

# You Are Worth it!

## Compensation Pitfalls and How to Manage Them



pay equity  
commission

A BPW Ontario and Pay Equity Commission Joint Initiative



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## BACKGROUND

The BPW Canada *Career Skills Achievement Program*, launched in 1997, and the BPW Ontario *Leadership Learning Modules*, initiated in 1999, provide high quality professional development training to BPW members and make this training available to business and professional working women in communities across Canada. These learning programs develop the essential skills that have been identified as traditionally limiting women's climb to the top echelon of career and corporate success.

Module #5 marks the first learning module developed through a partnership with another organization - the Ontario Pay Equity Commission and is available to the general public through their respective websites.

BPW Ontario is an equality-seeking group working toward the improvement of economic, political, employment and social conditions for women. The Pay Equity Commission, an agency of the Ministry of Labour, is mandated to enforce Ontario's pay equity legislation which seeks to eliminate systemic discrimination in the valuing of work performed predominately by women. Its primary function is to investigate pay equity complaints in the workplace and monitor employers for pay equity compliance. The Commission also offers extensive education and training to employers, unions and women/employees about their rights and obligations.

The importance of achieving economic equality is a shared objective, making this joint initiative a most relevant venture to both the Ontario Pay Equity Commission and to BPW Ontario.

To learn more about BPW and the Pay Equity Commission refer to the following web sites.

BPW Ontario: <http://www.bpwontario.org>

Ontario Pay Equity Commission: <http://www.payequity.gov.on.ca>

We trust you will find this learning module an informative and worthwhile endeavour.

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Pay Equity Commissioner  
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pay equity  
c o m m i s s i o n







## INTRODUCTION

### DESIGN OF THE WORKSHOP

#### *The Experiential Learning Process*

This workshop is designed according to the principles of Experiential Learning, using individual and group activities, simulations and discussions. The experiential approach works especially well for adult learners because it builds on existing knowledge and skills. It allows you as a participant to discover and experiment, and to make learning relevant to real situations.

Briefly, the following are the necessary phases to the experiential learning process:

- Share a real or simulated experience
- Reflect on and discuss what happened
- Draw out a rule or principle or hypothesis
- Decide how to apply it to the situation
- Test or practice applying the learning in another real or simulated experience

The middle steps – in which you analyze, generalize and apply – are where real learning takes place. It is important to complete all steps in order.

#### *The Self-Directed Group-Learning Model: A “Do-It-Yourself” Approach to Learning*

In a self-directed workshop, there is no teacher or expert instructor. Participants learn by working with and through the learning materials together. While this module can be completed on one's own, it is expected that a greater depth of learning will be achieved through a group-learning experience. The facilitator's job is primarily an administrative one: to organize the workshop, prepare and distribute materials, set up supplies and facilities, and generally manage the event. Your facilitator will explain her role and make any adjustments she and the group have decided are required for their preferred group-learning experience.

As active participants in the workshop, you share collective responsibility for your success. It will be up to you to follow the directions provided in this workbook and complete the activities to achieve the learning goals. The group may choose to supplement the workshop experience with other learning resources, such as additional readings, viewing a related training video, or ongoing peer coaching/mentoring.

#### *Learning in a Group*

Collaborative learning groups are becoming quite popular in the workplace and are consistent with the democratic consensus and the grass-roots traditions of BPW. However, the approach is different from that of a standard classroom or seminar, and may not be familiar to everyone. Here are a few general guidelines.

- Your own group's style will affect your session. Each participant will have preferred ways of learning: listening, talking, writing, reading, observing – even pacing or doodling. It is important to be flexible, to respect each other's differences and to work together to achieve your common objectives.

**INTRODUCTION**, *continued...*

- Shared visual records help everyone learn. During discussions and exercises, put notes, key words or diagrams on flip charts. (Hint: Use point form and block letters. Change colour for each new point.)
- Silence is OK. Give everyone time to think and respond before closing a discussion.
- Each participant has something to gain and something to give. Your opinions and experiences are essential ingredients of the program. Make sure the group gets everyone's contribution.
- Watch the time and remember the law of diminishing returns. You may be tempted to linger on some points, but you'll get more from the workshop if you complete the whole agenda before you run out of energy.
- Let yourself learn. The workshop is not a test. You don't have to prove anything or perform to expectations. Just go with the process and be open to what comes along.
- Have fun!

## **INFORMATION AND INSTRUCTIONS FOR FACILITATING**

### ***Workshop Duration and Timing***

This module can be completed in about 2.5 hours. The time indicated for each activity is an estimate. It is strongly recommended that groups try to stick to the planned agenda in order to complete the module before running out of time and energy. An additional half hour would be required for groups that want to strategize on specific applications to their club, personal or professional lives.

### ***Further Tips Re: Time Requirements***

The size of the group will influence the time required for the exercises in this learning module. You may need to limit the number of examples i.e. only one per group and/or strategically request specific groups to report back on various activities rather than having every group report back on every activity. The size of the group may also dictate whether you remain in one large group or whether you break into smaller groups so as to facilitate discussion.

### ***Getting Ready***

1. Facilitators should ensure that:

- Everyone has a Workbook and that everyone has completed the Pre-test and time has been provided to read the preceding Introduction.
- Each person also has some paper, a pen or pencil, and a surface to write on.
- The room is arranged so that participants are sitting in a semi-circle or around a table so that all participants can make eye contact with one another.
- There is a flip chart or board that everyone can see.
- Participants are informed that some activities will be conducted in the large group, while others will be best experienced in small groups of three or four participants. You can take a few moments at this time to set up the small groups if appropriate.
- Participants know that any items not able to be immediately addressed through the workshop discussion or activities will be recorded on a flip chart sheet entitled "Parking Lot" to ensure they are addressed by the end of the session.

2. Facilitators should advise the participants of the following:

### ***Purpose of the Workshop***

The purpose of this workshop is to educate women about the existence of discriminatory compensation practices in the workplace, examine the personal economic consequences of such discrimination and explore some strategies to minimize the effects of these practices. It is also expected that this learning experience will serve to introduce participants to a range of resources and mechanisms that they may use to create a society free of discriminatory pay practices and achieve economic equality for all citizens regardless of gender.

**INFORMATION AND INSTRUCTIONS** *continued....*

**Workshop Objectives for Participants**

1. Know that there is a gap in wages between women and men wages in Ontario and understand some of the root causes of the wage gap.
2. Recognize that a portion of this gap is due to discrimination.
3. Know the definitions of the two types of wage discrimination that affect women: pay equity and equal pay for equal work.
4. Be able to recognize pay equity and/or equal pay for equal work discrimination when they see or experience it.
5. Understand both the short and long-term financial impact that wage discrimination has on women's lives.
6. Become aware of possible remedies if they believe that they or someone they know are subject to wage discrimination.
7. Become aware of the importance of negotiating a fair and equitable salary for women.
8. Develop basic salary negotiation techniques.
9. Appreciate that economic equality for working women can improve the overall economic circumstances of women, their children and consequently, of society as a whole.
10. Become aware of some of the fundamental shifts in societal infrastructures that will be required to achieve economic equality for all citizens regardless of gender and explore some of the ways in which individuals can influence their environments to contribute to these changes.

**YOU ARE NOW READY TO PROCEED!**

Turn the page and follow the instructions for the first activity. Each activity in this learning module builds upon the last. As such it is recommended that they are reviewed in the order in which they are presented.

**PART I: COMPENSATION PITFALLS - Facts and Figures**

**Activity 1: Portraits of Pay - The Hard Facts (15 minutes)**

1.1 This first exercise provides a snapshot of several different jobs which are designed to explore the nature of jobs, the people in those jobs and how jobs and people are valued.

Participants are asked to review **Appendix A: Portraits of Pay** and consider each job profile as listed below. Working on your own, write your answers to the following questions in the space provided in the table below.

- a) Should the individuals performing the jobs listed below be paid the same or should they be paid differently? (e.g. should the female lawyer be paid the same or compensated differently than her male co-worker?)
- b) Why? (List the factors that shaped your decision, e.g. working conditions, risk factors, stress levels, degree of skill required, education or experience.....)

<b>Job Situation</b>	<b>Compensation Same</b>	<b>Compensation Different</b>	<b>WHY?</b> List the factors that influenced your decision
1. Two Junior Lawyers in the same firm & department – one male/one female			
2. Cashier (female) and the Stocker (male)			
3. Nurse (male) and Firefighter (male)			

Share individual participant answers with the large group.

**Note:** on a flip chart capture the factors or reasons given for why a job should be paid the same or differently.

Then, using the letter **P** for **Person** and the letter **J** for **Job**, identify which of the factors listed relate most to the person and which relate most to the job.

Post the flip chart sheet on the wall, as the group will come back to this work during Activity 4.

**Activity 1: Portraits of Pay continued....**

**1.2 Individual Reflection/Notes from Group Discussion:**

Ask participants to think for a moment about their personal work experience and consider the following:

What factors might have been used to determine your level of pay?

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Have you been in a situation where you may have been paid less than a co-worker who was doing the same work? If so, how do you suppose this came about?

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Have you ever been in a situation where you thought that your job was undervalued and you were being paid less than what you felt your work was worth?

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Have you ever experienced a situation where you felt that you or a female co-worker/ colleague was subject to discrimination at work e.g. lack of promotions, not as many training opportunities, different benefits, no participation in decision-making

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**Other Comments/Thoughts:**

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## Activity 2: The Wage Gap

### Discrimination Discovery and Discussion (10 minutes)

- 2.1 Have someone read the following discussion of the gap between what men and women earn on average.

#### THE GENDER WAGE GAP

Women now make up almost 50% of the labour force and have attained higher levels of education than in previous decades. Despite this, women still earn on average less than men in every sector and at every educational level. In Canada, in 2008, women working full-time, full-year earn \$0.71 for every \$1.00 earned by men working the same period, resulting in a “wage gap” of 29 cents. This gap is wider for older women, for disabled women and for women of colour. Review **Appendix B: What Do YOU Have to Lose?** It outlines how the wage gap affects women.

#### Reasons for the Gap

The wage gap is caused by many factors, some of which include the higher rate of unionization and seniority among men, traditionally higher levels of education for men, women leaving and re-entering the workforce in order to meet family needs. Many critics of efforts to address the wage gap claim that much of the gap is attributed to personal choices made by women in their decision to stay at home or to work part-time. This idea - that women’s decisions to take time out of paid work, to trade salary and promotions for flexibility or to work in low paid jobs is simply a matter of individual choice and a personal responsibility - negates the fact that these choices are significantly influenced by a series of external constraints, over which women have little control. Even if it is accepted that some women will choose to take on caring roles and greater responsibility for domestic work, which incidentally benefits the overall economy, these women should not bear the brunt of this choice, by trading the potential for accumulated wealth for a lifecycle of accumulated poverty.

With education levels of women reaching all time highs, with more and more households headed by single women and with more and more households requiring two incomes to manage, it is becoming increasingly important to re-examine some of the systemic external constraints that impact women’s earning power. These external constraints include the following: workplace structures that do not take into account the different earnings cycles of women, family dynamics and care responsibilities, cultural pressures, gender stereotypes and the continued devaluing of “female” jobs. Studies have consistently shown that a part of the wage gap is caused by discrimination. This discrimination occurs at many levels. Women tend to be clustered in traditional “female” jobs, which remain undervalued and underpaid in comparison to “men’s jobs”. Compensation systems designed when women were not prominent in the labour force fail to value jobs performed by women. Discrimination also occurs in hiring and promotion practices.

Human rights laws, employment standards such as equal pay for equal work and pay equity laws were introduced to address two key aspects of the wage gap. 1. the undervaluation of female jobs and 2. discriminatory employment practices.

Despite these laws and some progress in narrowing the gender gap, the complex and interconnected nature of the external constraints affecting choice relevant to patterns of paid work, caring and domestic work for both women and men reveals the cumulative and consequential impact of experiences and decisions made over the lifecycle. If nothing changes we can expect the gender gap to persist and continue throughout one’s work cycle and potentially lead to the unpleasant reality of accumulated poverty in retirement.





**Activity 4: Knowing your Rights**

**How laws deal with different forms of discrimination (10 minutes)**

4.1 **Individual Activity:** Review the Quick Fact Sheets on Human Rights, Equal Pay for Equal Work, and Pay Equity (**Appendix E, F & G**). Using this information as a resource, in your small group discuss the following issues outlined in the table below.

Select a recorder and capture your points for each of the three forms of discrimination. (Use flip chart paper if possible to assist with the report-out back to the large group.)

**Note:** in the interest of time, depending on the size of your group you might assign one of the three areas of legislation and corresponding appendix to each group

	<b>Human Rights Hiring/Promotion Practices</b>	<b>Equal Pay for Equal Work</b>	<b>Pay Equity</b>
<b>Definition</b>			
<b>Governed by</b>			
<b>Addresses what form of discrimination</b>			
<b>Time Sensitive Claim Process</b>			
<b>Scope of Discrimination</b>			
<b>Complaint Contact Information</b>			

Share and discuss your answers in the large group and explore the differences and similarities between these three anti-discrimination laws.

**(See Appendix H: Anti-discrimination Law Fact Sheet) for future reference.**

**Activity 4: Knowing your Rights, continued**

4.2 In your small group, apply these laws to the employment profiles explored earlier in Activity # 1, **Appendix A.**

Identify whether discrimination is exhibited in each of the profiles and determine which laws might best apply.

Consider whether the answers you gave in Activity #1 would be different now.

Are there any patterns or insight to be gained when you now consider which factors place emphasis on the person (**P**) versus the job (**J**)?

**Notes/Comments/Thoughts:**

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Job Situation	Compensation Same	Compensation Different	WHY? List factors that influences your decision
1. Two Junior Lawyers in the same firm & department – one male/one female			
2. Cashier (female) and the Stocker (male)			
3. Nurse (male) and Firefighter (Male)			

**Individual Reflection**

Reconsider your personal situation described at the end of Activity #1 to determine if you have gained any additional insight into whether you or someone you know may have been subject to these types of discrimination.

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**Activity 6: Salary Negotiation (10 minutes)**

**Individual Reflection:**

**6.1** Consider a time when you had to engage in some form of negotiation.

**Negotiation is defined as:** a discussion intended to produce an agreement. This situation could be a time you needed to engage in discussion with your co-workers, family or friends or perhaps community service/church volunteers to help others see a new perspective and/or come to agreement.

Consider what you did that worked. Consider what you would have liked to do differently.

**Situation:**

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**What worked:**

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**What to do differently:**

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**6.2 Review Appendix I: Tips for Negotiating Salary.**

Upon review of Appendix I, what additional strategies might be useful to you?

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**Activity 7: Negotiating Salary Role Play (20 minutes)**

Choose a partner. You will each alternately play the role of an employer making a job offer and an employee responding to the offer. Select a job and a starting offer from the list provided.

<b>Position</b>	<b>Opening Offer</b>
Sales associate	\$45,000.00
Administrative assistant	\$33,000.00
HR Manager	\$63,000.00
Volunteer Coordinator	\$41,000.00
VP Operations	\$97,000.00

Now, individually, choose two strategies from your own list or from the tips sheet from the last exercise that you would like to use in a role-play. Write down your strategies and any information that you would need to remember in using this strategy. Divide the time that you have in two, and agree on who will watch the time. When the first person has finished playing the job applicant role, switch roles.

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In the large group, discuss how you felt about this experience? Was this comfortable/uncomfortable? What further preparation might you require to help increase your comfort level?

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**Notes/Comments/Thoughts:**

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## **B: GROUP AWARENESS, ADVOCACY AND ACTION STRATEGIES**

### **Activity 8: Widening your Sphere of Influence - The Power of One Multiplier**

#### **8.1 Changing the Landscape (15 minutes)**

The work you have completed to this point in this module has provided a clear business case for “**WHY**” each of us as individuals should be aware of the impact of the wage gap and begin to take action to achieve economic equality. We have explored how you as an individual can develop the skills and knowledge necessary to effectively negotiate and protect your right to fair compensation and equal opportunity in the workplace. Although this knowledge and individual action is very important to move you personally closer toward a goal of economic equality, the mobilization of a series of coordinated group actions will be required to address the barriers and systemic constraints that will limit our progress in achieving a society free of gender-based discrimination. This section will explore the potential gain and practical steps that each of us can take to experience the “power of one” multiplier affect through individual action that benefits the many.

To discover how we can bring about societal change, let’s begin by answering the question. “**WHAT**” needs to change if we are to become a gender discrimination free society?

To get started, you can use the broadly defined areas of “constraints” or “contributing factors” to help initiate your brainstorming activity. **See Appendix J: Identified Wage Gap Constraints and Contributing Factors.**

**Note:** You may want to divide the group up into smaller groups to encourage active participation in this brainstorming exercise. Provide each group a flip chart sheet of paper to capture their brainstormed ideas. Remind the group this is just a brainstorming activity, and that they need not debate the items or get into how complicated or difficult they might be to implement. The feasibility and merit of the issues can be explored at a later time.

**Let the brainstorming begin.....WHAT needs to change?**

#### **8.2 Small Group Report**

If working in small groups, ask each group to report back on their items for change, emphasizing any new items than have not already been presented by another group.

Look for any common themes, scope or range of items identified by the group. Explore whether the changes involve government action, whether they impact business and labour relationships or perhaps require community stakeholder support.

There are likely to be a number of opportunities captured during this exercise and it can be overwhelming to see them all listed in black and white. With so many possibilities it can be difficult to know “**WHERE**” to begin.

**Activity 9: Where to begin? (10 minutes)**

9.1 When confronted with a number of potential items that require attention, it can be difficult to know where and even how to begin. The **Swiss cheese approach** to setting priorities and taking action can be of assistance in alleviating the concern that you may not be addressing the right issue at the right time.

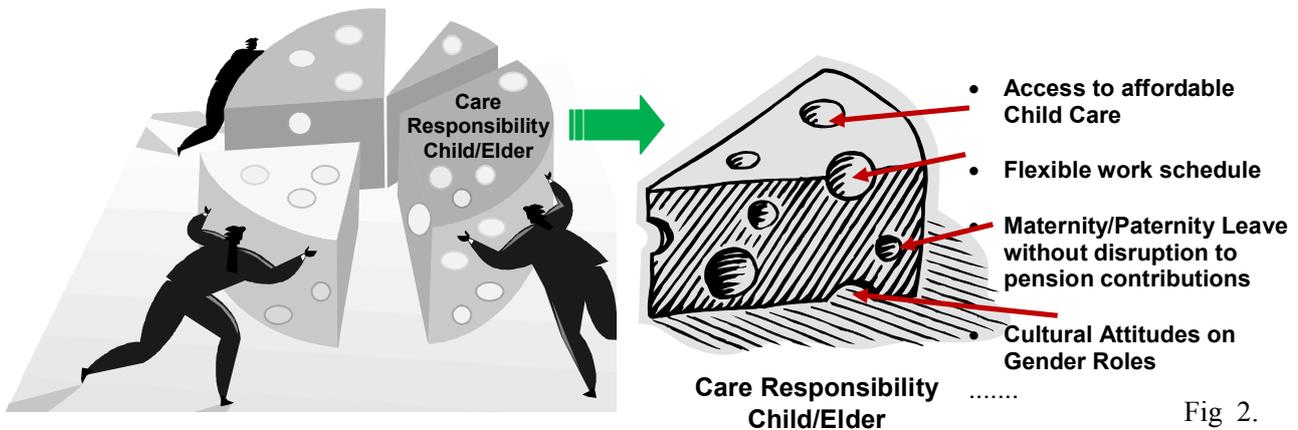
If you consider the overall issue of “Economic Equality” to be represented by a large block of Swiss cheese (Fig 1), with specific constraint areas or barriers as outlined in Appendix J to be chunks of the larger block of cheese, you will quickly discover that because of the interconnected nature of these issues, it is of little consequence where you start (Fig 2). What is important it that we just start.

By selecting an area that is of particular relevance to you personally, i.e. **Care Responsibility** you can quickly identify the holes or issues that may require your attention.

As you focus on this topic of interest, you are taking the necessary first step in connecting with others who share the same passion or concern. If each of us commit to singling out just one issue that we want to work to improve and then take steps to join forces with a group of like minded people, positive change will occur and the vision of achieving economic equality will be significantly accelerated.

**Achieving Economic Equality One Issue at Time**

Fig1.



Review **Appendix J**. Select a Constraint/Barrier or Issue (chunk of the cheese) into which you would like to put your energy. Write it down in the space provided below and indicate why it is important to you.

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**Share your item with the group.**

Are there others in the group that have identified the same or similar item? If so.....,

**Activity 9: Where to begin?, continued...**

**Congratulations!** You are beginning to experience the **Power of One Multiplier Effect**. If there was not anyone in the group who specified the exact same issue as you, you can begin to build a common network by seeking out information and a greater understanding of the issue you have identified. **Refer to Appendix K - Additional Resources** for a range of contacts, reading and activities you might explore to join the movement for positive change.

**Learn, Lead, Change**

As we learn more about the issues each of us have identified and connect with others wanting to make a difference, we will gain strength in numbers and lead the cause for change.

***“Together, we can accomplish much more than can be realized alone”***  
*from BPW Handbook*

**Refer to Appendix L- BPW Leadership Learning Modules.**

## Activity 10

### Wrap up and Post test (10 minutes)

- 10.1 Check your parking lot for any unresolved items and deal with them as best you can in the time remaining, especially if they relate to your goals for the workshop.
- 10.2 Complete the post-test. (**Appendix M**)
- 10.3 Score the pre and post-test, giving yourself one point for each right answer, and the additional points for your level of confidence in your answers. Does your score indicate learning in this session?
- 10.4 Now that you have completed this module, think about how you can:
  - identify the various types of compensation discrimination in your workplace
  - confidently address these issues either formally or informally
  - apply negotiation skills to your next opportunity to negotiate salary, performance increases or bonus pay
  - communicate what you have learned to friends and colleagues
- 10.5 Ensure your name and complete mailing address is on the sign-in sheet in order that you can receive recognition for completing this learning module. In addition you can receive updated information from the Pay Equity Commission.

## Activity 11

### Participant Feedback (Appendix N – Participant Feedback)

Please take a few moments to complete the Participant's Feedback Form (**Appendix N**) and leave it with the Facilitator.

**List of Appendices**

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## Portraits of Pay (Appendix A for Activity # 1)

### Profile #1

John is the Manager of Legal Services at ABC Law Firm, a boutique firm that deals primarily with motor vehicle insurance claims. They are in the process of hiring two lawyers in the litigation department. The positions were advertised in the newspaper and the salary range for the position was between \$60,000 and \$75,000. John hired Judy and Jeremy and they have both been working at the firm for one year. Both do good work and both received similar results in their annual performance review.

Judy is 25 years old. She is recently married; her husband is a professional accountant. She has a BA and an LLB (law degree). Her previous work experience included working as an intake clerk for an insurance company and serving as a witness. She is planning to have a baby before her 30<sup>th</sup> birthday, a fact that she has shared with the office secretarial pool.

Jeremy is 40 years old. He is married, with 2 children and his wife is a stay at home mom. Jeremy does not have an undergraduate degree (which is not required for this position) and worked as a salesman before going to law school. He graduated at the same time as Judy.

### Profile #2

Mary is a cashier at a grocery store. She is a 45 year old, petite woman. As a cashier, she works 40 hours per week, mainly standing in front of the cash register and punching in codes for the various products that come across the conveyor belt. She is responsible for bagging the groceries as she rings them in. Grocery store policy states that as a front-line worker Mary needs to present a friendly, cheery manner and this is not difficult for her because that is her nature.

Clyde also works at the grocery store. He is a strapping young man of 30 and he is the stock boy. He also works 40 hours per week and is responsible for unloading products from the warehouse and stocking the shelves. While he is stocking he must keep track of how many boxes he has unloaded and when and this is important because this information will be used by the company for re-ordering purposes. Clyde is not a front-line person and does not have much contact with customers although occasionally he interacts with them when he is stocking the shelves. He too is a very cheery person and likes to interact with people although his job is not covered by the policy.

### Profile #3

Joseph is a nurse in a large metropolitan hospital and has been there for 10 years. He works 12 hour shifts in the surgical recovery ward. The patients are generally unable to help themselves as they are recuperating from surgery. He is responsible for administering medication under doctors' orders. Joseph is a loving, caring person who sees nursing as a calling.

James is a firefighter in the same metropolitan area and has also been working for 10 years. His schedule is very uncertain and he has long periods of time where he is at the station training and doing a variety of maintenance tasks. He is called out on a fire alarm once per week (these usually turn out to be false) and in his 10 year career he has been involved with fighting 3 dangerous fires. James enjoys firefighting because it keeps him physically fit.

**The Personal Cost of the Wage Gap to You (Appendix B for Activity # 2)**

**Gender Differences in Earnings over a Lifetime**

Statistics Canada  
 Ontario, full-year, full-time workers  
 15 years and over  
 Census 2006 (constant 2005 dollars)  
 Census 2006, Data Products, Topic-based tabulations (online)  
<http://www12.statcan.gc.ca/census-recensement/2006/dp-pd/index-eng.cfm>  
 Average employment income

Sex	Highest Certificate Diploma or Degree		Occupation			
	Certificate or Diploma below Bachelor	Bachelor's Degree	Lawyer	General practitioner family doctor	Professional in business and finance	Retail Sales and Sales Clerks
<b>Total</b>	\$46,565	\$73,601	\$167,714	\$164,394	\$83,159	\$38,365
<b>Men</b>	\$52,551	\$86,675	\$186,417	\$182,969	\$102,400	\$46,984
<b>Women</b>	<b>\$38,242</b>	<b>\$58,331</b>	<b>\$132,225</b>	<b>\$127,845</b>	<b>\$62,576</b>	<b>\$28,796</b>
Earnings ratio women/men	73%	67%	71%	70%	61%	61%
Work-life estimate*						
<b>Men</b>	\$2,102,040	\$3,467,000	\$7,456,680	\$7,318,760	\$4,096,000	\$1,879,360
<b>Women</b>	<b>\$1,529,680</b>	<b>\$2,333,240</b>	<b>\$5,289,000</b>	<b>\$5,113,800</b>	<b>\$2,503,040</b>	<b>\$1,151,840</b>
Cumulated difference between men and women	\$572,360	\$1,133,760	\$2,167,680	\$2,204,960	\$1,592,960	\$727,520
<b>ROUNDED</b>	<b>\$600,000</b>	<b>\$ 1.1 million</b>	<b>\$2.2 million</b>	<b>\$2.2 million</b>	<b>\$1.6 million</b>	<b>\$700,000</b>

\* work-life estimate = average employment income (constant 2005 dollars) x 40 years.

### Mathematics of Women's Pay (Appendix C for Activity #3)

#### Problem # 1

The wage gap fluctuates depending on a variety of circumstances. For the past 10 years, the wage gap has been fairly consistent. Statistics Canada's most recent study finds that in Canada, on average, women earn \$0.71 for every \$1.00 that men earn. It is estimated that as much as 1/3 of this gap is due to discriminatory factors.

This exercise is illustrative only. Therefore, for purposes of this exercise (and to make the mathematical exercise a bit easier by using round numbers), we will use a wage gap of \$0.70 for every \$1.00 i.e. a 30% gap, of which 10% is due to discrimination.

A Human Resources Manager in a small company (a typically female job) is paid an annual salary of \$48,000.00. Given the statement above, how much higher would the salary be if there was no wage gap for this job?

$$\$48,000 + (\$48,000 \times 10\%) = \underline{\hspace{2cm}} \text{ (discrimination free salary)}$$

#### Problem # 2

A Human Resource Manager who is 5 years from retirement makes \$68,000 annually. She receives a 2.5 % increase in each of her last 5 years. Her income in each year is set out in the chart below.

Year 1

	Increase Salary * 2.5%	Annual Salary
Year 1	\$1700	\$69,700
Year 2	\$1743	\$71,443
Year 3	\$1786	\$73,229
Year 4	\$1830	\$75,059
Year 5	\$1876	\$76,935

Add years 1 to 5 and divide by 5 = average of 5 years. \$73,273.

Her pension after retirement is 60% of her 5 best years. What is her pension income? What would it be if there was no discrimination against female kinds of work?

$$60\% \text{ of } \$73,273 = \underline{\hspace{2cm}}$$

$$\$73,273 + (\$73,273 * \$0.10) = \underline{\hspace{2cm}} \text{ (A)}$$

$$60\% \text{ of (A) above} = \underline{\hspace{2cm}}$$

**Mathematics of Women’s Pay (Appendix C) continued...**

**Problem # 3**

Yvette and Jeremy are hired by the ABC Can Co on the same day, for entry-level jobs. They are both offered the minimum of the entry-level salary range of \$35,000.00. They are both thrilled to be offered a job that will start them in their careers. Yvette accepts the offer. Jeremy negotiates and gets a starting salary of \$38,000.00. Jeremy negotiates a 1% greater increase each year than Yvette does. If this trend continues, what will be the difference in their salaries at the end of 5 years?. Use the increases in the following chart. (Round to the nearest dollar.)

Years of Service	Annual Increase	Yvette	Annual Increase	Jeremy
Starting salary		\$35,000		\$38,000
Year 1	2%		3%	
Year 2	2.5%		3.5%	
Year 3	1.5%		2.5%	
Year 4	3.0%		4.0%	
Year 5	3.5%		4.5%	

Year 5 Salary Jeremy – year 5 Salary Yvette = Difference in salary after 5 years

**Problem # 4**

Sylvia and Jerry have different job titles but they do much the same thing. In fact, Sylvia learned her job quickly and ended up training Jerry after her first month in the job. She had no reason to believe they were not paid the same rate of pay. After three years in the job, Sylvia is given payroll records to reformat for a new computer program. Sylvia finds out that she is paid \$12,000.00 less a year than Jerry. More than a little upset and angry, Sylvia decides to look for a new job.

Sylvia is successful after a second interview and is offered a new job. The Hiring Manager, however, offers her a 3% increase on what she is currently making. How much has Sylvia lost in income by being paid unequally to Jerry?

**Problem # 5**

What employment benefits or entitlements are typically tied to salary through a percentage calculation?

**Mathematics of Women’s Pay – Solutions (Appendix D for Activity #3)**

**Solution, Problem # 1**

**Wage gap is \$0.30**

Portion due to discrimination: \$0.10

Salary + (Salary x discriminatory portion of gap) = wage without discrimination  
 $\$48,000.00 + (\$48,000.00 \times \$0.10) = \text{non-discriminatory wage}$   
 $\$48,000.00 + \$4800.00 = \$52,800.00$

**Solution, Problem # 2**

	Increase Salary * 2.5%	Annual Salary
Year 1	\$1700	\$69,700
Year 2	\$1743	\$71,443
Year 3	\$1786	\$73,229
Year 4	\$1830	\$75,059
Year 5	\$1876	\$76,935

Add years 1 to 5 and divide by 5 = average of 5 years. \$73,273.

60% = \$43,964.

With no wage gap, average income would have been 10% higher.

$\$73,273 \times 10\% = \$7327$   
 $\$73273 + \$7327 = \$80,600$

60% = \$48,360

**Solution, Problem # 3**

	Annual Increase	\$ Increase	Yvette	Annual Increase	\$ Increase	Jeremy
<b>Starting salary</b>			<b>\$35,000</b>			<b>\$38,000</b>
Year 1	2%	\$700	\$35,700	3%	\$1140	\$39,140
Year 2	2.5%	\$893	\$36,593	3.5%	\$1370	\$40,510
Year 3	1.5%	\$549	\$37,142	2.5%	\$1013	\$41,523
Year 4	3.0%	\$1114	\$38,256	4.0%	\$1661	\$43,184
Year 5	3.5%	\$1339	\$39,595	4.5%	\$1943	\$45,127

Year 5 Salary Jeremy – year 5 Salary Yvette = Difference  
 $\$45,127 - \$39,595 = \$5,532$

**Mathematics of Women's Pay – Solutions (Appendix D), continued...**

**Solution, Problem # 4**

\$12,000 x 3 years = \$36,000

+ Whatever gap resulted from COLA\* increases on their different salary

+ Whatever lower rate of pay she continues to receive in her new job unless she is able to negotiate past the deficit she carries into her new job

(\* COLA – Cost of Living Adjustment)

**Solution, Problem # 5**

- Pension
- Employment Insurance to a cap, including maternity leave
- Maternity leave top up
- Long term sick leave
- WSIB
- Vacation
- Merit, bonuses, profit sharing plans
- Overtime
- Stat Holiday Pay
- New Family Medical Leave

## Human Rights Quick Facts (Appendix E for Activity #4)

The protection of human rights in Ontario is governed by the Ontario Human Rights Code that prohibits discrimination on the basis of specific, listed grounds. There are several protections that relate to employment situations, including protections against harassment behaviour. This summary only deals with Section 5 of the Code that provides for equal treatment with respect to employment.

The Code is based on the principle that employment decisions should be objective and free of discriminatory elements, thus affording equal opportunity with respect to employment.

The Code expressly prohibits discrimination based upon:

1. race
2. ancestry
3. place of origin
4. colour
5. ethnic origin
6. citizenship
7. creed
8. sex
9. sexual orientation
10. age
11. marital status
12. family status
13. disability.

This protection governs all aspects of employment, including: recruitment, hiring, evaluation, promotion, discipline and dismissal.

Denying or restricting employment opportunities because of gender is a violation because it is based on the notion that individuals who are the targets of the discriminatory behaviour are being judged on stereotypes about how men and women should behave and look and not on the basis of merit.

**Example:** A woman working on a temporary basis is offered a full-time position as a customer service associate by her supervisor on the condition that she wears dresses and changes her hairstyle to a more feminine one. The employer believes this is necessary because the customers will not like the woman's overly masculine appearance.

**Example:** An employee, during a performance review, discloses to her manager that she would like to get pregnant. The manager subsequently denies the employee a promotion and rejects the employee's submission for further career training on the basis that she will not be suitably available because of her pregnancy.

The Code also prohibits an employer from taking steps to punish an employee who makes a discrimination complaint.

***Human Rights Quick Facts (Appendix E), continued....***

As of June 30<sup>th</sup>, 2008, all complaints of discrimination must be made to the Human Rights Tribunal of Ontario. As well, persons may obtain advice about the human rights system by contacting the Human Rights Legal Support Centre. The Ontario Human Rights Commission no longer investigates individual complaints but has been given broad and more extensive authority to prevent discrimination and to advance and promote human rights.

Information about human rights can be found at:

For the Ontario Human Rights Commission: <http://www.ohrc.on.ca/>

For the Ontario Human Rights Tribunal: <http://www.hrto.ca>

For the Human Rights Legal Support Centre: <http://www.hrlsc.on.ca>

## Equal Pay for Equal Work Quick Facts (Appendix F for activity #4)

Equal pay for equal work is a requirement of the *Employment Standards Act*. It prohibits an employer from paying a female employee at a lower rate of pay than the rate paid to a male employee, or vice versa, for the same job or a job that has substantially the same kind of work.

### Example:

A plumbing contractor employs both a female and a male apprentice plumber. The two employees should be paid the same rate, unless the difference can be justified on a reason other than gender. The work must require substantially the same skill, effort and responsibility, and be performed under similar working conditions.

#### Female Apprentice Plumber

\$17.50 (after 6 months)

#### Male Apprentice Plumber

\$19.00 (after 18 months)

The above difference is justified if they are paid on the same seniority scale, and at the appropriate points on the scale. If the difference were not related to seniority or merit, it could be something that the incumbent in the lower paid position could complain about.

Equal pay for equal work has been the law in Ontario since 1951. Ontario was the first jurisdiction in Canada to have this requirement.

Ontario's *Employment Standards Act*, which contains the provision for equal pay for equal work, applies to most employers and their employees in Ontario, unless they are federally regulated. Some employees are exempt from specific parts of the *Act*, and, where employees covered by a collective agreement or employment contract may have entitlements beyond those minimum standards set out in the *Act*.

The employer cannot reduce wages to correct the equal pay for equal work discrimination.

Complaints are filed with the Employment Practices Branch of the Ontario Ministry of Labour. Either men or women can complain that they are paid less, in the same or substantially the same job as someone of the opposite sex. Complaints should be filed within two years of the infraction of the *Act*.

Information can be obtained by calling:

Employment Standards Information Centre  
416-326-7160 or 1-800-531-5551  
<http://www.labour.gov.on.ca>

### Pay Equity Quick Facts (Appendix G for Activity # 4)

Pay equity takes the concept of equal pay for equal work and builds upon it. **Pay equity is equal pay for work of equal value** and is intended to correct systemic discrimination that is embedded in the systems used to value jobs.

The *Pay Equity Act*, which has been operational since 1987 in Ontario, requires that employers adjust the wages of female job classes up to the level of male job classes within their establishments, where the jobs are found to be equal in value. The employer must also make sure that gaps between comparable male and female jobs do not re-appear as jobs change or new jobs are added or old jobs are eliminated.

**Example of a pay equity comparison.**

*Jobs are valued based on a composite of the skill required, the mental and physical effort required to do the job, the responsibility in the job and the working conditions under which the job is performed. Many evaluation systems award points for the different levels of skill, effort, responsibility and working conditions in jobs in the workplace. A female job that is found to be of comparable value to a male job (in terms of total points) must be paid at least as much.*

	Nurse (female job) Points	Firefighter (male job) Points
<b>Skill</b>	78	67
<b>Effort</b>	35	43
<b>Responsibility</b>	82	83
<b>Working Conditions</b>	<u>27</u>	<u>36</u>
<b>Total</b>	<b>222</b>	<b>229</b>

In this example, both the nursing and firefighter jobs require a high level of skill. However, the nursing job requires slightly more skill and knowledge and so has a greater score on that factor of work. The firefighter job has a higher level of physical and mental effort. The working conditions for a firefighter are recognized as being more hazardous. However, when analyzed using pay equity criteria, the nurse job also has difficult working conditions as they deal with sick and upset people, and has a high risk for contracting infectious diseases, as well as a physical risk in dealing with immobilized patients. While they are very different jobs, overall the jobs were found to be of comparable value when the two jobs were evaluated using a fair and gender-neutral evaluation system.

A job can be defined as a female job if:

- 60% of incumbents are female
- Historically the job has been held mostly by women
- Stereotypically the job is held mostly by women

A job can be defined as a male job if:

- 70% of incumbents are male
- Historically the job has been held mostly by men

- Stereotypically the job is held mostly by men

***Pay Equity Quick Facts (Appendix G), continued....***

Jobs must be valued based on four factors of work:

- Skill
- Effort
- Responsibility, and,
- Working conditions

Jobs are compared:

- Among employees located in each establishment of the employer, usually within a county or regional municipality (jobs within the same organization, not compared to similar jobs in other organizations)

If a female job is found to be of equal value to a male job, the law requires that:

- compensation of the female job be raised to be at least equal to that of the male job
- allowances can be made for seniority, merit, skills shortage

Employers cannot reduce male wages in order to achieve pay equity.

Employees can lodge a formal application if they believe:

- pay equity principles and process were not applied and should have been
- pay equity was not done properly
- their job falls into what is defined as a "traditional female job" and is paid less in relation to male jobs in the company
- they have been fired, intimidated, harassed, punished or coerced for asking about or pursuing their pay equity rights
- their jobs have changed so significantly that the original pay equity decisions may no longer be appropriate

Applications are filed with the Ontario Pay Equity Office. Information may be obtained at:

<http://www.payequity.gov.on.ca/peo>

**Legislation Comparison Sheet (Appendix H for Activity #4)**

	<b>Ontario Human Rights Code general “anti-discrimination” law</b>	<b>Employment Standards Act “equal pay for equal work” law</b>	<b>Pay Equity Act “equal pay for work of equal value” law</b>
<b>Addresses what:</b>	prohibits employers from discriminating against employees on the basis of sex/gender/family or marital status and covers all aspects of employment, including: recruitment, hiring, evaluation, promotion, discipline and dismissal	requires employers to provide equal pay for equal work to men and women	requires employers to adjust the compensation of female jobs to match the compensation of male jobs where the jobs are found to be of comparable value
<b>Time Sensitive Claim Process</b>	In most cases, you must file your application within one year of the date on which the event happened, or if there was a series of events, within one year of the last event. The Tribunal may extend this.	In most cases, you must file your application within two years from the date that the employer was in contravention of the Act. The ES Branch may extend this time.	There are no time limits on filing pay equity claims. i.e. any current or former employee may bring an application at any time
<b>Complaint Contact Information</b>	Complaints are filed with the Human Rights Tribunal of Ontario. See: <a href="http://www.hrto.ca">www.hrto.ca</a> for further information	Complaints are filed with the Ministry of Labour. Forms can be obtained at any Service Ontario kiosk. See: <a href="http://www.labour.gov.on.ca">www.labour.gov.on.ca</a> for further information	Applications are filed with the Pay Equity Office. See: <a href="http://www.payequity.gov.on.ca/peo">www.payequity.gov.on.ca/peo</a> for further information

## Tips for Negotiating Salary (Appendix I for Activity #6)

### Tips for Negotiating Salary

#### Do your research

Research the market rate for the job. (On-line Salary Compensation and Benchmarking Resources)  
Ask questions; (See Appendix K - Salary related questions)  
What is the salary range for the job?  
What are the benefits? (These are often negotiable.)  
Does the employer try to pay market rate?  
How soon can your first review of salary be?

#### Set targets

Know what your bottom line is.  
Know what your optimum salary is.  
Prepare options that include: benefits, profit sharing, time to next salary review/increase, Flexible work arrangements.  
Be prepared to walk away.

#### Don't be the first to give a number

Employers will try to get you to give your salary expectations. Women usually undersell themselves at this point.

#### Be optimistic

Know and believe in your own value.  
Prepare arguments for what you are worth. Use research to build confidence & back-up your position.  
Remember that the employer has made you an offer. You are their choice. This gives you bargaining power.  
Have confidence.

#### Be conscious of your own barriers to negotiating

Do you have difficulty asking for money?  
Are you afraid that you will be perceived as greedy?  
Practice your arguments with a friend/coach/colleague.

See Appendix K - Additional Resources for reading and resources related to Salary Negotiations.

## **Wage Gap Constraints/Contributing Factors. (Appendix J for Activity #8)**

The following list contains a few examples of frequently cited constraints or factors contributing to sustaining the Wage Gap.

### **Inflexible Workplace Structures:**

- i. Hiring practices & Entry into the paid workforce?
- ii. Salary disparity/Salary negotiation?
- iii. Career progression - Disparity in leadership and senior management?
- iv. Pregnancy: Maternity and Paternal Leave?
- v. Access to Child/Elder Care

### **Family Dynamics:**

- i. Unequal division of unpaid work?
- ii. Gender-based violence?
- iii. Divorce and Separation?

### **Cultural Pressures:**

- i. Lack or limited social infrastructure & support for employees with caring responsibilities?
- ii. Lack of social and economic value placed on unpaid caring work?
- iii. Lack of social and economic value placed on “women’s” work?

### **Gender Stereotypes:**

- i. Women - Society’s natural care-givers?.
- ii. Women’s - preference to work in part-time, in low skill, low responsibility, low-paid jobs?
- iii. Men - the primary bread winner?
- vi. Men’s vs. Women’s work – Restrictive Gender-based job clusters?

## **Additional Resources (Appendix K for Activity #9)**

### **1. The View from Other Jurisdictions:**

Government of New Brunswick Wage Gap Reduction Initiative  
<http://www.gnb.ca/0012/womens-issues/wg-es/index-e.asp>

Quebec Pay Equity Commission  
<http://www.ces.gouv.qc.ca/english.asp>

Accumulating Poverty? Women's experiences of inequity over the lifecycle 2009 Australian Human Rights Commission: Issue Paper examining the gender gap in retirement savings.  
[http://www.humanrights.gov.au/sex\\_discrimination/publication/gender\\_gap](http://www.humanrights.gov.au/sex_discrimination/publication/gender_gap)

Global Gender Gap Report, *World Economic Forum*  
<http://www.weforum.org/en>

American National Women's Law Center  
<http://www.nwlc.org/>

### **2. Additional Pay Equity Material - Ontario**

Pay Equity: an Overview for Employees: <http://www.labour.gov.on.ca/PEC/peo/english/pubs/fairness.html>  
Making a Complaint [http://www.labour.gov.on.ca/PEC/peo/english/pubs\\_complaints.html](http://www.labour.gov.on.ca/PEC/peo/english/pubs_complaints.html)  
Pay Equity Legislation in Canada by Jurisdiction  
[http://www.hrsdc.gc.ca/eng/lp/spila/clli/eslc/table\\_pay\\_equity.pdf](http://www.hrsdc.gc.ca/eng/lp/spila/clli/eslc/table_pay_equity.pdf)

### **3. Additional Material re Employment Standards - Ontario**

Employment Standards Website: <http://www.labour.gov.on.ca/english/es/>  
Your Rights at Work: *Employment Standards Act*  
[http://www.labour.gov.on.ca/english/es/brochures/br\\_rights.html](http://www.labour.gov.on.ca/english/es/brochures/br_rights.html)  
Claim Your Rights: A Step-by-Step Guide on How to File a Claim  
[http://www.labour.gov.on.ca/english/es/brochures/br\\_claim.html](http://www.labour.gov.on.ca/english/es/brochures/br_claim.html)

### **4. Negotiating Salary for Women**

**Women Don't Ask: Negotiation and the Gender Divide** by Linda Babcock and Sara Laschever, c. 2003, Princeton University Press\

**The Shadow Negotiation: How Women Can Master the Hidden Agendas That Determine Bargaining Success** by Deborah M. Kolb and Judith Williams, and website:  
[http://www.theshadownegotiation.com/first\\_2.asp](http://www.theshadownegotiation.com/first_2.asp)

**How Much are You Worth?** (It's More than you think!) A DAWEG Seminar Aimed at Senior Women Engineering Students" by E. Croft and K Savage c. 1999-2002  
[http://batman.mech.ubc.ca/~daweg/events/salary2003/salary-2003\\_files/slide0001.htm](http://batman.mech.ubc.ca/~daweg/events/salary2003/salary-2003_files/slide0001.htm)

**Program on Negotiations in the Workplace** website:  
<http://www.pon.harvard.edu/newpon/research/projects/pnw.php3>

**Centred Leadership:** How talented women thrive (A new approach to leadership can help women become more self-confident and effective business leaders) Joanna Barsh, Susie Cranston, Rebecca A Craske . The McKinsey Quarterly 2008 Number 4

**Appendix K, continued...**

**Waking up to Womenomics:** [www.20-first.com](http://www.20-first.com) Tool kit with step-by-step guide to implementing sustainable gender balancing strategies (Audit, Awareness, Align and Sustain)

**Salary Comparison and Benchmarking Resources**

- [www.wageproject.org](http://www.wageproject.org)
- [www.monster.com](http://www.monster.com)
- [www.salaryexpert.com](http://www.salaryexpert.com)
- [www.jobstar.org](http://www.jobstar.org)
- <http://my.monster.ca/Career-Assessment/Dashboard.aspx>

**Salary Related Questions**

**Questions Women Should Ask About Their Pay**

1	What am I currently paid?	It is always good to look at where you currently are to assess your situation.
2	When was my last pay increase?	Is there a set period for annual increases? Are increases annual, or based on each individual's anniversary date with the company? Are increases across the board increases?
3	Are there other positions that do the same work I do?	Job titles are not as important as what you do in your job. What are your duties and responsibilities? Are you the only one who does those duties and responsibilities?
4	Are similar positions paid the same?	Are people in your position, paid the same rate, on a scale, or on a range? Is everyone paid on the same range or scale?
5	Are there men doing similar positions, or the same job as mine?	The Employment Standards Act requires employers to pay men and women doing the same job or substantially the same work the same amount, unless the difference in pay is for a justifiable reason other than gender. Seniority and merit pay are examples of justifiable reasons other than gender.
6	Are the men paid differently? (More?)	If you are paid less than men, doing your same job or a substantially similar job, and there is no justifiable reason for it, then this is a contravention of the <b>equal pay for equal work</b> provisions of the <i>Employment Standards Act</i> .
7	How is the pay for my job increased?	Is your pay increased on the basis of seniority, or merit? Profit sharing?
8	Are other jobs increased on the same basis?	If there is inconsistency in how the employer's pay system works, and the system seems to disadvantage women or women's jobs, this could be a sign of discrimination.
9	If no, is there a logical reason for the difference?	Different jobs may be compensated differently based on the nature of the work. i.e. Sales jobs get commission, whereas office jobs, where there is no direct possibility of sales are paid based on salary.
10	Does the employer evaluate jobs to determine what they are paid?	A common way of determining salary is to evaluate jobs on an evaluation system that will help the employer determine the relative importance of jobs to establish appropriate pay. The <i>Pay Equity Act</i> requires employers to establish that male and female jobs are paid fairly based on the value of the work and the pay. Employers required to do pay equity, must evaluate jobs on a gender-neutral evaluation system that examines jobs on the skill, effort, responsibility and working conditions involved in doing the jobs.

### Questions Women Should Ask About Their Pay

11	Do women mostly, or historically, or stereotypically do my job?	<p>If 60% of the incumbents of a job are female, or historically or stereotypically mostly women do a job, then the job is a female job class under the Act. This does not mean that employers deliberately hire only women, or that only women can do these jobs. This is a reflection of the reality that the labour force is segregated into jobs that mostly women do, and other jobs that mostly men do. Women's jobs are typically the lowest paid jobs. 80% of workingwomen are in 10 occupational groupings.</p> <p>Male jobs are those that are 70% male incumbents, historically or traditionally male.</p>
12	Are there jobs I think are of the same value as mine?	Were evaluations done? Are there job descriptions?
13	Are any of these jobs done mostly by men?	Pay equity is comparing different jobs in terms of the value of the work.
14	Are the male jobs paid the same, more or less than my job?	If the male jobs you think are of similar value are paid more, this could signify a pay equity problem.
15	Does the employer have a pay or compensation policy?	<p>If you have the policy, is it fair to both men and women, or male and female jobs?</p> <p>If there is no policy, are jobs paid inconsistently? Sometimes this inconsistency in pay can lead to discrimination.</p>
16	Is there a job description for my job?	Do you agree with your job description? Does it accurately reflect what you do? Were job descriptions used in evaluations? If the job description is not accurate, then it would be hard for your employer to accurately evaluate your job.
17	Are other female jobs paid less than male jobs of comparable value in my workplace?	If pay equity is an issue for my job, or is it also an issue for other female jobs in my workplace. Pay equity is a 'systemic' issue, meaning that the overall way that the employer values and pays work is unfair to women's jobs.
18	Are there aspects of my job that my employer does not seem to value?	<p>A large part of why women's jobs are not paid fairly is that aspects of women's work are not seen or are undervalued.</p> <p>Examples:</p> <ol style="list-style-type: none"> <li>1. Public health nurses are taught to back into driveways on home visits in case they need to leave a home visit that turns dangerous. It is easier to get away quickly if you don't have to back out. In the first evaluation of their jobs, public health nurses were not given credit for danger in their job evaluations.</li> <li>2. Outside workers in a municipality are giving credit for lifting weights of 15 – 25 pounds. Daycare workers were not given credit for lifting weights of 15 – 25 pounds, although they were lifting children that weighed this much.</li> <li>3. Check out clerks in grocery stores were not given credit for lifting and physical effort. They were often getting tensor bandages for the strain that was damaging their wrists and elbows for the lifting of grocery items over the bar code readers.</li> </ol>
19	Where can I get information, or whom can I ask, about the pay for my job?	Is there information available in personnel or pay policies? Does human resources make information available? If you ask your colleagues, do they have information? They may also be feeling unfairly paid.

### Questions Women Should Ask About Their Pay

20	Am I comfortable asking my employer about my pay?	<p>If you are not comfortable, you can contact the Pay Equity Commission, Employment Standards, to ask what your rights are.</p> <p>If you file a complaint, you can file a pay equity complaint confidentially.</p> <p>If you file a pay equity complaint openly, your employer is prohibited from punishing, coercing or harassing anyone from pursuing his or her rights under the Act. If they are accused of violating this provision, they are subject to a reverse onus. They must demonstrate that their actions had nothing to do with pay equity.</p>
21	Would I be comfortable trying to negotiate my next pay increase?	<p>Many women don't negotiate. Many women don't even ask questions about the pay or salary when they are being offered a job. Many employers, however, expect you to negotiate. If you are uncomfortable doing this, you should think about why and try to overcome it. It may have a long term affect on your lifetime earnings.</p>
22	What can I do to prepare for negotiating my next pay increase?	<ul style="list-style-type: none"> <li>• Research the going rate for your job</li> <li>• Ask what the range is</li> <li>• Develop arguments for why you are worth more</li> <li>• Think about other things to negotiate – benefits, vacation, earlier increase date</li> <li>• Develop your goal and your bottom line</li> <li>• Believe in your own value</li> <li>• Practice with a friend or colleague</li> </ul>

## **BPW Leadership Learning Modules (Appendix L for Activity #9)**



### **BPW Ontario Leadership Learning Modules**

These leadership learning modules are designed to help the women refine their leadership skills in creating a shared vision, lobbying for effective change, mobilizing resources and creating dynamic programs and flawless event planning. All of these resources are available on the BPWO Members Website at <http://www.bpwontario.org>

#### **Module No. 1: Programs with Panache:**

Creating Exciting Programs that Engage Your Members and Entice the Media

#### **Module 2: Resolutions:**

Giving Women the Power of Voice

#### **Module 3: Executive Leadership Roles:**

Igniting the Spirit

#### **Module 4: Federation Promotion:**

Membership the Heart and Soul of BPW

#### **Module 5: You Are Worth It!**

Compensation Pitfalls and How to Manage Them

### **BPW Canada Career Skills Achievement Program**

This series of topics addresses key areas of professional development that can help women overcome obstacles to career advancement while encouraging a proactive approach to personal achievement. The modules can be explored in any order, in a self-directed individual or group format. Each module requires approximately 2.5 hours to complete with portions designed to serve as a refresher or ongoing learning tool.

#### **Module No. 1: Meetings**

We Have Got to Start Meeting Like This! – Making the Most of Meetings: Leading and Participating

#### **Module No. 2: Communication**

Straight to the Point - Getting Your Message Across in 30 Seconds or Less

#### **Module No. 3: Gender Equity**

Gender Equity in the Workplace - How Employees, Managers and Organizations Can Prevent and Deal with Sexual Harassment

#### **Module No. 4: Business Etiquette**

First Impressions and Lasting Success - Business Etiquette for the 21<sup>st</sup> Century

#### **Module No. 5: Mentoring**

Making Mentoring Work for You - Learning and Teaching on the Road to Success

#### **Module No. 6: Time Management**

Making Time for What Matters Most - Time Management for Business Women

### **Leadership in the 21st Century**

#### **BPW Websites**

BPW Ontario: <http://www.bpwontario.org>

BPW International: <http://www.bpwintl.org>

BPW Canada: <http://www.bpw.ca>





**Participant Feedback (Appendix N for Activity #11)**

Thank you for taking the time to complete this short survey. Your feedback will assist us in continually improving our learning modules.

**Did you go through this module**                       **On your own?**                       **As part of a group?**

**Please circle A, B, C or D for each of the following statements.**

A = Agree strongly      B = Agree somewhat      C = Disagree somewhat      D = Disagree strongly

**Upon completing the Resolutions module, I can:**

- |   |          |          |          |          |
|---|----------|----------|----------|----------|
| 1. Describe the impact of economic inequality for women across their lifespan.  | <b>A</b> | <b>B</b> | <b>C</b> | <b>D</b> |
| 2. List 3 pieces of legislation developed to address discriminatory pay practices.  | <b>A</b> | <b>B</b> | <b>C</b> | <b>D</b> |
| 3. Inform someone I know who might be subjected to wage discrimination that there are steps they can take to determine the best course of action. | <b>A</b> | <b>B</b> | <b>C</b> | <b>D</b> |
| 4. Develop basic salary negotiation techniques and inform other women of the importance of salary negotiation.                                    | <b>A</b> | <b>B</b> | <b>C</b> | <b>D</b> |
| 5. List at least 3 key areas that will require change to bring about economic equality for all regardless of gender.                              | <b>A</b> | <b>B</b> | <b>C</b> | <b>D</b> |
| 5. Connect with other women for support and to work to achieve economic equality.   | <b>A</b> | <b>B</b> | <b>C</b> | <b>D</b> |

What was the **MOST** helpful for you?

\_\_\_\_\_

What was the **LEAST** helpful for you?

\_\_\_\_\_

What changes would you recommend?

\_\_\_\_\_

Additional comments:

\_\_\_\_\_  
\_\_\_\_\_

**Date I completed this module:** \_\_\_\_\_ **My scores: Pre-Test** \_\_\_\_/20 **Post-Test** \_\_\_\_/20

**Optional:** (Please provide if you wish to receive a Certificate of Completion or updated information from the Pay Equity Commission)

**Name:** \_\_\_\_\_ **Club:** \_\_\_\_\_

**e-mail:** \_\_\_\_\_ **Telephone: (w)** \_\_\_\_\_ **(h)** \_\_\_\_\_

**Mailing address:** \_\_\_\_\_

Please forward this completed Evaluation/Feedback to the Chair, Personal Development Committee, BPW Ontario.  
(see web-site: <http://www.bpwontario.org>)

## Pre/Post Test Answers

Question	Answer
1	B
2	E
3	D
4	F
5	F
6	T
7	T
8	F
9	F
10	T
11	F