIA?
7. DOES THE AVAILABILITY AND LEVEL OF INCOME BENEFITS PAYABLE BECAUSE OF THE EXISTENCE OF SURVIVING CHILDREN, VARY BY THE MARITAL STATUS OF THE EMPLOYEE?

ExampleSCHEDULE OR BENEFITS

<u>Classification of Employees</u>	<u>Amount of Schedule I Basic Amount</u>	<u>Insurance Schedule II Optional Amount</u>
Single female employees who		
1 - do not elect optional insurance	\$1,000.00 1,000.00	Nil \$1,000.00
2 - elect optional insurance		
Single male and married female employees who		
3 - do not elect optional insurance	2,500.00	Nil
4 - elect optional insurance	2,500.00	2,500.00
Married, widowed, divorced or separated male employees and widowed, divorced or separated female employees who		
5 - do not elect optional insurance	5,000.00	Nil
6 - elect optional insurance	5,000.00	5,000.00

Example

"...minimum \$6,000 for males or \$3,000 for married females".

Example

"...female employees will be insured as previously stated for male employees if they so elect, otherwise in the sum of \$2,000."

Examples of Non-Discriminating CoverageNon-Discriminatory CoverageExample

"The level of coverage shall be 200% of total annual salary".

Example

<u>Employee's Age</u>	<u>Amount of Insurance</u>	
	<u>Without Dependents</u>	<u>With Dependents</u>
Up to 25	50%	100%
26 to 30	100%	200%
31 to 50	150%	300%
51 to 55	100%	200%
56 to 64	50%	100%
65	\$1000.	\$1000.

8. DO EMPLOYEE OR EMPLOYER CONTRIBUTION RATES VARY BY MARITAL STATUS, EXCEPT FOR SURVIVING SPOUSES' INCOME BENEFITS?
(Married people may contribute more to allow for coverage of their spouse. Unmarried people may not want to pay more because they have no spouse to collect it.)

NOTE: We should point out here that group life insurance plans for CUPE members at least, should not have lump sum benefit schedules. That is, they should provide payment in the form of monthly cheques to the employee's dependants after his or her death and not allow the whole amount to be paid to the dependant in one or two lump sums. For more information, contact the Research Department at the CUPE National Office.

III SHORT AND LONG-TERM DISABILITY INSURANCE PLANS

1. DO ACCESS TO AND ELIGIBILITY REQUIREMENTS VARY BY SEX, MARITAL STATUS, OR "HEAD-OF-THE-HOUSEHOLD" AND RELATED CRITERIA?
2. DO EMPLOYEE BENEFIT SCHEDULES VARY BY SEX, MARITAL STATUS OR HEAD-OF-HOUSEHOLD CRITERIA?
3. IS DISABILITY DUE TO PREGNANCY COMPLICATIONS OR TO AN UNRELATED DISABILITY THAT OCCURS DURING PREGNANCY, EXCLUDED FROM THE PLAN?

The most common discriminatory feature found in an L.T.D. plan relates to the non-payment of benefits as a result of a pregnancy related disability or illness (pregnancy itself, is also not covered).

It should be emphasized that this is solely an insurance industry practice, and employers have had to accept this limitation or not negotiate an L.T.D. It is interesting to note that in the provinces that forbid sex discrimination along these lines, the insurance industry has been exceedingly slow in rewriting its L.T.D. master plan texts.

Example

"Other Terms and Conditions"

Conditions caused by self-affliction, such as alcoholism, drug addiction, will not be eligible for the fund. Also, excluded will be maternity cases, illnesses due to pregnancy and its complications".

Example

"Benefits are not payable for disability resulting from intentionally self-inflicted injuries, war, riot, insurrection, services in the force of any country in a state of war, whether war is declared or not, or pregnancy."

IV GROUP HEALTH, MEDICAL & DENTAL INSURANCE PLANS

1. DO ACCESS OR ELIGIBILITY REQUIREMENTS VARY BY SEX, MARITAL STATUS OR "HEAD-OF-HOUSEHOLD" AND "RELATED CRITERIA"?

2. DOES THE RIGHT TO REIMBURSEMENT OF COSTS UNDER EXTENDED HEALTH INSURANCE PLANS VARY BY SEX? DOES THE PLAN EXCLUDE COSTS ARISING OUT OF PREGNANCY?
3. DO EMPLOYEE OR EMPLOYER CONTRIBUTION RATES TO HEALTH AND MEDICAL INSURANCE VARY BY SEX OR MARITAL STATUS OF THE EMPLOYEE? (EMPLOYER CONTRIBUTION RATES FOR SPOUSES' COVERAGE WILL, OF COURSE, VARY BY MARITAL STATUS).
4. DOES THE TYPE AND LEVEL OF COVERAGE AVAILABLE FOR DEPENDENT CHILDREN VARY BY MARITAL STATUS?
5. DO THE EMPLOYEE CONTRIBUTION RATES FOR DEPENDENT CHILDREN'S COVERAGE VARY BY MARITAL STATUS?

We are happy to report that in a survey of CUPE group health plans, we could find no examples of discrimination.

V MATERNITY LEAVE

All female employees in Canada are legally entitled to 17 weeks maternity leave, if they have worked for their employer for twelve consecutive months. The period taken off must begin no earlier than eleven weeks before the expected date of confinement and end no later than seventeen weeks following the actual date of confinement. She is also entitled to any period equal

to the difference between the expected and the actual date of confinement should the latter occur after the former. It is also illegal, under federal law, to dismiss an employee solely because she is pregnant.

The Unemployment Insurance Act also provides for a woman to claim unemployment insurance benefits for a period of fifteen weeks, after a waiting period of two weeks. The law is now more flexible than in the past, enabling the claimant to claim benefits for any portion of the fifteen week period either before or after confinement.

The following are brief summaries of provincial laws concerning maternity leave provisions. We have also included addresses where further information can be obtained.

British Columbia
Maternity Protection Act, 1966

This statute gives entitlement to maternity leave for a period of six weeks preceding the estimated date of confinement and prohibits the employee from working during the six weeks following delivery of a child. The employer is prohibited from dismissing an employee because of absence during the statutory period of maternity leave unless the employee has been absent for a period of sixteen weeks.

Director,
 Labour Standards Branch,
 Department of Labour,
 Victoria, British Columbia
 VIG IX4

Saskatchewan
Labour Standards Act, 1969

Pursuant to an amendment enacted in 1973, a female employee who has worked for her employer for twelve consecutive months or more is entitled to maternity leave for a period of six weeks following delivery, or for a longer or shorter period when medically certified. She is also entitled to leave for a period of up to twelve weeks before delivery. She may not be dismissed by reason of being pregnant or having applied for or taken maternity leave. Furthermore, she must be reinstated under similar terms and conditions in which she was formerly employed provided she is not absent for a total of more than eighteen weeks.

Director,
Labour Development Branch,
Saskatchewan Department of Labour,
2530 Albert Street,
REGINA, Saskatchewan.
S4P 2V6

Manitoba
The Employment Standards Act, 1975

This Act provides for maternity leave for female employees who have completed twelve consecutive months of employment with an employer. The leave period may not exceed eleven consecutive weeks immediately preceding the estimated date of delivery; and a period of six weeks following confinement which the employee is required to take; as well as any period that may occur because of any difference between the estimated date and actual date of delivery. The employee must be reinstated by her employer except if she has remained absent from work for a period of more than ten weeks following the actual date of delivery.

Director,
Employment Standards Division,
Manitoba Department of Labour,
Room 600, Norquay Building,
401 York Avenue,
WINNIPEG, Manitoba.
R3C 0P8

Ontario
Employment Standards Act, 1974

Under this Act, which repeals the Employment Standards Act of 1970, a female employee who has been employed by her employer for a period of at least twelve months and eleven weeks immediately preceding the estimated day of her delivery is entitled to a maternity leave of seventeen weeks which she can take at any time during the period beginning eleven weeks prior to the expected date of confinement, and ending no earlier than six weeks after confinement, unless medically certified that she is able to resume work sooner. The employer shall reinstate her in her former position or a comparable position of at least the same wages and with no loss of seniority or benefits accrued to the commencement of her leave of absence. The exclusion of undertakings of less than twenty-five workers from the application of the maternity leave provisions has been repealed.

Director,
Employment Standards Branch,
Ontario Ministry of Labour,
400 University Avenue,
TORONTO, Ontario.
M7A 1T7

New Brunswick
Minimum Employment Act, 1973

This statute provides for a compulsory maternity leave of six weeks after confinement or a longer period on production of a medical certificate. The employee is also entitled to a leave beginning no earlier than six weeks prior to the expected date of delivery. She may not be dismissed for reasons of being on maternity leave, unless she has been absent beyond a maximum period of sixteen weeks.

Director,
Employment Standards Branch,
Department of Labour,
P.O.Box 6000,
FREDERICTON, New Brunswick.
E3B 5H1

Nova Scotia
Labour Standards Code, 1972

This Act provides for a female employee, who has been employed by an employer for at least one year, to be entitled to a maternity leave of up to eleven weeks immediately preceding the expected date of delivery and until the actual date of delivery as well as a compulsory six weeks following delivery, or a shorter period when medically certified. Dismissal because of pregnancy is prohibited and, upon returning to work, the employee must be reinstated with no loss of seniority or benefits accrued to the commencement of the maternity leave.

Director,
Labour Standards Branch,
Department of Labour,
P.O.Box 697,
HALIFAX, Nova Scotia.
R3T 2T8

This legislation provides the absolute minimum which one can expect. CUPE believes, however that the bearing and raising of children is a social responsibility, and as such female employees should not be penalized for the part they necessarily play in this responsibility.

The CUPE standard agreement states what rights a female employee should expect at this point in time. These articles are included in Chapter III, Implementation. The degree to which employees agree with these provisions should be examined during interviews and described when making recommendations.

Also of interest to the Affirmative Action Committee, with respect to maternity leave, is the following data:

- (i) the average number of women taking maternity leave in last five years,
- (ii) average number of weeks taken by women taking maternity leave in last five years,
- (iii) the percentage of all women taking maternity leave who had to be replaced, and the average cost to the employer of this replacement,
- (iv) present paternity leave arrangements - either guaranteed by policy or collective agreement or "assumed" and taken.
- (v) percentage of women taking maternity leave in last five years who returned to establishment.

This information will probably make the point that few women in any one year take maternity leave, and the cost to the employer caused by these leaves is negligible. Consequently, at a relatively small expense, an employer could pay full salary while an employee is on maternity leave and in so doing assure her of her value as a career employee and encourage the return of an experienced staff member.

VI SUBSIDIZED CHILD CARE

Responsibility for the care of children of working mothers will probably be the most controversial area of your study. Debate over the role of the family and of "the place" of mothers seem to crystallize all the issues being raised by the women's movement. People who have been raised in the belief that the emotional health of future generations depends on a mother's constant attention to their young children, are not likely to be convinced, in an hour-long report, of the importance of a child care centre.

Literally hundreds of books have been written on the advantages and disadvantages of child care centres to young children. This manual will not attempt to enter the controversy, nor should it be considered the prerogative of an employer or a local union executive to determine what is best for an employee's children. Rather it is the employer's and the union's responsibility, to ensure that the right to work of all employees is guaranteed. For many men and women, this requires the provision of child care.

Some locals will be more sympathetic to the idea of employer assistance with child care than others. The opinion of all employees should be solicited in interviews so that their feelings can be taken into account when making recommendations. In studies completed thus far, opinions on the advisability of employer assistance with child care seems to divide, more by age than by sex. Older employees who have had to work while taking care of their own children are often reluctant to now subsidize younger employees through losses in other areas of the negotiated settlement package.

Many who do support the idea of child care feel the assistance should come from the community and not the employer. It seems that most parents prefer to have a child care centre near their home rather than at work, although mothers of babies favour a centre at work that they can visit during coffee breaks and lunch hour. In most communities, however, the question is academic since neither exist. Furthermore, at the writing of this book, cutbacks in the social service budgets indicate that government subsidies for child care centres will become less and less frequent.

To determine the need for child care in your establishment, look at the following data:

- (i) the number of employees (men and women) with pre-school children,
- (ii) the percentage of employees with pre-school children whose spouse also works,
- (iii) the various forms of child care used by employees with pre-school children and a working spouse,
- (iv) the average cost per week of child care for these employees,
- (v) the average weekly wage of these employees,
- (vi) the number of child care centres in the community and their location,
- (vii) the number of parents on the waiting list of child care centres in the community,
- (viii) the feelings of employees interviewed on the various forms of child care subsidies,
- (ix) the number of employees with pre-school children who would use a child care centre if there were one on the establishment.
- (x) Federal, provincial, and/or municipal grants available to the employer and/or union for subsidized child care.
- (xi) the experience of other establishments with subsidized child care.

A child care centre on the premises, paid for by the employer, is only one method of child care assistance. A recommendation of this nature should be made only with full realization of the cost. Child care regulations fall under provincial jurisdiction and there are always very strict rules as to the size of the centre, the qualifications of the teachers, the number of children per cubic foot of space and so on. Any recommendations in your report concerning a centre should be accompanied by information on the legislation in your province.

WHERE TO WRITE FOR INFORMATION REGARDING PROVINCIAL CHILD CARE
LEGISLATION

Ministry of Community & Social Services,
Day Nurseries Branch,
Hepburn Block, Queen's Park,
Toronto

Department of Health & Social Development,
Division of Research, Planning & Program Development,
Horsguay Building,
401 York Avenue,
Winnipeg, Manitoba.

Department of Social Services,
Community Special Care Division,
2240 Albert Street,
Regina, Saskatchewan.

Department of Health & Social Development,
Homes & Institutions Branch,
Administration Building,
109th Street & 98th Avenue,
Edmonton, Alberta.

Department of Human Resources,
Day Care & Homemaker Services,
Parliament Buildings,
Victoria, British Columbia.

Department of Health, Welfare & Rehabilitation,
Child Welfare Division,
Government of the Yukon Territory,
Box 2703,
Whitehorse, Yukon Territory.

Department of Social Development,
Child Welfare Branch,
Government of the Northwest Territories,
P.O.Box 1320,
Yellowknife, N.W.T.

Department of Social Services,
Child Welfare Division,
Confederation Building,
St. John's, Newfoundland.

Department of Social Services,
Family & Child Welfare Division,
P.O.Box 696,
Halifax, Nova Scotia.

Department of Social Services,
Child Welfare Division,
P.O.Box 2000,
Charlottetown, P.E.I.

Department of Social Services,
Child Welfare Division,
P.O.Box 6500,
Fredericton, New Brunswick.

Department of Social Affairs,
Child Welfare Services,
1005 Chemin Ste-Foy,
Quebec, Quebec.

Employees and unions can sometimes take advantage of government grants for child care centres. These grants, which are 50% federally and 50% provincially and municipally funded, are usually distributed by the municipality. Availability of grants in your city can also be discovered by writing to one of the above addresses and this information too should be included in your report.

PHASE TWO - CHAPTER NINE: WRITING THE REPORT

The roles women and men play in our society is an extremely sensitive issue. Consequently a report on anything that challenges these roles must be credible as well as honest. Those few men and women who oppose change no matter what, will attack the credibility of the whole report if one statistic is in error, or if assumptions seem to be made without justification. Even the great majority of men and women who are open to the issue, will have to be presented with a pretty strong case before they will question the value system in which they were raised. Two criteria are therefore essential in writing the report of the Affirmative Action Committee: objectivity and credibility.

1. OBJECTIVITY

It must be kept in mind that the report is written to gain support for an Affirmative Action Program. There is therefore nothing to be gained by maintaining an accusing tone or a "we-versus-they" attitude. Nor should the report be used by either the union or management as a means of attempting to make the other look bad or to attack individuals. We are not interested in a witch hunt. Rather, the general tone of the report should be something like "because the society in which we were raised is what it is, we all share certain unconscious attitudes. Nevertheless it is clear from this report that some of these attitudes are incorrect, outmoded and harmful to both employers and employees". In this way, no one feels they have to admit total responsibility or guilt in order to make some changes, and change, after all, is the point of the whole exercise.

It is partly to maintain this tone that we have in this manual

described the initial investigations in the way we have: Is there an observable difference in some aspects of employment between women and men? Is this discrepancy justified? or is it based simply on sex discrimination?

Your report should be written in much the same manner. The objectivity with which you approached the problem in the first place must be maintained throughout the report. If you use the word "discrimination" at all it should be clear that you arrived at the conclusion only because, with all the facts at hand, none other was possible.

2. CREDIBILITY

The only way to maintain credibility is to take the reader along step by step, the same steps that you took yourself. It should be very clear, both from statistics and other information, that the conclusions you arrived at were the only possible ones, with the information you had. If, for whatever reason, data in a certain area are incomplete, you must explain what data you were able to get, and why you feel this sample is representative and sufficient to lead you to the conclusion you are presenting.

ORGANIZING THE REPORT

The way in which the report is organized will contribute greatly towards making complex relationships between issues and recommendations for change clearly understood. There is no single "correct" way to organize the material you gather. Some reports divide into sections on "issues", - such as promotions and benefits, - others by departments, others by presenting data, then attitudes and so on. Keeping this in mind, however, we suggest you strongly consider a division by issues as we

have done in Phase Two of this manual. This is because it is important to demonstrate the many different ways in which the daily routines of the organization work to discriminate against women. The following method of organization is a suggestion and only that. If you feel that such a method does not emphasize the main problems as you see them, you will want to do it differently. If you are unsure, contact the Education Department at the CUPE National Office for some advice on how to best present your specific problems.

INDEX

Introduction

Foreword

Explain some of the background leading up to report - why it was undertaken.

Mandate

State what the committee's responsibilities were set out to be, and who gave it the mandate to proceed (eg. City Council and local union jointly, etc.)

Composition of Committee

Names and small bits of information about each member of both the Advisory and working committee. This is to reassure readers of objectivity and of broad representation on the Committee.

Method of Operation

What tools were used to gather and analyze your information: personnel department files, questionnaires, interviews, etc. This is important so people will know where your information comes from and that it is reliable. Without sacrificing confidentiality, make sure that your data is kept, so that it can be checked if challenged.

General Profile of Work Force in the Establishment

General employee profile, such as average age, seniority, salary etc. of men and women and conclusions if any, that can be drawn from this.

Brief Summary of what will follow in the report.

Body of the Report

Job Access

- divided into Chapters by Issues, each ending in Recommendation for changes.

Is there a difference between men and women employees? If so, what are the reasons for this? Conclusions carefully backed up with data. Recommendation for change.

Compensation

same

Benefit Plans

same

Training

same

etc.

etc.

Implementation

Using the "implementation" section of this manual as a guide, state the mechanisms you propose and why these particular forms were chosen. Include timetables for changes to be completed where possible.

Summary and ConclusionSummary of Findings
and Recommendations

Sum up main findings of report and urge action. Also, list again your recommendations given throughout the book.

Conclusion

The significance of the report to the establishment.

Appendices

Includes information which may be useful (organization chart of establishment, material used during study such as questionnaires, interview forms, computer forms, etc.) which would indicate from the flow of the report if included in the body.

If your report is fair, objective, backed up with reliable data and sound arguments, and if it is organized in such a way that it is easy to read and follow, the recommendations of the Affirmative Action Committee will be seen as positive and constructive, and will therefore be more readily accepted.

PHASE III - IMPLEMENTATION MECHANISMS

As is often stated, equal opportunity involves more than a change in attitudes. Methods of operation in the vast majority of organizations have grown over the years - more like today than according to any well thought-out plan. Changing these practices is a matter of a few years requires massive commitment akin to an earthquake - an earthquake strong enough to quash and rededicate day to day priorities.

Although the methods of implementation you choose will vary according to your recommendations, the size of your establishment and the readiness of your establishment to accept change, the following "mechanisms" will be useful. In most situations, to ensure that your affirmative action program is more than a book sitting on a shelf:

PHASE THREE

IMPLEMENTATION

I. THE INJECTION OF RESPONSIBILITY FOR AFFIRMATIVE

ACTION INTO EXISTING "LINE" AUTHORITIES

II. THE ESTABLISHMENT OF AN EQUAL OPPORTUNITY FUNCTION

III. THE ESTABLISHMENT OF AN ON-GOING LABOR-MANAGEMENT

AFFIRMATIVE ACTION COMMITTEE

IV. THE COORDINATE AGREEMENT

We believe that these four mechanisms will ensure the success of an affirmative action program in an organization where enough education has been carried on to convince both management and the union of the need for such a program. In a way, all the other recommendations depend for their success on these four.

PHASE III - CHAPTER ONE: IMPLEMENTATION MECHANISMS

As is often stated, equal opportunity involves more than a change in attitudes. Methods of operation in the vast majority of organizations have grown over the years - more like Topsy than according to any well thought-out plan. Changing these practices in a matter of a few years requires measures somewhat akin to an earthquake: - an earthquake strong enough to unsettle and redistribute day to day priorities.

Although the methods of implementation you choose will vary according to your recommendations, the size of your establishment and the readiness of your establishment to accept change, the following "mechanisms" or methods will be useful, in most situations, to ensure that your Affirmative Action Program is more than a book sitting on a shelf:

- I. THE INJECTION OF RESPONSIBILITY FOR AFFIRMATIVE ACTION INTO EXISTING "LINE" AUTHORITY.
- II. THE ESTABLISHMENT OF AN EQUAL OPPORTUNITY FUNCTION
- III. THE ESTABLISHMENT OF AN ON-GOING LABOUR-MANAGEMENT AFFIRMATIVE ACTION COMMITTEE
- IV. THE COLLECTIVE AGREEMENT

We believe that these four mechanisms will ensure the success of an Affirmative Action Program in an organization where enough education has been carried on to convince both management and the union of the need for such a program. In a way, all the other recommendations depend for their success, on these four.

I INJECTING RESPONSIBILITY FOR AFFIRMATIVE ACTION INTO
EXISTING LINE AUTHORITY

This mechanism is used by the federal government as a means of making sure that management personnel know that they are held responsible for the Affirmative Action Program, just as they are held responsible for other matters in their departments. By "line authority" we simply mean the authority that a person exercises by virtue of his or her place in the organizational hierarchy: The President has line authority over the Vice-President, the Vice Presidents have line authority over the directors, the directors have line authority over the department heads and so on. Injecting responsibility for the program into this "line authority" therefore goes something like this:

1. The senior administrator (that is, the Mayor, Hospital Administrator, President) assigns responsibility for Affirmative Action to the executive who reports to him or her directly. In cities this would be the City Manager, in other establishments, the Vice President and so on.
2. The City Manager (or Vice-President or whoever) sends out a memo to all Department Heads asking them to submit to him or her within a certain time period, (usually about six weeks) an Affirmative Action Program for their department which includes "targets" accompanied by dates. (By targets we mean the number of women she/he expects to have in jobs traditionally performed by men, new training programs, new career ladders, etc.)

3. After receipt of these proposals, the City Manager advise Department Heads of the acceptability of their programs and of any changes that should be made. The City Manager bases this opinion on the recommendations made by the original Affirmative Action Committee as accepted by Management and unions. S/he is advised in the decisions by the Equal Opportunity Officer and the on-going Labour Management Affirmative Action Committee (discussed below).
4. Once a Department Head's program is accepted and under way, the Department Head reports every six months to the City Manager, advising him or her of the progress that has been made in the department.
5. Once a year the City Manager submits a general progress report on Affirmative Action in the establishment, to the Mayor or senior administrator, and to the union executives, documenting progress in the program as set against the original timetable. This report is signed by the Mayor and by the local union presidents and made available to all employees and interested community groups.

This mechanism - injecting responsibility for Affirmative Action into existing line authority - should be written into the collective agreement.

II THE EQUAL OPPORTUNITY FUNCTION

Both management and union executives willing to cooperate with a program of equal opportunity may be handicapped by simply not knowing exactly what to do. Others may be willing to help as long as it does not take up too much of their time. In the same way, therefore, as a personnel officer consults an actuary before making changes in the pension plan, management personnel will have to rely somewhat on a person whose prime responsibility it is to provide information about equal opportunity measures. For this reason it is useful to have an equal opportunity "function": that is, an office or an individual whose responsibility it is to ensure that concern for equal opportunity is injected into all facets of the day to day operations of the establishment. If such a person cannot be hired, an interested staff member should be trained for the job. The duties of this position would include:

1. Writing a policy statement of equal opportunity to be signed by the Mayor or President. Ensure that the Personnel Department prints and circulates this policy to all employees.
2. Writing the employer's policy on the conducting of job interviews, as well as guidelines as to how the policy is to be followed.
3. Serving on selection boards of job applicants, where necessary, and be responsible for ensuring that all on the board are aware of interview guidelines.
4. Assisting in the design of new application forms, job postings and other personnel forms.

5. Advising employment officers when job vacancies advertised in newspapers or elsewhere, contravene the employer's equal opportunity policy.
6. Supervising any projects recommended in an Affirmative Action Program which have to do strictly with equal opportunity e.g. developing special training programs for secretaries, organizing a child care centre etc.
7. Participating in an advisory capacity, in any project recommended as part of an Affirmative Action Program, but which is not solely concerned with equal opportunity. For example, drawing up job descriptions, job evaluation plans, compiling data on employees' interests and qualifications, job counselling programs, etc.
8. Maintaining a file of women who are over-qualified in present positions, and are suitable for promotion, as well as providing a relevant list of such women to hiring or training officers when warranted. Playing an important role in career planning.
9. Assisting department heads in establishing reasonable targets, by supplying them with such information as turnover, rates of jobs in the establishment, availability of qualified women in the labour market and in the establishment, future training programs available, etc.
10. Monitoring semi-annually the success of the program, reporting to the City Manager, and union executives and recommending methods of speeding up the program.

11. Attending meetings of Department Heads, as well as various other management meetings to ensure that "Progress towards Equal Opportunity" is included on all agendas and discussed.
12. Chairing the on-going Labour Management Affirmative Action Committee.

The exact responsibilities of the Equal Opportunity Officer would, of course, depend on the findings and recommendations of your particular report. The list above is for a large establishment which has accepted an all-embracing Affirmative Action Program. As much as it is tempting to have the Equal Opportunity Officer responsible for everything, this is obviously not possible. The projects of which s/he is in charge should therefore be kept to a minimum, relying instead on existing structures. In small establishments it is possible for the equal opportunity function to be assigned to a position already in existence - usually in the personnel department. If someone has the equal opportunity function assigned to her, however, clearly some other responsibilities will have to be taken away from her so that she has the time to do the job properly.

III THE LABOUR MANAGEMENT AFFIRMATIVE ACTION COMMITTEE

In order for implementation of the Affirmative Action Program to succeed, both the union and management should be aware of problems as they occur, so that suggestions can come from them, rather than being imposed on one or the other. To achieve this end, we suggest that an on-going Labour Management Affirmative Action Committee be formed and that, for large establishments, it be composed of the following:

1. Equal Opportunity Officer - Chairperson
2. Director of Personnel
3. Director of Training or other interested management representative
4. A union official elected by women in union
5. A union official elected by local at large
6. A union official chosen from local executive committee

(If there is more than one employee organization in your establishment, you will want representative of each organization).

The Duties of this Labour Management Committee would be as follows:

1. Meet at least semi-annually to discuss reports from Department Heads and make recommendations for acceptance or improvement to City Manager.
2. Meet whenever necessary to discuss complaints or grievances arising out of the Affirmative Action Program and make recommendations to the City Manager and to the union executive.
3. Recommend acceptance of the City Manager's annual report or criticize when necessary.
4. Closely supervise situations arising out of improvements in seniority clauses.

An article such as the following could be negotiated into your collective agreement if you decide to establish this committee:

Labour Management Affirmative Action Committee

The Employer and the Union agree to cooperate in formulating and implementing an on-going program designed to ensure equal employment opportunity for all employees.

To this end, a joint and on-going Labour Management Affirmative Action Committee shall be established, to meet semi-annually, to review all aspects of employment for evidence of differential treatment of employees by sex, to pinpoint problems of the Affirmative Action Program and to recommend the necessary measures for solving these problems.

The recommendations shall deal with, but not be limited to, group welfare and pension plans, hiring, promotion and transfer policies, testing procedures, access to on-the-job training and educational advancement, classification schemes, job evaluation systems, wage and salary rates, provisions related to maternity and child-care requirements, etc.

The employer agrees to provide the committee with access to such personnel data and other documents as may be requested by it.

The committee will also meet at the request of any of the committee members to discuss complaints of the employer or the union arising out of the Affirmative Action Program and to make recommendations to the city Manager and/or union executive.

The Committee will also recommend to the Employer and the Union acceptance of the annual report of the senior executive responsible for equal opportunity or recommend changes before acceptance.

The committee will be chaired by the Officer of Equal Opportunity and will be composed of _____. The committee will fulfill its duties during regular working hours.

IV THE COLLECTIVE AGREEMENT

There is no letter instrument than the collective agreement for explicitly detailing what management expects of the union and vice versa. There is therefore no reason why either should oppose placing in the agreement articles which cement their commitment to equal opportunity. The following chapters give examples of the kinds of articles which could be incorporated into the agreement. The following additional and more general clause is important as a statement of principle:

EMPLOYER SHALL NOT DISCRIMINATE

The employer agrees that there shall be no discrimination, interference, restriction, or coercion exercised or practiced with respect to any employee in the matter of hiring, wage rates, training, discharge or otherwise by reason of age, race, creed colour, national origin, political or religious affiliation, sex or marital status, family relationship, place of residence, nor by reason of membership or activity in the Union, or any other reason.

CONCLUSION

The four - part mechanism suggested in this chapter incorporates three important principles:

1. Existing line authority has not been tampered with. Management personnel account to the same people for their equal opportunity activities as they do for all other activities.
2. Responsibility for the program lies not only with each individual but, thanks to the Labour Management Affirmative Action Committee and the collective agreement, with each organized group as well.
3. Due to the establishment of an Equal Opportunity Officer, ignorance cannot be used as an excuse for discrimination or lack of action.

However you decide to implement your program, we believe these principles are essential. Therefore, the four mechanisms discussed in this chapter should be four of your recommendations and should like all other accepted recommendations, be written into the collective agreement, to enshrine them as firm commitments, subject to the grievance and arbitration procedures if not adhered to.

PHASE III - CHAPTER TWO: CAREER PLANNING

If you have found that job access and mobility are problems in your establishment, you may want to make recommendations concerning Career Planning. Career Planning involves a broad program, whereby someone in the establishment is responsible for coordinating the career aspirations of employees with the skills needed in the establishment. It includes training programs, job counselling, and much more. In this chapter we will state and discuss recommendations which can be put into the collective agreement and which, if carried out, can establish a career planning program in your organization. Specifically, we will look at clauses concerning:

- I The career development function
- II Training
- III A review of job classifications

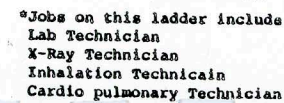
I THE CAREER DEVELOPMENT FUNCTION

Because nothing gets done in any organization unless someone in the establishment is responsible for doing it, one of the most important articles concerning career planning is an agreement by the employer to develop a service-wide career development program and to create a career development function. A "Career Development Function" is simply an office or an individual, complete with budget, responsible for all programs concerning career development. You will probably find that in your own establishment there is someone who could do the job if further training were provided him or her. The duties of the Career Development Officer should also be spelled out and include the following:

(i) Developing Career Ladders

Developing career ladders is a long-term project to determine which jobs might serve as "training" positions for others and what education and training is needed for all jobs in the establishment. The important thing to remember here is that a career ladder need not be only vertical. Lateral moves are also possible. Women in particular, stand to benefit from career ladders which allow for a great deal of lateral mobility, thereby opening up different kinds of work to them. The following is an example of possible career ladders at a hospital. The jobs in the boxes beside the number "1" at the bottom, lead to the jobs in the boxes next to number "2", which lead to the jobs next to number "3" and so on. Some progressions such as "Food Service Worker" and "Unit Assistant" skip a level or two.

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(ii) Communicating Career Ladders To All Employees

Having opened up new career ladders, it should be up to the Personnel Department to make available to employees material which explains what positions now lead to others, what education and training are required, what subsidies, educational leave provisions and courses are available, and so on. Someone in the Personnel Department should also be able to act as a job counsellor who is familiar with the establishment's career planning programs and who can assist an employee in finding and successfully following a chosen career ladder.

(iii) Compiling a Data Bank of Employees' Qualifications and Career Ambitions

Some employees resent attempts by employers to maintain a file on their personal qualifications and interests, and consider such attempts an invasion of privacy. On the other hand, without such a file, career development officers in large establishments especially, have no way of knowing about the ambitions and abilities of employees, especially those who are least "visible" women. A data bank is a set of files which includes information about each employee: their education, training, career ambitions and so on.

If you are worried about inaccurate information appearing on your records, include in your collective agreement clauses which allow an employee access to information in his or her file at any time, and which gives an employee the right to grieve upon finding inaccurate information which the employer refuses to remove.

(iv) Maintaining a List of Recognized Outside Courses

There will probably be some employees in your organization who do not qualify for in-house training, but who have the time and inclination to study on their own. If they want to spend their time on courses which will qualify them for advancement in the establishment, they must know which courses their employer recognizes, and where they are available. In order, again, to encourage women to take courses in a field they may not have thought of, and to reassure them of management's support, the Affirmative Action Committee might want to recommend that employees taking outside courses related to work in the establishment be subsidized for 50% of the cost of the course, while employees taking courses related to work in the establishment, but work which has been traditionally performed by the opposite sex, be subsidized for 100% of the course.

(v) Arranging and Holding Awareness Sessions for Employees and Incorporating Awareness Sessions into Management Training Courses

Awareness sessions are small group gatherings conducted by a qualified leader or co-ordinator. Through role playing and discussions, members of the group examine their attitudes towards working women, and towards sex roles at the work place. There are at least two advantages to awareness sessions in career development. Sessions for hiring officers and decision-makers help to break down traditional attitudes which work against women applying for promotion or lateral transfer into a male-dominated area, and vice versa. Secondly, awareness sessions help to create an atmosphere which encourages men or women already working in an area where they are the only one of their sex.

Above, we have outlined some of the most usual functions of a career development officer. In the following section, we will deal more extensively with the all important subject of training in career planning.

II TRAINING

Many employers feel women are not interested in a career because "they do not take the trouble to improve their qualifications" by taking evening courses offered by community schools. This has often been proven to be an erroneous assumption; many women employees do attempt to further their education by enrolling in evening courses. In other cases, however, this approach may be unworkable for two reasons. Firstly, many employees do shift work and are not off at the time the courses are being given. Secondly, and most importantly, most women have a second job after they get home from work. Women still carry most of the responsibility for homemaking and child care in this society, and as long as this is so, a career development program which depends on classes taken outside the regular work day, discriminates against women. Consequently, both the employer and the union should consider putting clauses such as the following, into the collective agreement.

- (i) "The employer shall inaugurate and maintain a system of on-the-job training so that every employee shall have the opportunity to receive training and qualify for promotion or transfer, in the event of a vacancy arising. Accordingly, employees shall be allowed regular positions during the regular working hours by arranging to exchange positions for a temporary period, without affecting the salary or pay of the employees concerned."

- (ii) The employer will provide classroom space on the work site, any equipment necessary for training, and facilities necessary for skills practice.
- (iii) All skill training will be conducted during regular working hours. The employer agrees to pay trainees their full normal salary, including increments granted as a result of this agreement or otherwise during training. It is agreed that the employer will release the trainees from their regular jobs to attend the training sessions, whether or not these sessions are held at the work site.
- (iv) The employer shall bulletin any training courses and experimental programs for which employees may be selected. The bulletin shall contain the following information:

Type of course (subjects and material to be covered).

Time, duration, and location of the course.

Basic minimum qualifications required for applicants.

Notice that the course is available to qualified male and female applicants.

This bulletin shall be posted for a period of two weeks on bulletin boards in all departments to afford all interested employees an opportunity to apply for such training. The senior qualified applicant shall be selected unless this right is waived by a unanimous decision of the joint Labour-Management Affirmative Action Committee, because an applicant with less seniority is of the sex which has, in the past, been excluded from the kind of course being applied for. The committee will decide which cases apply, basing their decision partly on requests of department heads

who are attempting to reach targets for their department. Only a unanimous decision of the Committee will permit the seniority provision to take second place to the sex of the applicant.

III A REVIEW OF JOB CLASSIFICATIONS

Up until now, the clauses we have dealt with have not been concerned with changing the nature of any individual job, but rather with moving in and out of already existing jobs. As we discovered in the chapter on Job Access, however, some job classifications have an "illogical" grouping of job duties: a grouping which lumps together "female" duties in jobs expected to be filled by women, and "male" duties, in jobs expected to be filled by men. This often results in "dead end" jobs for women, in menial and repetetive tasks that lead nowhere. In order to ensure that all jobs in the establishment have their fair share of interesting and menial work, you might want to suggest that the on-going Labour Management Affirmative Action Committee:

- 1) review the present job classifications with a view to determining to what extent job duties are grouped according to a sex stereotype, and
- 2) draw up new job classifications which result in a more logical grouping of tasks and which ensures that both menial and interesting duties are, as much as possible, scattered throughout all classifications.

If the Committee takes on this task, there should also be a clause which ensures that the employer and the union shall agree on the new wage rates to be paid employees for any new jobs which are developed.

NOTE: If management and the union decide to establish a job evaluation system, then obviously the above recommendation, if accepted, should be part and parcel of the job evaluation committee's work. There is little point in one labour management committee drawing up new job classifications, while another designs a job evaluation system for the old classifications.

IV CONCLUSION

These recommendations concerning career planning are extensive. It should not be assumed, however, that the establishment of a career planning program, which does not provide for the special encouragement of women, will ensure equal opportunity. Jobs are presently highly segregated by sex, and a program which does not aggressively challenge this segregation, will likely result in one career planning program for men, to whom most careers will be open, and another career planning program for women, to whom very few careers will be open. The recommendations in the following chapters are designed to further ensure that this does not happen.

PHASE III - CHAPTER III: COMPENSATION RECOMMENDATIONS

The following table from the Federal Department of Labour, 1975, illustrates the wage gap between male and female workers and how that gap is widening over time.

Weeks Worked	Difference Between Men's & Women's Salaries	
	1967	1972
	\$	\$
50 - 52	2,927	4,289
40 - 49	2,033	2,701
30 - 39	1,550	2,292
20 - 29	936	1,413
10 - 19	487	765
0 - 9	151	365

^aEarnings include wages and salaries.

^bIndividuals were classified by their employment status at the time of the survey. This is not necessarily the same as their employment status during 1967 or 1972.

Sources: 1967: Dominion Bureau of Statistics, Consumer Finance Research Staff, Income Distribution by Size in Canada 1967, Cat. No. 13-524 (Ottawa Queen's Printer, 1970) p. 55.
1972: Statistics Canada, Consumer Income and Expenditure Division, Income Distributions by Size in Canada 1972, Cat. No. 13-207 (Ottawa: Information Canada, 1974), p. 59.

According to this department, the average annual earnings of women employees who worked 30 to 39 weeks were \$2,648 in 1972, compared with \$4,940 for men. The earnings of men exceeded those of women by 86.6%. Although more recent statistics are not complete, the research that has been done indicates that the gap between men's and women's salaries is increasing even more. Employers and unions who negotiate articles or who administer salaries in a way which increases this gap must take much of the responsibility.

In this chapter we will look at six areas of employee compensation that have a bearing on this issue.

- I Merit Plans
- II Across-the-Board Dollar Increases
- III Job Evaluation
- IV Benefits
- V Maternity Leave
- VI Child Care

Many articles and clauses concerning these issues are already incorporated in the CUPE Standard Agreement and are repeated here for you.

I MERIT PLANS

In the chapter on Compensation in Phase Two, we already discussed the danger of merit plans, and the degree to which these plans are wide open to discrimination against women. If you now have merit increments in your establishment, you should attempt to negotiate their removal and to demand instead that the base salary rate for these positions be raised.

II ACROSS-THE-BOARD DOLLAR INCREASES

Again, there is little more to be said about across-the-board dollar increases, which has not already been said in the Compensation chapter in Phase Two. If the salary gap between men and women is to decrease, it is absolutely essential that the employer and the union agree to negotiate a salary increase at the next negotiations based on an across-the-board dollar increase, rather than a percentage increase. The employer and the union should further agree to reduce all group steps or levels to a number equal to the group which now has the least number of steps.

III JOB EVALUATION

Job evaluation is the only tool we know of whereby a person's work is evaluated, at least partly, according to its job content. Job evaluation is rather complex and too lengthy to go into here. For our purposes here, it is enough to know that job evaluation is a tool which allows management and the union to determine the relative value of one job as compared to another, by comparing the skills, effort, responsibilities and working conditions of the jobs. If you are interested in knowing more about it, however, contact the job evaluation department at the CUPE National Office and ask for more information. If you decide to recommend job evaluation, we suggest you do so by urging that the following clauses be incorporated into the collective agreement. They are taken from the CUPE Standard Agreement.

(i) Joint Job Evaluation Committee

The parties shall within thirty (30) days following the signing of this Agreement establish a Joint Job Evaluation Committee. This Joint Committee shall have equal representation from both parties.

(ii) Power of Committee

The Committee shall have the power:

- 1) to determine appropriate procedures.
- 2) to establish structures, time limits and rules to assist the evaluation process.
- 3) to determine the factors, degrees and related methods to be used within point evaluation systems.
- 4) to install the plan agreed upon and to ensure its future maintenance.

(iii) Documents for Committee

The Committee shall be supplied with all documentation, existing evaluation results, job specifications, as well as the individual position ratings for all jobs.

(iv) Changes in the Evaluation Plan

The Committee shall meet with a view to ensuring that the best possible evaluation plan and/or plans is provided. Where the parties are in agreement:

- 1) part or all of the proposed evaluation plan may be modified.
- 2) new plans, procedures or methods may be introduced, or
- 3) the salary structure or the related policies may be amended,

and these shall amend the existing agreement.

(v) Disagreement Regarding Plans

Any disagreement concerning the overall job evaluation program shall be referred to a single Arbitrator, who shall be jointly selected by the parties to this Agreement. The power of the Arbitrator shall be limited to the matters in dispute submitted to him. The decision of the Arbitrator shall be final and binding on the parties. The Arbitrator's fees and expenses shall be determined in advance and shall be borne equally between both parties.

(vi) Attendance at Meetings

If requested by the Union, the Employer shall release without loss of pay or seniority, the representatives named by the union to attend sessions of the Joint Job Evaluation Committee or Joint Rating Committee.

(viii) Job Evaluation Consultants

Nothing in this agreement shall be interpreted as barring either party to this agreement from engaging consultants and/or advisors as representatives of either party to the Joint Job Evaluation Committee or Joint Rating Committee.

(ix) Maintenance Procedure Manual

Prior to the implementation of the Job Evaluation Results, in accord with section 26.03 of this Article the Committee (26.02) shall reduce to writing a "Maintenance Procedure Manual". In order to assure maintenance of the Job Evaluation Plan, this Manual shall be attached to and form part of this Agreement as Schedule "D".

In order for a job to be evaluated, it is necessary for the union and management to agree on what the job entails. This necessitates job descriptions and the following article, also from the CUPE Standard Agreement (with the exception of the last clause concerning 'rug ranking') deals with this aspect of job evaluation.

(i) Job Descriptions

The Employer agrees to draw up job descriptions for all positions and classifications for which the Union is bargaining agent. These descriptions shall be presented to the Union and shall become the recognized job descriptions unless the Union presents written objection within 30 days.

(ii) No Elimination of Present Classification

Existing classifications shall not be eliminated or changed without prior agreement with the Union.

(iii) Changes in Classification

When the duties or volume of work in any classification are changed or increased, or where the Union and/or an employee feels he is unfairly or incorrectly classified, or when a position not covered in Appendix "A" is established during the term of this agreement, the rate of pay shall be subject to negotiations between the Employer and the Union. If the parties

are unable to agree on the reclassification and/or rate of pay of the job in question, such dispute shall be submitted to grievance and arbitration. The new rate shall become retroactive to the time the position was first filled by an employee.

- (iv) All union positions will be included in the job evaluation plan, including secretarial jobs now "rug-ranked", i.e. paid according to the salary level of the individual for whom the secretarial duties are performed.

IV BENEFITS

Changing benefit plans is often more complicated than at first it seems. This is because the plans are often designed, not by the employer, but by a private insurance company. These private companies, however, are in business to sell their benefit plans and if pressure from employers are strong enough, they will change the plans to stay in business.

An employer who has a 'no discrimination' article in the collective agreement is contravening this article if any of the benefit plans have provisions based on sex or marital status, as described in Phase II in the chapter on Benefits. Nevertheless, the Affirmative Action Committee should spell out exactly which aspects of the plans are discriminatory and what changes need to be made. Furthermore, these specific changes should be written into the collective agreement. Rather than listing here the dozens of possible recommendations that may come out of your study, we suggest that you discuss with your Service Representative and/or the Research Department of the CUPE National Office, how to write an article which would best ensure the elimination of the discriminatory aspects of your benefit plans.

V MATERNITY LEAVE

Despite the importance of maternity leave to female employees, a CUPE survey in 1972 found that one quarter of all office employees under major Canadian Municipal Agreements had no provision in their collective agreements for maternity leave; eighteen per cent of all agreements provided for a leave of six months, and the others provided leave for varying lengths of time. Furthermore, 56% of these collective agreements, covering mainly female employees, gave no protection to the employee's seniority while on maternity leave.

The following article from the CUPE Standard Agreement, is a suggested recommendation to protect employees while on maternity leave:

(i) Service requirements for Maternity Leave

An employee shall qualify for maternity leave after completion of the probationary period. The Employer shall not deny the pregnant employee the right to continue employment during the period of pregnancy.

(ii) Length of Maternity Leave

Maternity leave shall cover a period up to six months before or after the birth or adoption of a child. Where a doctor's certificate is provided, stating that a longer period of maternity leave is required for health reasons, an extension up to a maximum of one additional year shall be allowed.

(iii) Seniority Status During Maternity Leave

While on maternity leave an employee shall retain her full employment status and accumulate all benefits under this collective agreement.

(iv) Employer Payment of Employee Benefits During Maternity Leave

During the period of maternity leave, the Employer shall continue to pay the hospital, medical, and group life insurance and other employee benefits of this agreement.

(v) Procedure Upon Return from Maternity Leave

When an employee decides to return to work after maternity leave, she shall provide the Employer with at least two weeks notice. On return from maternity leave, the employee shall be placed in her former position. If the former position no longer exists, she shall be placed in an equivalent position in her department.

(vi) Pay for Extended Maternity Leave

If the Employer does not maintain full pay during maternity leave, an employee may choose to receive payment of normal weekly salary from accumulated sick leave credits, after the fifteen weeks of absence covered by Unemployment Insurance.

(vii) Adoption Leave

Where an employee seeks leave due to legal adoption, the foregoing provisions shall apply.

Although an employee cannot be fired for reasons of pregnancy, employers have been known to do just that by saying the dismissal is for other reasons. If you find this is a complaint at your establishment, you may want to also ensure that no employee can be laid off while on pregnancy leave, for whatever reason, once pregnancy leave has been applied for.

VI CHILD CARE

In most cases, the Affirmative Action Committee will not have the time or resources to look into all the aspects necessary to make specific recommendations concerning the contributions the employer or the union should make towards child care. If such is the case, the Committee can simply make this point, state the degree of need or interest they have found to exist, and recommend that further study into the matter be taken either by the Equal Opportunity Officer, the on-going Labour-Management Affirmative Action Committee, or a special management-union project team. This team will find that literally dozens of combinations are possible, including the following:

1. The employer pays all costs for operating a child care centre on the employer's premises;
2. The employer provides space and facilities and parents pay operating costs; the union provides toys and equipment;
3. The union provides space and administers the centre and the employer pays operating costs;
4. The employer pays the fees for an employee's child at a recognized community centre approved by the parents;

and so on.

It must be remembered that public employees, like many other workers, work shifts and the standard 8:00 a.m. to 6:00 p.m. centres may be inadequate. Another area where the employer may have to "fill in" for community centres is in care for children under 2 years of age. There are few child care centres who accept children under 2 because legislation requires a high teacher ratio for these children,

contributing dramatically to the operating costs of the centre.

In any case, a little imagination and sensitivity to your own situation will produce a formula of benefit to both employees and employers who are committed to a work situation that really does provide equal opportunity in employment regardless of sex, marital status or dependents.

PHASE III - CHAPTER FOUR: MOBILITY

In the chapter "Job Access" in Phase Two, we examined some of the practices which prevent men and women from filling jobs traditionally held by the opposite sex. In this chapter we suggest some articles for your collective agreement which may help you to break down some of these barriers. Specifically:

- I Articles to remove discrimination from recruitment and hiring, and
- II Improvements in seniority clauses.

As always, our suggestions should be seen only as a rough guide.

I ARTICLES TO REMOVE DISCRIMINATION FROM RECRUITMENT AND HIRING

- (i) The employer agrees that all positions for which outside recruiting is required, will be advertised in newspapers having neutral columns rather than under "male" and "female" columns. In cases where this is not possible, the employer agrees to advertise these positions in both male and female columns.
- (ii) The employer agrees that all job openings will be posted service-wide internally.
- (iii) The employer agrees that all jobs advertised both internally and externally will contain in bold letters the statement "In accordance with the employer's equal opportunity policy applications by qualified men and women are encouraged for all positions."
- (iv) The employer agrees that all public relations material, both internal and external, will imply by pictures, use of pronouns and explicit statements that all work in the establishment is open to both men and women.

- (v) The employer agrees to remove from all job application forms any reference to the sex, marital status, age, or number of dependents of the applicant. The employer also agrees that initials, rather than the first name of the applicant will be asked for on job application forms, as the full first name indicates the applicant's sex.
- (vi) The employer agrees to write a Job Interview Policy, which prohibits questions concerning the applicant's marital status, home situation, spouse's work, dependents, or any other questions not directly related to the job's requirements, including guidelines as to how to follow this policy. The employer also agrees to publish this job interview policy and make it available to all interested job applicants or employees. The employer further agrees to ensure that all job interviews are held in accordance with these guidelines. This article is subject to the grievance procedure.
- (vii) The employer agrees that where hiring is done by a selection board, this board will interview all qualified applicants. Where a qualified woman or a man is applying for a job which is dominated by the opposite sex, (for example a woman applying for a job where 90% of those now holding the job are men), the person responsible for equal opportunity will be a member of the board. If any member of the board feels that the board's decision is the result of discriminatory attitudes, the matter will be taken up by the joint Labour-Management Affirmative Action Committee and their decision will be final and will override the selection board's decision.

If the opening is for a union position, the union may wish to have observer status on the committee. It is suggested that the union representative not have any decision-making power, however, as his or her decision can easily be outvoted by the others,

while at the same time putting him or her in an awkward position if the appointment results in a grievance.

II IMPROVING THE SENIORITY CLAUSES

The degree to which some women in the union movement do not realize the value of the seniority clause is alarming. Similarly, too many women's groups, without union experience, have attempted to weaken this very important clause. The reason for this is twofold:

- (i) Management tells affirmative Action Committees that the employer is incapable of providing equal opportunity for women, as long as the seniority clause is in existence. Those women, however, who get rid of their seniority clause now, or who accord it little importance, will wish they hadn't, twenty years from now. Women may not be secure in many kinds of work, but at least those with a seniority clause are secure in some kind of work.
- (ii) Some poor seniority clauses really do maintain the effects of past discrimination against women and should, in our opinion, be improved.

Rather than weakening or abandoning the seniority clause, we feel it should be strengthened. By "strengthened" we mean broadened to include all unionized employees in one seniority list, that is employer wide seniority. In this way qualified men or women can apply for a job which may not be open to them under their present seniority provisions, on the basis of their length of time with the employer. This may mean that an employee wanting a job in his or her own department will have more competition, but it also means that if that same employee wants to apply for a job in another department or bargaining unit,

s/he will have the advantage of the new seniority clause. It should also be remembered that it is likely that a person applying for a job in his or her own department will have an advantage over someone applying from outside the department simply because their specific experience has already provided them with the superior qualifications.

The following are suggestions on how to improve the seniority clause:

- (1) Define seniority as the length of time in any bargaining unit in the service of the employer. The seniority list then will include all members of all bargaining units.
- (2) Define seniority as the length of time in the bargaining unit.
- (3) Maintain existing departmental or classification-wide seniority for employees not previously discriminated against and use inter-bargaining unit - wide seniority lists when bidders include adversely affected employees in competition with those not discriminated against in the past. (This is one that is in effect in many American agreements due to legislation). Whether or not an employee has been "adversely" affected will be decided only by a unanimous decision of the on-going Labour-Management Affirmative Action Committee.
- (4) Adopt the "one transfer right" ie. maintain existing departmental or classification seniority procedures but afford those minority or female employees adversely affected by past discrimination, which is perpetuated in the present seniority system, the right to exercise

one interdepartmental transfer across existing lines.

- (5) Allow skipping of entry level jobs where necessary by the opposite sex. Many feel this is a reverse discrimination. However it must be remembered that many women would have completed the entry level jobs long ago had it not been for past discrimination. Again, those eligible for this provision will be designated only by a unanimous decision of the on-going Labour-Management Affirmative Action Committee.
- (6) Have the employer agree to maintain an employee's salary who wishes to transfer to a new category or department but who qualifies only for transfer into the entry level job of that department or category, when this entry level job carries a lower pay rate than the job the transferring employee presently holds. (red-circling).

PHASE III -- CHAPTER FIVE: TIMETABLES

Any article in the collective agreement which calls for a change of some kind should include an agreement on how soon the change will be undertaken. We have not included these stipulations in the articles suggested here because they will depend on the size of your establishment, the number of changes the union and employer agree to make, and other issues negotiated into the agreement.

We can, however, suggest the relative length of time expected for the various projects. This timetable which estimates how long recommendations will take to be completed will allow for better planning by union and management and will also offer the on-going Labour-Management Affirmative Action Committee a rough standard by which to monitor the success of the program. It is therefore suggested that a timetable such as the following be drawn up to estimate the length of time you feel will be necessary to carry out your recommendations. These time estimates should be considered very seriously and based on detailed discussion with those WHO will ultimately have to do the work of implementation.

APPROXIMATE LENGTH OF TIME NECESSARY FOR COMPLETION OF PROJECTS

6 Months	1 Year	2 Years
<ul style="list-style-type: none"> - Make changes in recruiting and employment mechanisms from newspaper ads to selection boards - Establish equal opportunity function - Establish joint Labour-Management Affirmative Action Committee 	<ul style="list-style-type: none"> - Improve seniority clauses - Eliminate discrimination in benefits - Improve maternity leave clauses - Approve targets set by Department Heads 	<ul style="list-style-type: none"> - Establish job evaluation - Establish career planning - Review job segregation - Establish child care centre (or support program)

No establishment which accepts most or all the recommendations listed here will be able to do all the six month projects in the same six months. After you have decided how long each program will take, it is advisable to suggest which programs should begin immediately and which can wait a little. The temptation to want everything done at once is understandable but not realistic. A bird in the hand is worth two in the bush.

The timetable below is simply a guide. Yours will differ depending on which issues have priority for your organization. There are some limitations in choice, however, as some recommendations may depend on the completion of others. The joint Labour Management Affirmative Action Committee, for example, should be set up immediately so it can preside over the carrying out of the other recommendations. Similarly, the recommendations concerning a review of job segregation must obviously accompany the design of a job evaluation system, if the latter is agreed to.

Example of a Timetable for Implementation of
Affirmative Action Recommendations

1977	1978	1979	1980	1981
<ul style="list-style-type: none"> - establish joint labour Management committee - establish equal opportunity function 	<ul style="list-style-type: none"> - make changes in recruitment & employment mechanisms 	<ul style="list-style-type: none"> - eliminate discrimination in benefits 	<ul style="list-style-type: none"> - improve maternity leave clause 	
	<p>Department Heads submit targets -- targets approved</p>		<p>establish career planning program, including training sessions and career counselling</p>	
	<p>establish selection boards</p> <p>improve seniority clauses</p>		<p>establish child care centre or child care support program</p>	
			<p>examine and make changes in job segregation</p> <p>institute job evaluation</p>	

CONCLUSION

No Affirmative Action Committee should expect to implement all, or even most of the recommendations suggested here. In many establishments, even the implementation of one or two recommendations would make a healthy difference and would help to at least bring attention to both the problems of women workers in the establishment, as well as the possibilities for change. In any case, we must once again stress the need to have any accepted recommendations written into the collective agreement. Affirmative Action Committees in the past have had the sad experience of proving to the employer the need for change, of having dozens of recommendations accepted in principle and then seeing nothing done. One article in the collective agreement is worth 20 recommendations "accepted" by the employer.

Even if you are unable to ever establish an Affirmative Action Program as such at your place of work, we would hope that many of the ideas and suggestions put forth in this book will find their way into your collective agreements eventually, put forward by you as regular bargaining demands when your agreements come open for renegotiation.