

# The New Zealand/Aotearoa experience

# Trends in undervaluation

Are jobs dominated by women simply less skilled - that's why they pay less?

According to one of the largest studies conducted on this by Cornell University using American census data from 50 years (1950-2000) when women begin to dominate a field the pay drops.

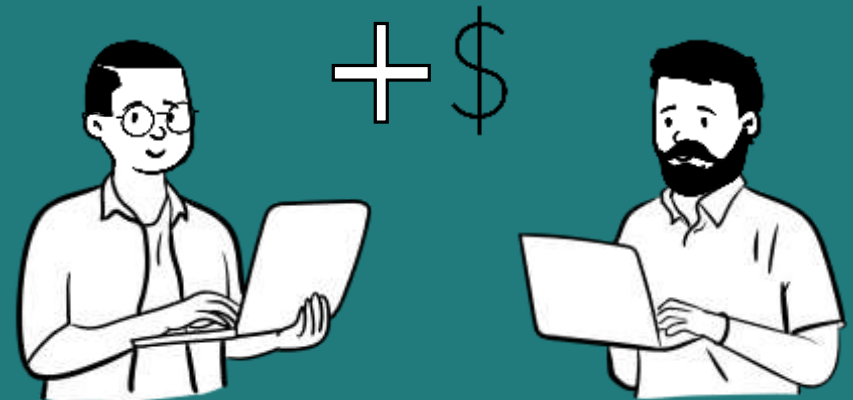
## When women became the majority:

- ✓ Designers wages fell **34** percentage points
- ✓ Housekeepers wages fell **21** percentage points
- ✓ Biologists wages fell **18** percentage points
- ✓ Park rangers wages fell **57** percentage points
- ✓ Ticket agents wages fell **43** percentage points



## The reverse was true when a job attracted more men.

Computer programming, for instance, used to be seen as a relatively menial role done by women. But when male programmers began to outnumber female ones, the job began paying more and gained prestige.



# Key events of the 21st century

**2012**

Kristine Bartlett and her union makes a claim under the Equal Pay Act 1972 against her employer, TerraNova

**2015**

Court of Appeal rules that the Equal Pay Act does allow for pay equity as well as equal pay

**2017**

Care and Support workers pay equity settlement

**2016-18**

Joint Working Group developed the Pay Equity Principles

**2017**

NZCTU and SSC agree to apply the Principles to State sector pay equity claims

**2018**

2 pay equity settlements are made using the principles

**2020**

Amendments to the Equal Pay Act are passed to incorporate the Principles into law

# Key Equal Pay Act amendments- part 1

## **2AAC Differentiation in rates of remuneration prohibited**

An employer must ensure that—

- (a) there is no differentiation, on the basis of sex, between the rates of remuneration offered and afforded by the employer to employees of the employer who perform the same, or substantially similar, work; and
- (b) there is no differentiation, on the basis of sex, between the rates of remuneration offered and afforded by the employer for work that is exclusively or predominantly performed by female employees and the rate of remuneration that would be paid to male employees who—
  - (i) have the same, or substantially similar, skills, responsibility, and experience; and
  - (ii) work under the same, or substantially similar, conditions, and with the same, or substantially similar, degrees of effort.

# Key Equal Pay Act amendments-part 2

## 13ZD Matters to be assessed

- (1) The parties to a pay equity claim must determine whether the employee's work is undervalued by assessing—
  - (a) the nature of the work to which the claim relates, and the nature of comparators, including, in each case, the following:
    - (i) the skills required;
    - (ii) the responsibilities imposed;
    - (iii) the conditions of work;
    - (iv) the degree of effort required to perform the work;
    - (v) the level of experience required to perform the work;
    - (vi) any other relevant work features; and
  - (b) terms and conditions of employment (other than remuneration) of the persons who perform the work to which the claim relates; and
  - (c) terms and conditions of employment (other than remuneration) of persons who perform comparable work; and
  - (d) the remuneration that is paid to the persons who perform the work to which the claim relates; and
  - (e) the remuneration that is paid to persons who perform comparable work; and
  - (f) any other matters prescribed by regulations made under [section 19](#) for the purpose of this section.
- (2) In making the assessments required by subsection (1), the parties—
  - (a) must consider matters objectively and without assumptions based on sex (and prevailing views as to the value of work must not be assumed to be free of assumptions based on sex); and
  - (b) must recognise the importance of skills, responsibilities, effort, and conditions that are or have been commonly overlooked or undervalued in female-dominated work (for example, social and communication skills, taking responsibility for the well-being of others, cultural knowledge, and sensitivity); and
  - (c) must consider the list of factors in [section 13F\(3\)](#).

# Raising a pay equity claim

## Light touch assessment



**Any employee or union can raise a pay equity claim**



**A pay equity claim must be made in writing**



**The workforce must be, or have been female dominated (approximately 60%)**



**It must be arguable that the work is or has been undervalued**

# Union vs Individual pay equity claims



## If a union raises a pay equity claim:

- ✓ That union represents all workers (union members and non-union members)
- ✓ All affected workers vote on proposed settlement
- ✓ Everyone gets offered the settlement



## If an individual raises a pay equity claim:

- ✓ They can negotiate for themselves or have a representative do it for them
- ✓ Other workers may get offered the settlement at the employers discretion

# Claims can be consolidated



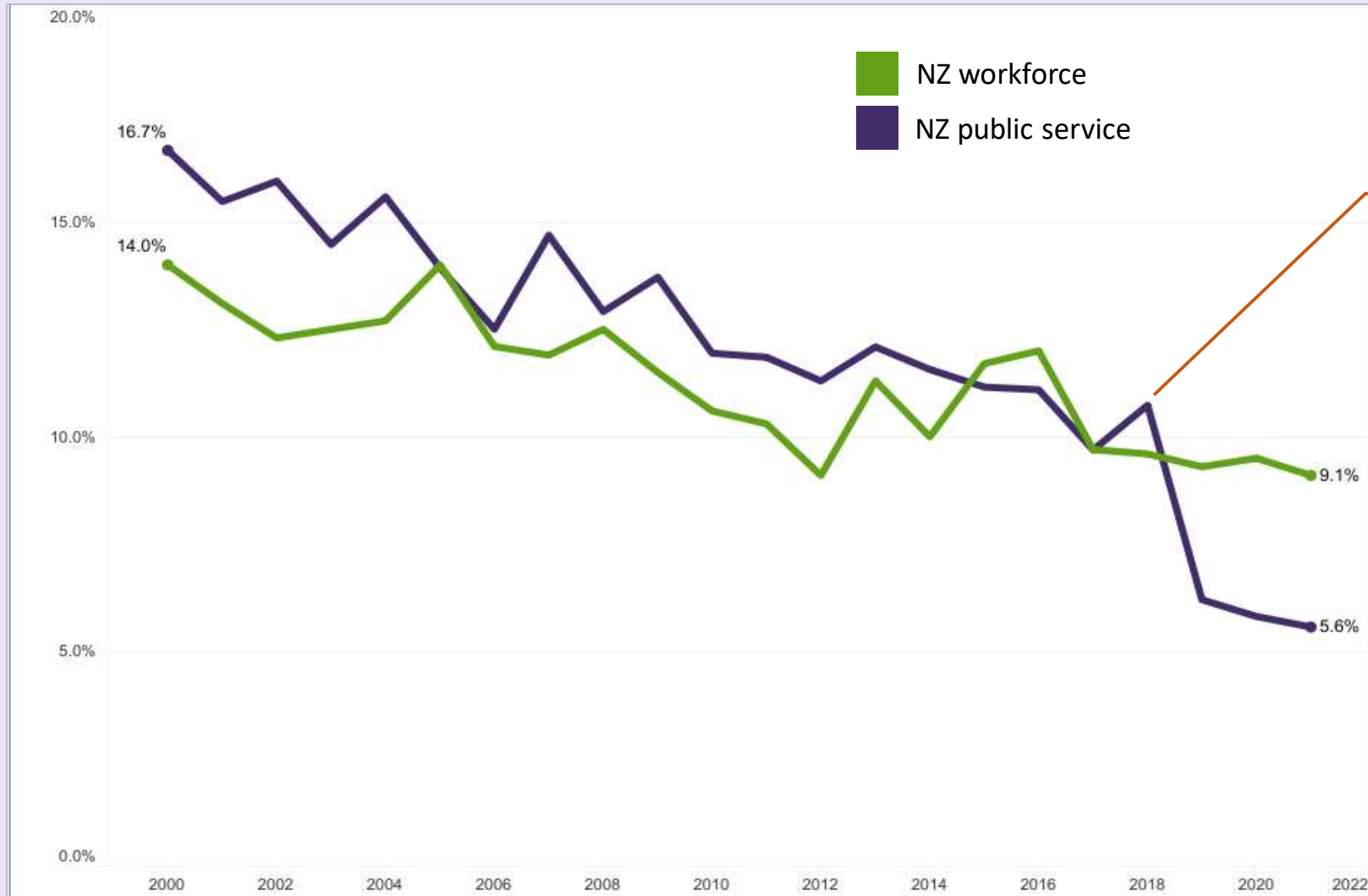
If there are multiple pay equity claims in the same employer, for the same workforce, raised by different unions these claims **must consolidate**.

If a union raises a pay equity claim for a workforce across multiple different employers, the employers **must work together** to progress the claim.



# The gender pay gap and the impact of pay equity work

Trend in gender pay gaps using median salaries



The first two pay equity settlements in the Public Service

# New Zealand landscape now

**175,134**

People have had  
their pay  
corrected in 14  
settlements and  
1 extension

*Total Public Sector  
workforce 436,700*

**30%**

Average pay  
correction across  
all settlements

*Total NZ  
workforce 2,313,400*

**208,554**

People are  
covered by a  
current pay  
equity claim

Pay equity is now embedded in a broader set of gender pay principles. These principles recognise that the employment cycle begins before an employee takes up their job. They include recruitment, training and development, career progression, leave, flexible, and part time arrangements. It also includes periods in and out of the workforce. By addressing policies, decision-making and practice at each point, genuine equality can be achieved and maintained.

# Building a new tool to assess work

Te Orowaru was developed because of this reform to our Equal Pay Act. We had no tool that at this time was agreed to be modern and fit for purpose to meet the expectations of the Act for a gender neutral work assessment.

A large meeting of key stakeholders was called by the Public Service Commission. This included:

- Unions
- Businesses
- Government Agencies

•Pay equity experts  
Nominations for a working group were opened. A working group was formed and a terms of reference were established within one month.

Te Orowaru was created by consensus with representatives from unions, business and government with a specialised cultural review team also taking part in the design process.

You can find the Te Orowaru suite of tools here <https://www.workethics.nz/te-orowaru>



# What makes Te Orowaru different?

- ✓ Designed in partnership with unions and pay equity experts
- ✓ Centres the workers voices and experience
- ✓ Is designed for collaborative use
- ✓ Uses modern language and concepts
- ✓ Does not link to market data
- ✓ Carefully designed to enable a full and comprehensive map of skills in any type of work
- ✓ Takes an intersectional approach- understanding that most of the drivers are the same
- ✓ Can be used for pay equity claims as well as proactive job evaluation processes

# How is Te Orowaru different from what we had before?

Te Orowaru represents a big shift from previous job evaluation practices. The main tools used in NZ were owned by big private companies Strategic Pay and Corn Feary Hay. These are proprietary systems designed to link to market data. The inputs come mainly from job descriptions and employer input. We also had an older tool that had rarely been used the Equitable Job evaluation Tool (EJE).

EJE became our starting point, but significant changes were made.

- ✓ New sub-factors-planning and organisation and te ao Māori
- ✓ Removal of sub-factor- Responsibility for organisational outcomes
- ✓ Significantly changed sub-factors – responsibility for physical and financial resources, knowledge, emotional effort, working conditions, responsibility for information
- ✓ Large shift in language and context setting
- ✓ Weighting of sub factors

# Influences on changes

- Covid 19- impact on work
- NZ cultural context
- Deepened understanding of diversity
- Recognition of bias still present in some sub factors, particularly knowledge, and organisational outcomes
- International experience including ILO guidance
- Reshaped understanding of the market and its impact on the gender pay gap

## Discussion

At your table, reflect on the skills that are required in your work and what an in-depth gender-neutral job evaluation might uncover/reveal.

Impact of a gender neutral job  
evaluation and resulting settlement



# What difference does a pay equity settlement make?

The Pay Equity Taskforce commissioned Rangahau Aotearoa Research New Zealand to look at the impacts of a pay equity settlement which used our modern gender neutral job evaluation tool to assess the work.

**Context:** 5 Non government employers with community social work roles worked together with the union to assess the work being done by those social workers against some male dominated roles.



**Settled in October 2022. Settlement included:**

- New role descriptions
- New equitable pay rates
- New step-based pay progression system
- Professional support allowances including funding for professional development, annual practicing certificate fees etc

# Settlement: benefits for workers

## Remuneration

### *Waged employees*

#### **Average pay increased by 36%**

- the average hourly rate increased by \$10.96 per hour, from \$29.88 to \$40.84.

### *Salaried employees*

#### **Average pay increased by 37%**

- the average annual salary increased by \$24,156 per annum, from \$66,696 to \$90,852.

## Professional costs

*Employees reported a:*

- **34% increase** in paid access to cultural supervision
- **14% increase** in paid access to professional external supervision
- **14% increase** in access to the costs of relevant professional association membership



# About the study



## Purpose

To understand the impacts of a pay equity settlement on workers and their whānau and employers

### • Method

- A pre-settlement online survey to establish a baseline
- Post-settlement online survey to measure changes
- All 5 employers (100%) responded, and 288 eligible employees (65%) responded to the final survey.

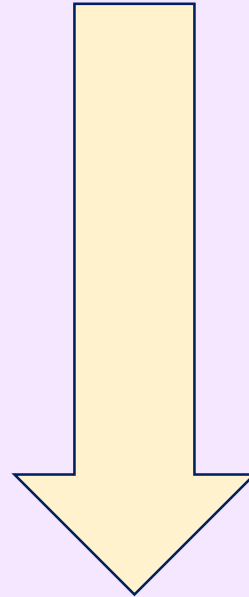


# Socio-economic impacts for employees

Survey results show a **significant positive impact on socio-economic indicators for employees**. These results show the real-life effects for workers and their whānau in terms of meeting basic needs like access to health and dental care, home heating and the ability to afford groceries.

## Post-settlement

- **49% decrease** in employees who went **without 'home heating'**
- **54% decrease** in employees who went **without medical care when feeling unwell**



- **55% decrease** in employees who went **without groceries**
- **52% decrease** in employees who **skipped a meal or changed eating habits** because money was tight.

# The settlement has provided significant socio-economic benefits

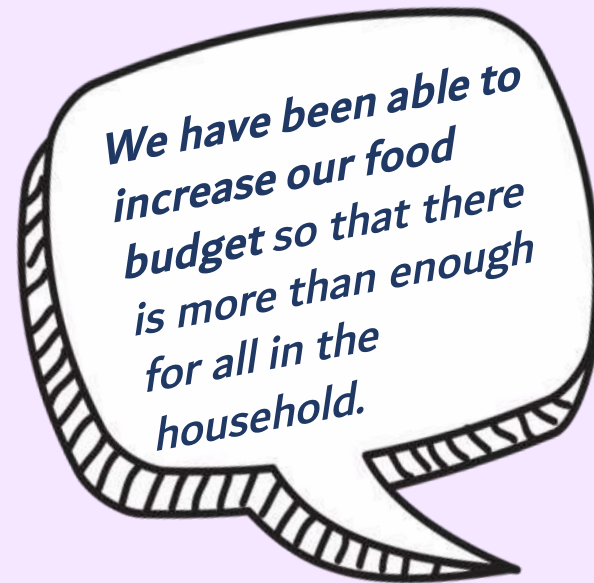
The research found a **significant decrease** in employees struggling to make **essential payments**.

- **42% decrease** in employees struggling to afford to buy **shoes and clothes**
- **51% decrease** in employees struggling to pay **rent or mortgage payments**
- **47% decrease** in delayed payments for **essential bills such as power, water and internet**



**47% increase** in employees who reported having **enough disposable income** to do some things they want to do.

**More than three-quarters** have at least **'some' disposable income**.



# Some quotes from employees

*"I'm able to breathe. The burden and stress of stretched finances has been alleviated."*

*...I can regularly purchase necessities for my children rather than once a year. I can afford to take them to enjoy more activities, whereas previously was only every birthday.*

*We have been able to buy wood for our fireplace as we need it, rather than only one lot per winter. HUGE impact and truly grateful!*

# Settlement provided a significant boost to wellbeing

- **400% increase in the belief they were 'fairly paid' for the work they do**
- **79% decrease in employees feeling the strain of their pay on 'relationships and family life'**
- **63% decrease in employees who indicated that given what they're paid they 'sometimes lose drive and motivation'**
- **63% decrease in employees who indicated pay negatively impacted their 'ability to maintain their health and wellbeing'**





## The settlement has made it easier for employers to meet their staffing needs.

**All five employers** reported it was 'easy' to

- 'employ staff with **suitable experience/qualifications**'
- 'remunerate employees at a **rate that is fair**'
- '**recruit staff** to fill vacancies'
- '**retain** experienced employees'

This is an increase from **one** employer pre-settlement.

**Four of five employers** reported it was 'easy' to 'employ an appropriate number of staff to meet requirements of Government contracts', This is an increase from **one** employer pre-settlement.

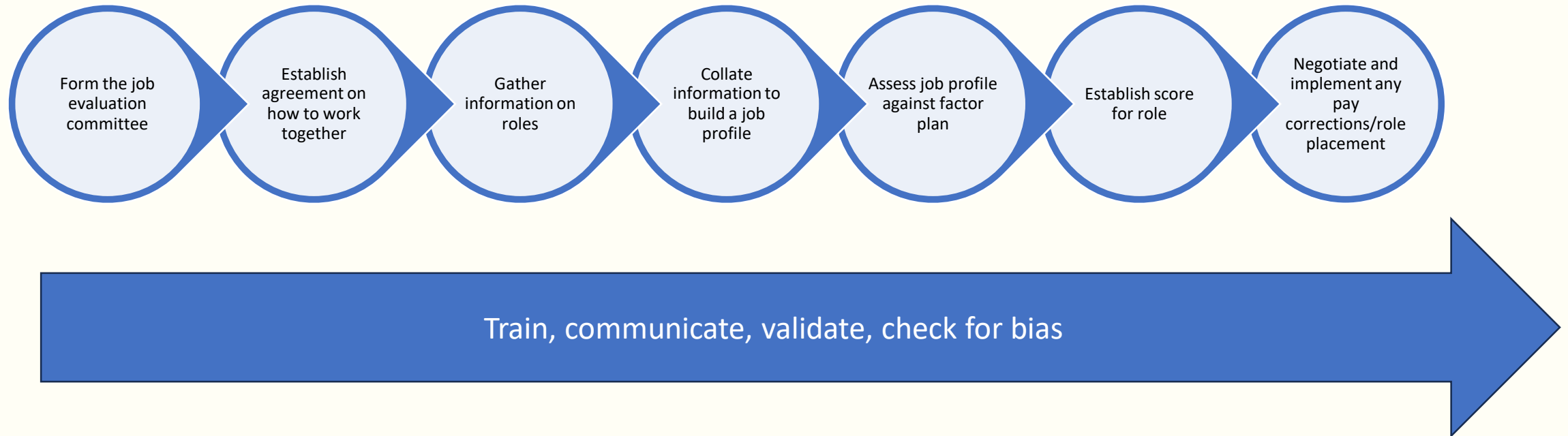


## **The settlement has allowed employers to respond to better respond to community need**

- **All five employers** reported the ability to employ enough staff to ‘cover their current caseload’, increased from one employer pre-settlement.
- **Four of five employers** reported they had they now had the capacity to respond in a ‘timely manner’ to client needs. This has increased from one employer pre-settlement.
- **Three of the five employers** reported staff turnover substantially reduced from 30% to 15% or less

# Job evaluation process- a step by step guide

# High level process view





# Why evaluate work?

Job evaluation often has a bad reputation! Where it is used a lot it (like in NZ) it has often been done without collaboration, without checking for bias or ensuring that the methodology is actually fit for purpose. Many people have experiences of it as at best boring or worse, harmful.

In reality the benefits of a modern, gender neutral job evaluation tool are actually very exciting! They include

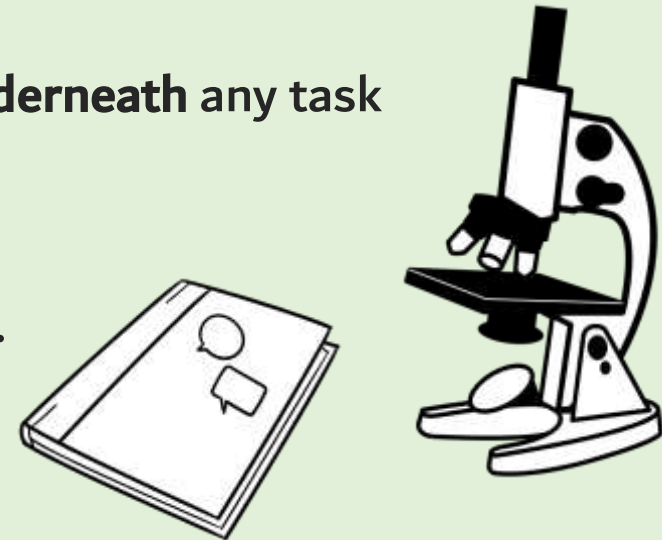
- **Skill discovery**
- **New terms and language shifts**
- **Better more focused recruitment**
- **Enhanced worker confidence**
- **Key information on professional development requirements**
- **Genuine and transparent equity in job placement and recognition**



# What does a job evaluation do

**A gender neutral, effective work assessment :**

- Looks **beyond the job description**
- **Gathers new information on roles**, without assuming existing information is free from bias
- Respects the **worker voice**
- Examines the skills, responsibility, conditions and effort **underneath** any task
- Examines **invisible / unrecognised / undervalued skills**
- Considers **the work itself rather than the person in the role.**



# How does a job evaluation work

There are three parts to a factor-based work assessment process:

1. Gathering information on the work. The primary focus of this is a survey and/or interviews with workers to gather rich detailed data on what a role involves using a *questionnaire*
2. Collate information for analysis so it can be mapped across to the appropriate level in the *factor plan*
3. Calculate the total points for each role using a *factor scoring process*

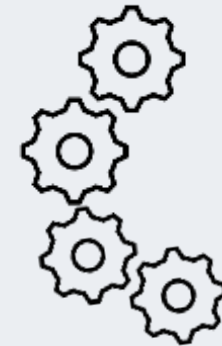
*It is only following the completion of this process that any discussion about pay, job placement and changes which may be required takes place. The majority of the process is focused, by design, on the discovery and mapping of skills, responsibility, effort and conditions.*

# What are factors?

Factors are the overall areas of a role that require assessment to ensure that a comprehensive job evaluation is undertaken. A job evaluation tool will have a factor plan, which acts as a guide to ensure that we examine a role from a 360 degree perspective, looking at all aspects of that role. Each factor has sub factors which sit underneath them.

Commonly used factors internationally are:

- **Skills**
- **Responsibility**
- **Effort** (sometime also referred to as demands)
- **Working Conditions**



# What are sub-factors?

To understand work in a detailed and comprehensive way it can be useful to break it down into “**bite size pieces**”.

Sub factors guide us in breaking down these these ‘pieces’ of work in a way where they can be analysed and understood. Each sub factor has levels which use gender-neutral descriptions to differentiate the complexity and intensity of what the job requires. Some examples of sub-factors are:

- Knowledge (Skill factor)
- Problem solving (Skill factor)
- Responsibility for people leadership (Responsibility factor)
- Emotional effort (Effort factor)
- Working conditions (Working conditions factor)





Establish  
agreement on  
how to work  
together

# Why collaborate in job evaluation?

Historically job evaluation is something often *done to* workers, rather than *done with* workers. Many systems have been designed to only require input and information from the employer based on their existing understanding. This can limit trust, engagement, effectiveness and outcomes. To be a genuine process, which is sustainable, trusted and transparent this ***must change***.

## Reframing job evaluation

- ✓ A joint exercise in understanding a role
- ✓ A collective research project
- ✓ An opportunity to map and uncover skills required in the modern world of work

## Benefits

- ✓ Develops skills in interest based working
- ✓ Enhances everyone's understanding of process
- ✓ Mitigates bias
- ✓ Flow on effects into relationships
- ✓ Easier to maintain pay equity over time



# Tips for collaboration

It can really assist the process to develop an agreement on working together at the start. This should cover practical things, such as the make up of the job evaluation committee, but also commitments to each other and to the process. For example:

- ✓ Commitments to interest based approach
- ✓ Acting in good faith
- ✓ Challenging bias
- ✓ How conflict/disagreement will be navigated
- ✓ How will you communicate with others?





# Gathering role information- interviews and survey

Gathering information from workers about their work is a critical step in the job evaluation process. Through questionnaires and interviews new data is gathered on work, providing us with an opportunity to understand the work in a new way, and uncover important information about what is required to undertake this work successfully.

Key point about this process are:

- ✓ It must be clear that questionnaires and interviews are confidential and are not performance reviews
- ✓ Workers must be empowered to say anything and everything they consider relevant to the work (no censoring)
- ✓ This process is *not about volume* but about *quality*, reaching data saturation, not statistical validity
- ✓ Workers should be given time and privacy to respond to questionnaires and/or engage in interviews

# Why ask workers?

Interviewing and surveying workers is key to understanding a role in depth. What is being done on paper is often different in real life and diving into the skills required to successfully undertake a role is best done with those who are doing it daily. It is important to remember that no one interviewee will have all the answers which is why it is best to interview more than one role holder if possible.

Interviewing/surveying workers about their work:

- ✓ provides transparency to workers about the process of assessment
- ✓ builds a picture of actual day to day skills, responsibility, effort and conditions in practice, they are the experts!
- ✓ empowers workers to better understand and articulate their skills
- ✓ ensures that work is evaluated free from assumptions of what is needed or required for a role
- ✓ allows for the identification of unexpected gaps or additional responsibility

# Skills for interviewing

To undertake a successful job evaluation interview there are a range of core skills that you need. You will need to be able to:

- ✓ understand the factor plan
- ✓ put aside your own assumptions- *even if you have done the work yourself*
- ✓ identify and ask probing or follow up questions without leading the interviewee
- ✓ manage time
- ✓ be patient and empathetic/read the energy and emotion
- ✓ always seek clarification of acronyms/abbreviations (even if you know or think you know what they are)
- ✓ Ensure that you don't direct or constrain an interviewee -its ok for an answer to a question to flow across multiple factors or even answer something you are not asking yet



# Gathering role information- other sources

The starting point of gathering current information on roles should be a recognition that there is no guarantee that anything you have access to on a role is free from gender bias or up to date. However it is still helpful to bring any existing information together as part of a data map. This way this information can be validated or updated as it is cross referenced with the new insights from employees and managers. Sources of data can be:

- Job descriptions
- Job classification or coding
- Health and safety data
- Papers or research done into occupational history
- Consultations on role changes/restructures over time



# Building a job profile

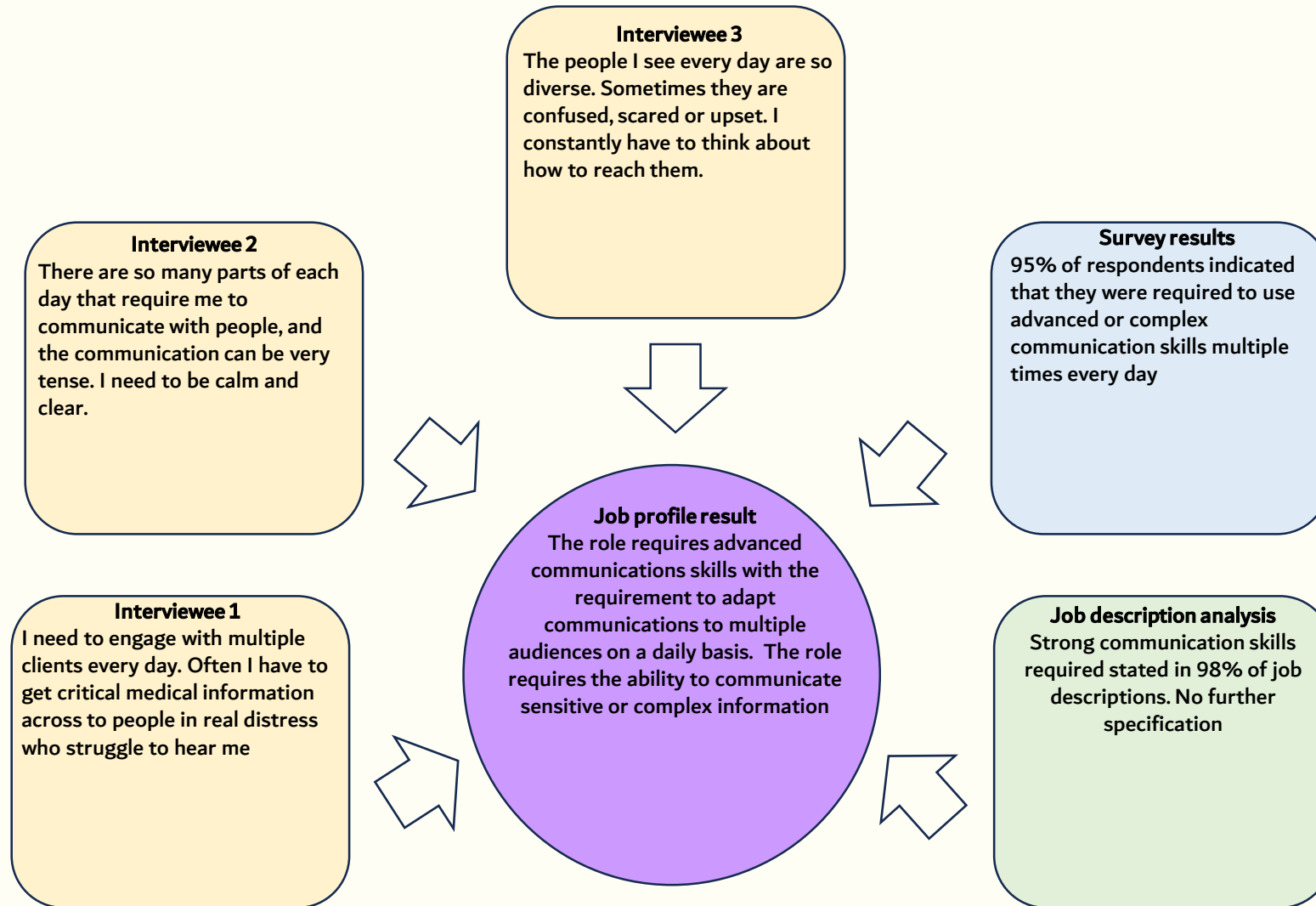
Now that the data gathering is complete, the next task is use all this valuable information to build a job profile.

A job profile is a way to pull information together for analysis, rather than requiring each piece of information to be analysed separately. Common to researchers collating and aggregating information allows for themes to be identified, outlying or anomalous information to be discarded and strong clear evidence to be built.

This process also allows for interview and survey material to be anonymised by identifying the common themes and expectations and placing these, along with insights from existing information, into a single document.

One 'occupation' can have multiple profiles as the detailed information gathering can clarify where different profiles are needed to adequately represent the work. For example, in the nurse's process in New Zealand there were five different profiles developed; Senior nurses, Registered community nurses, Enrolled, Obstetric and Karitane nurses, Health care assistants, and Mental health assistants.

# Illustration of job profile inputs





# Tips for building a job profile

The process of putting together a job profile to analyse a role is a critical step. Some key tips to do this process well are

- Put a job profile together in a way that makes sense for analysis, i.e. under sub factor headings
- Make sure there is more than one person involved in pulling this together. This mitigates against bias and spreads the workload
- Select quotes from interviews or other evidence references to include under each sub factor. This supports a profile remaining strongly connected to the evidence gathered
- Make sure you validate the job profile with workers and some managers\supervisors. This can identify gaps and build confidence
- Prioritise new information, for example if interviews show a strong theme indicating a required skill that is not in the existing job description, do not exclude this, this is vital new information.

# Analysing job profiles

This part of the process is a collaborative exercise in mapping the profile against the factor plan. This process works best if it is by consensus and different views are carefully worked through until a shared understanding can be built. This process is not about pay and pay should not be discussed. It is about understanding the level of skill, responsibility and effort required in a role. The key is to find the level that is the best fit for the role you are evaluating and record this.

A job evaluation committee should

- receive bias training
- be trained or experienced in consensus decision making\ interest based problem solving
- be familiar with the factor plan
- understand internal integrity



# Tips for analysing a job profile

- Have committee members independently score profile and then meet to discuss
- Clearly record the reasons for the committees decision on the level choice for each sub factor
- Take time to go back and check consistency as you progress
- Ensure that everyone is comfortable with the decision before progressing
- Do not add scores as you go, wait until the end
- Check for double counting, the committee should all be clear on what is being counted where
- Ensure that all decisions are evidenced and not based on assumptions or anecdotal information introduced that is not reflected in the profile
- If contention arises about some material in the job profile go back to source material to review

# Factor scoring

Once the job evaluation committee has mapped the job profile to factor plan levels, a total score for a role can be established. Each sub factor will have levels and each level will attract a certain number of points. Look to the scores provided by the tool you are using for each sub factor. For example this is from Te Orowaru tool in New Zealand:

Factor 5: Planning and Organisational skills	
Level	Points
1	13
2	26
3	39
4	52
5	66
6	80

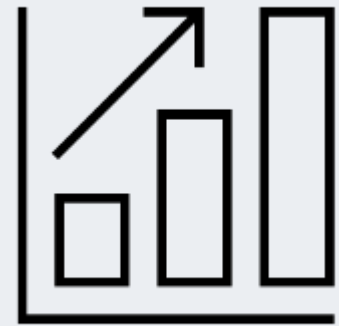
***Scores allocated to sub factors should not be altered at this point.*** Any changes made to points in the factor plan should be done at the very beginning of the process, with clear rationale and in line with tool guidance.

# The purpose of factor scoring

Factor scoring supports the process of objective comparison between roles. It can be expected for example that roles which have a similar total score (meaning they require a similar degree of skill responsibility and effort) should be paid similarly. Any differences should be carefully examined with the default position being that these are unjustified.

Factor scores are useful in the context of:

- Testing relativities between existing roles in an organisation
- Understanding where to place a new or restructured role in relation to others
- Identifying and correcting gender and ethnic bias (for example when comparing between a male and female dominated role)



# Workshop on mapping a job

# Identifying and correcting pay\placement

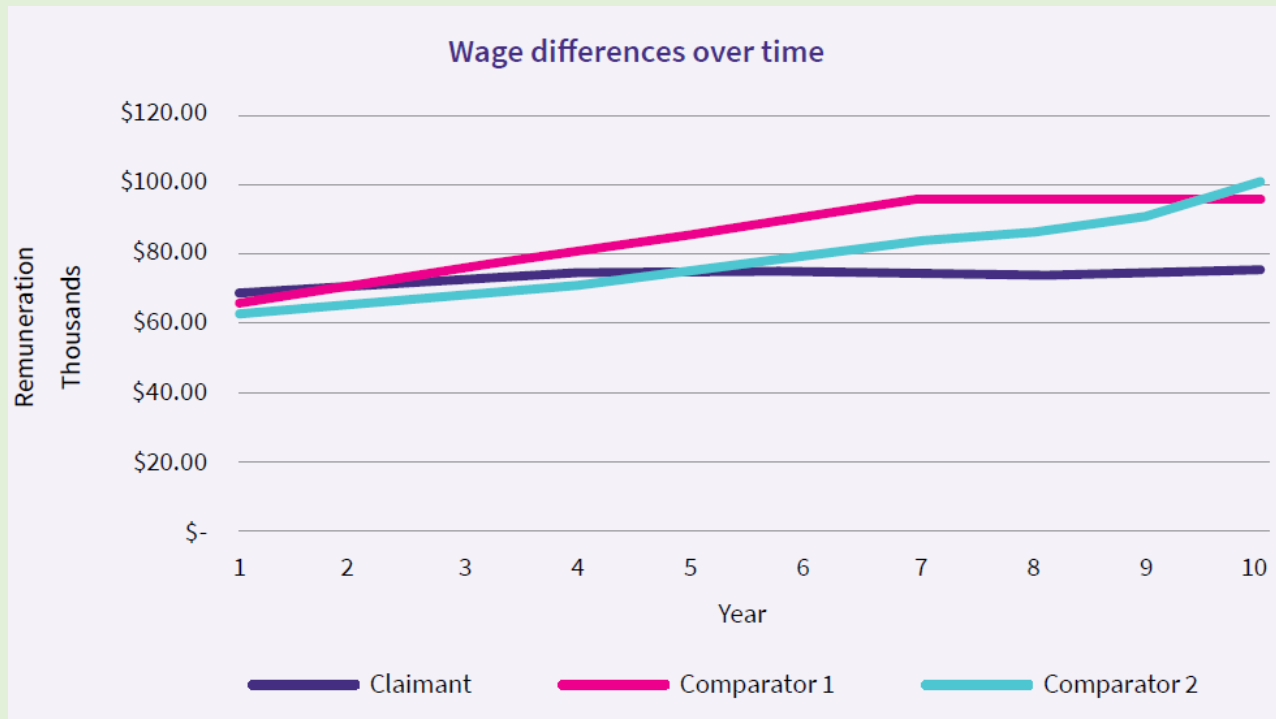
To use the evaluation of roles to correct inequities or to ensure relativities are fair you will need to evaluate the pay of the roles you are looking to correct or place and also any roles identified as having the same or similar factor score. **Same or similar factor score is usually defined as being within 5 to 10%.**

To understand fully what difference there may be in pay between similarly skilled jobs it is important to do a full review of remuneration. Pay systems can operate very differently (how you progress or earn more) and be made up in very different ways (allowances and bonuses on top of base pay).

It is best to understand at the outset what aspects of remuneration you will review. In New Zealand we review all terms and conditions to establish which can impact remuneration.

# Identifying and correcting pay inequalities

Research shows that it can be common in female dominated work for pay systems to be flat (no or little progression) which can limit earnings over a working life dramatically. Looking at a point in time only (i.e. start rates) between roles could be misleading as to identifying pay gaps. A NZ example:





# Identifying and correcting pay inequalities

Example of assessing all terms and conditions:

Entitlement	Claimant	Comparator	Comparator
Overtime	T 1.5 after 40 hours per week	T 2.0 after 40 hours per week	T 1.5 between 40 and 45 hrs per week then T 2.0
Shift payment	No shifts worked	\$25 per day	No shifts worked
Call back allowance	No call back required	T 2 for minimum 2 hours T 1.5 thereafter	2 hours minimum payment at normal wage rate.
Uniform allowance	None	\$500 per annum	\$1000 per annum
Travel costs	50c per km	IRD rate	IRD rate
Annual leave	4 weeks per annum	5 weeks per annum	5 weeks per annum
Long service leave	None	1 week extra after 5 years	1 week extra after 7 years
Sick leave	15 days per annum	15 days per annum	20 days per annum
Wellbeing allowance	None	\$600 per annum	\$500 per annum
Vision Test allowance	One off payment of \$300 towards eye test/ eyewear	One off payment of \$300 towards eye test/ eyewear	One off payment of \$300 towards eye test/ eyewear
Superannuation	3 percent employer contribution	3 percent employer contribution	4 percent employer contribution
Meal breaks	Paid T 1.5 if unable to take meal break	Takes meal breaks as required	Takes meal breaks as required
Higher duties allowance	Rate of higher role after one full day of acting up	Rate of higher role after one week of acting up	Rate of higher role after 2 weeks of acting up
Hazardous duties payment	None	\$50 per identified activity	\$200 per month

Needs investigation

Not applicable

Equitable

Better

# Identifying and correcting pay inequalities

## Resulting calculations from investigation: Annual total remuneration

Role	Claimant	Comparator A	Comparator B	Comment
Average Salary	\$ 71,800.00	\$ 84,500.00	\$ 77,350.00	Actual paid rates
Median Salary	\$ 70,000.00	\$ 85,000.00	\$ 75,000.00	Actual paid rates
Superannuation	\$ 2,100.00	\$ 2,500.00	\$ 3,000.00	Calculated from median paid rate
Overtime	\$1,200	\$ 2,500.00	\$ 2,000.00	Average paid per employee
Uniform allowance	\$ -	\$ 500.00	\$ 1,000.00	All occupations are required to wear uniform
Travel costs	\$ 700.00	\$ 1,500.00	\$ 2,000.00	Average paid per employee
Annual Leave	\$ 5,384.60	\$ 8,173.10	\$ 7,211.54	Entitlement at median salary
Long Service Leave	\$ -	\$ 1,634.60	\$ 1,442.31	Note different number of years till eligibility
Wellbeing Allowance	\$ -	\$ 600.00	\$ 500.00	
Hazardous Duties Payment	\$ -	\$ 300.00	\$ 2,400.00	Average paid per employee for comparator
<b>Total Remuneration</b>	<b>\$ 79,384.60</b>	<b>\$ 102,707.70</b>	<b>\$ 94,553.85</b>	

# Key principles of implementing changes to pay/placement

Implementing the results of a gender neutral job evaluation is a negotiation. However it is still different from a negotiating in the traditional sense between a union and an employer as it is not about the quantum or amount, but rather how changes are best made. For example if analysis has shown a 20% difference between occupations which have the same or similar level of skill, responsibility and effort you are not restricted to just copying the way pay works for the higher paid occupation. Factors to consider are:

- Is the pay system fit for purpose or does it need to change? (consider length, method of progression etc)
- Where do the key inequalities arise? (consider starting rates, top rates)
- Are there allowances or other benefits that could be introduced or is it more effective to shift base pay?
- What are the pressure points in the role that could be relieved through change (consider recruitment, retention of experienced staff)

# Implementation example

In the New Zealand experience the result of job evaluation has often identified the need to negotiate and implement a new pay scale. This is often the result of identifying significant undervaluation in female dominated work where no real progression has been offered that reflects the skills required.

## 5.2. Translation to new pay scale

5.2.1. The parties have reached agreement on how employees will be translated to the new pay scale from 20 August 2021. The applicable translation process will be subject to the pay rates table included in the employee's current employment agreement. The details of the translation process applicable to each collective agreement, or individual employment agreement based off that collective agreement, are set out in Appendix 1.

5.2.2. The following terms apply to all translation processes:

5.2.2.1. There is no pay equity correction required for Executive Managers, who at the date prior to the pay equity rates coming into effect, are paid above \$115,688 per annum or \$55.62 per hour.

5.2.2.2. Administration support staff whose hourly rate upon translation exceeds the applicable Work Matrix maximum hourly rate will retain that higher rate.

5.2.2.3. These increases are additional to, not a replacement for, annual progression set out in clause 5.3 below.

Current Grade and Step	Current hourly rate	Translation Grade	Translation step	Translation Rate
A1	\$21.78	1	1	\$22.75
B1	\$21.78	2	2	\$24.38
B2	\$21.95	2	4	\$26.01
C2	\$21.95	3	5	\$26.64
C3	\$22.72	3	6	\$27.27
C4	\$23.59	3	7	\$27.90
C5	\$24.46	3	8	\$28.53
C6	\$25.33	4	10	\$30.26
C7	\$26.20	4	12	\$31.99
D7	\$26.20	5	1	\$34.13
D-RR	above \$26.20 up to and including \$28.82	5	2	\$35.39
	\$28.83 up to and including \$29.56	5	3	\$36.64
	\$29.57 up to and including \$30.52	5	4	\$37.89
	\$30.53 up to and including \$31.34	5	5	\$39.14
	\$31.35 up to and including \$32.73	5	6	\$40.39
	\$32.74 up to \$35.72	5	7	\$41.64
D8	\$35.72	5	7	\$41.64