

## Group Project: Phase 2 Pay Equity Analysis

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## **Introduction**

Phase 2 will be providing an in-depth analysis on the various factors and components that will be making up a pay equity system at the Eastern Provincial University. This report will include an organizational analysis, compensable factors, point manual, point matrix, job and point allocation chart, and determining pay equity. Examining these factors will allow us to conclude on what will be necessary to develop an accurate and effective pay equity system for the Eastern Provincial University.

## **Organizational Analysis**

### **Organizational structure & Culture:**

The Eastern Provincial University is an educational facility located in Canada's east coast Province of Nova Scotia that employs around 2400 staff members, 900 are professors, and 1500 are nonacademic staff. Eastern Provincial University's structure, culture, and management are the critical components for ensuring the university's ongoing success. Eastern Provincial University has many departments and faculties, including Arts, Business, and Science. The established culture at the university stems from a long history of academic excellence, innovation, and diversity among our students and staff members. In addition, the university makes it their mission to create a learning environment that fosters collaboration, engagement, and critical thinking.

### **Challenges:**

Eastern Provincial University does, however, experience challenges due to competition from other educational facilities within the geographical marketplace. With the increased desire for people to pursue post-secondary education, the need for more educational facilities is on the rise. As a result, it has made for more competition. In order to stand out from other institutions, it will be essential that Eastern Provincial University develop and implement plans and strategies that enhance its culture, which will make for a better reputation, thus attracting more students and staff members to be a part of this educational institution.

### **Conclusion:**

In closing, Eastern Provincial University is built on a solid structure, culture, and management foundation. To continue being successful in the future, the need to develop and implement new ideas and plans will be paramount. This practice will demonstrate the university's ongoing commitment to its students and staff members, making it feel like a community trying to achieve a common goal.

## **Compensable Factors and Subfactors**

<b>Job Title:</b>	<b>Degree Rating</b>	<b>Points Allocated</b>
<b>Clerk Stenographer I</b>		

<b>Factor</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>Points Allocated</b>
<b>Education</b>	10	25	45	70	100	135	185	210	70

<b>Experience</b>	0	15	35	60	90	120	150	—	60
<b>Mental Effort</b>	15	35	60	80	100	—	—	—	35
<b>Physical Effort</b>	15	30	40	50	65	—	—	—	30
<b>Importance of Accuracy</b>	15	30	45	65	80	—	—	—	65
<b>Supervisory Responsibility</b>	0	20	35	50	75	—	—	—	0
<b>Working Environment</b>	10	20	30	40	55	—	—	—	10

Total points for this job: 270

<b>Job Title:</b>	<b>Degree Rating</b>	<b>Points Allocated</b>
Clerk Stenographer II		

<b>Factor</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>Points Allocated</b>
<b>Education</b>	10	25	45	70	100	135	185	210	70
<b>Experience</b>	0	15	35	60	90	120	150	—	90
<b>Mental Effort</b>	15	35	60	80	100	—	—	—	60
<b>Physical Effort</b>	15	30	40	50	65	—	—	—	30
<b>Importance of Accuracy</b>	15	30	45	65	80	—	—	—	65

<b>Supervisory Responsibility</b>	0	20	35	50	75	—	—	—	20
<b>Working Environment</b>	10	20	30	40	55	—	—	—	20

**Total points for this job: 355**

<b>Job Title:</b>	<b>Degree Rating</b>	<b>Points Allocated</b>
Clerk Stenographer III		

<b>Factor</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>Points Allocated</b>
<b>Education</b>	10	25	45	70	100	135	185	210	100
<b>Experience</b>	0	15	35	60	90	120	150	—	150
<b>Mental Effort</b>	15	35	60	80	100	—	—	—	80
<b>Physical Effort</b>	15	30	40	50	65	—	—	—	30
<b>Importance of Accuracy</b>	15	30	45	65	80	—	—	—	65
<b>Supervisory Responsibility</b>	0	20	35	50	75	—	—	—	50
<b>Working Environment</b>	10	20	30	40	55	—	—	—	30

<b>Total points for this job: 505</b>
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Job Title:	Degree Rating	Points Allocated
Draftsperson I		

Factor	1	2	3	4	5	6	7	8	Points Allocated
Education	10	25	45	70	100	135	185	210	70
Experience	0	15	35	60	90	120	150	—	60
Mental Effort	15	35	60	80	100	—	—	—	60
Physical Effort	15	30	40	50	65	—	—	—	30
Importance of Accuracy	15	30	45	65	80	—	—	—	45
Supervisory Responsibility	0	20	35	50	75	—	—	—	20
Working Environment	10	20	30	40	55	—	—	—	20

<b>Total points for this job: 305</b>
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Job Title:	Degree Rating	Points Allocated
Draftsperson II		

Factor	1	2	3	4	5	6	7	8	Points Allocated
Education	10	25	45	70	100	135	185	210	100
Experience	0	15	35	60	90	120	150	—	90
Mental Effort	15	35	60	80	100	—	—	—	80
Physical Effort	15	30	40	50	65	—	—	—	30
Importance of Accuracy	15	30	45	65	80	—	—	—	65
Supervisory Responsibility	0	20	35	50	75	—	—	—	50
Working Environment	10	20	30	40	55	—	—	—	30

Total points for this job: 445

Job Title:	Degree Rating	Points Allocated
Draftsperson III		

Factor	1	2	3	4	5	6	7	8	Points Allocated
Education	10	25	45	70	100	135	185	210	135
Experience	0	15	35	60	90	120	150	—	120



<b>Mental Effort</b>	15	35	60	80	100	—	—	—	80
<b>Physical Effort</b>	15	30	40	50	65	—	—	—	30
<b>Importance of Accuracy</b>	15	30	45	65	80	—	—	—	80
<b>Supervisory Responsibility</b>	0	20	35	50	75	—	—	—	75
<b>Working Environment</b>	10	20	30	40	55	—	—	—	40

Total points for this job: 560

<b>Job Title:</b>	<b>Degree Rating</b>	<b>Points Allocated</b>
Grounds Worker I		

<b>Factor</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>Points Allocated</b>
<b>Education</b>	10	25	45	70	100	135	185	210	10
<b>Experience</b>	0	15	35	60	90	120	150	—	15
<b>Mental Effort</b>	15	35	60	80	100	—	—	—	15
<b>Physical Effort</b>	15	30	40	50	65	—	—	—	50
<b>Importance of Accuracy</b>	15	30	45	65	80	—	—	—	30
<b>Supervisory Responsibility</b>	0	20	35	50	75	—	—	—	0

<b>Working Environment</b>	10	20	30	40	55	—	—	—	20
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**Total points for this job: 140**

<b>Job Title:</b>	<b>Degree Rating</b>	<b>Points Allocated</b>
Grounds Worker II		

<b>Factor</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>Points Allocated</b>
<b>Education</b>	10	25	45	70	100	135	185	210	10
<b>Experience</b>	0	15	35	60	90	120	150	—	60
<b>Mental Effort</b>	15	35	60	80	100	—	—	—	35
<b>Physical Effort</b>	15	30	40	50	65	—	—	—	50
<b>Importance of Accuracy</b>	15	30	45	65	80	—	—	—	65
<b>Supervisory Responsibility</b>	0	20	35	50	75	—	—	—	35
<b>Working Environment</b>	10	20	30	40	55	—	—	—	40

**Total points for this job: 295**

Job Title:	Degree Rating	Points Allocated
Grounds Worker III		

Factor	1	2	3	4	5	6	7	8	Points Allocated
Education	10	25	45	70	100	135	185	210	70
Experience	0	15	35	60	90	120	150	—	120
Mental Effort	15	35	60	80	100	—	—	—	80
Physical Effort	15	30	40	50	65	—	—	—	65
Importance of Accuracy	15	30	45	65	80	—	—	—	65
Supervisory Responsibility	0	20	35	50	75	—	—	—	50
Working Environment	10	20	30	40	55	—	—	—	40

Total points for this job: 490

Job Title:	Degree Rating	Points Allocated
Medical Laboratory Technologist I		

Factor	1	2	3	4	5	6	7	8	Points
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									<b>Allocated</b>
<b>Education</b>	10	25	45	70	100	135	185	210	100
<b>Experience</b>	0	15	35	60	90	120	150	—	60
<b>Mental Effort</b>	15	35	60	80	100	—	—	—	80
<b>Physical Effort</b>	15	30	40	50	65	—	—	—	40
<b>Importance of Accuracy</b>	15	30	45	65	80	—	—	—	65
<b>Supervisory Responsibility</b>	0	20	35	50	75	—	—	—	50
<b>Working Environment</b>	10	20	30	40	55	—	—	—	40

**Total points for this job: 435**

<b>Job Title:</b>	<b>Degree Rating</b>	<b>Points Allocated</b>
Medical Laboratory Technologist II		

<b>Factor</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>Points Allocated</b>
<b>Education</b>	10	25	45	70	100	135	185	210	185
<b>Experience</b>	0	15	35	60	90	120	150	—	120
<b>Mental Effort</b>	15	35	60	80	100	—	—	—	100
<b>Physical</b>	15	30	40	50	65	—	—	—	40

Effort									
Importance of Accuracy	15	30	45	65	80	—	—	—	80
Supervisory Responsibility	0	20	35	50	75	—	—	—	75
Working Environment	10	20	30	40	55	—	—	—	40

Total points for this job: 640

## **Point Manual**

<b><u>Factor:</u></b> Education  Level of education required to adequately perform the position	
<b>Degree 1</b>	Completion of Grade 9 education
<b>Degree 2</b>	Completion of Grade 12 education
<b>Degree 3</b>	Technical School Diploma
<b>Degree 4</b>	Completion of a two-year Diploma

<b><u>Factor:</u></b> Supervisory Responsibility  The level to which workers will have supervisory responsibility in the workplace at Eastern Provincial University.	
<b>Degree 1</b>	Limited to no supervisory responsibility or

	(the possibility of being supervised my upper management)
<b>Degree 2</b>	Assisting in supervision or act as an assistant supervisor
<b>Degree 3</b>	Supervising other workers to ensure that quality and accuracy are maintained
<b>Degree 4</b>	Organize and supervise the work of those workers assigned to them

<p><b><u>Factor:</u></b> Innovation and self-management</p> <p>The level to which workers will have to be independent in their daily work at Eastern Provincial University.</p>	
<b>Degree 1</b>	Required to follow detailed instructions to complete work
<b>Degree 2</b>	Work is subject to general supervision when completing work
<b>Degree 3</b>	Working independently to organize tasks
<b>Degree 4</b>	Providing demonstration or consulting on specific tasks or projects.

<p><b><u>Factor:</u></b> Communication and Interpersonal Skills</p> <p>The level to which workers will have to actively communicate and use interpersonal skills to achieve daily tasks and responsibilities at Eastern Provincial University.</p>	
<b>Degree 1</b>	Communication that requires responding to clear and precise questions and providing information

<b>Degree 2</b>	Communication that requires responding to more complex questions from internal and external sources.
<b>Degree 3</b>	Communication that primarily deals with more unclear questions, with less guidance.
<b>Degree 4</b>	Communicating complexity increases because the need to communicate with internal and external clients is essential; university community, plant staff, contractors, and plant staff.

### **Job and Point Allocation Chart**

**\*\*This chart is also displayed in the EXCEL document\*\***

<b>COMPENSABLE FACTORS</b>								
	<b>(a)</b>	<b>(b)</b>	<b>(c )</b>	<b>(d)</b>	<b>(e)</b>	<b>(f)</b>	<b>(g)</b>	
<b>Job Title</b>	<b>Educ ation</b>	<b>Experie nce</b>	<b>Mental Effort</b>	<b>Physic al Effort</b>	<b>Importan ce of Accuracy</b>	<b>Supervis ory Respons ibility</b>	<b>Workin g Enviro nment</b>	<b>Total Points</b>
<b>Stenographer Clerk 1</b>	70	60	35	30	65	0	10	<b>270</b>
<b>Stenographer Clerk 2</b>	70	90	60	30	65	20	20	<b>355</b>
<b>Stenographer Clerk 3</b>	100	150	80	30	65	50	30	<b>505</b>
<b>Draftsperson 1</b>	70	60	60	30	45	20	20	<b>305</b>
<b>Draftsperson 2</b>	100	90	80	30	65	50	30	<b>445</b>

<b>Draftsperson 3</b>	135	120	80	30	80	75	40	560
<b>Groundworker 1</b>	10	15	15	50	30	0	20	140
<b>Groundworker 2</b>	10	60	35	50	65	35	40	295
<b>Groundworker 3</b>	70	120	80	65	65	50	40	490
<b>Medical Laboratory Technologist 1</b>	100	60	80	40	65	50	40	435
<b>Medical Laboratory Technologist 2</b>	185	120	100	40	80	75	40	640

### **Determining Pay Equity**

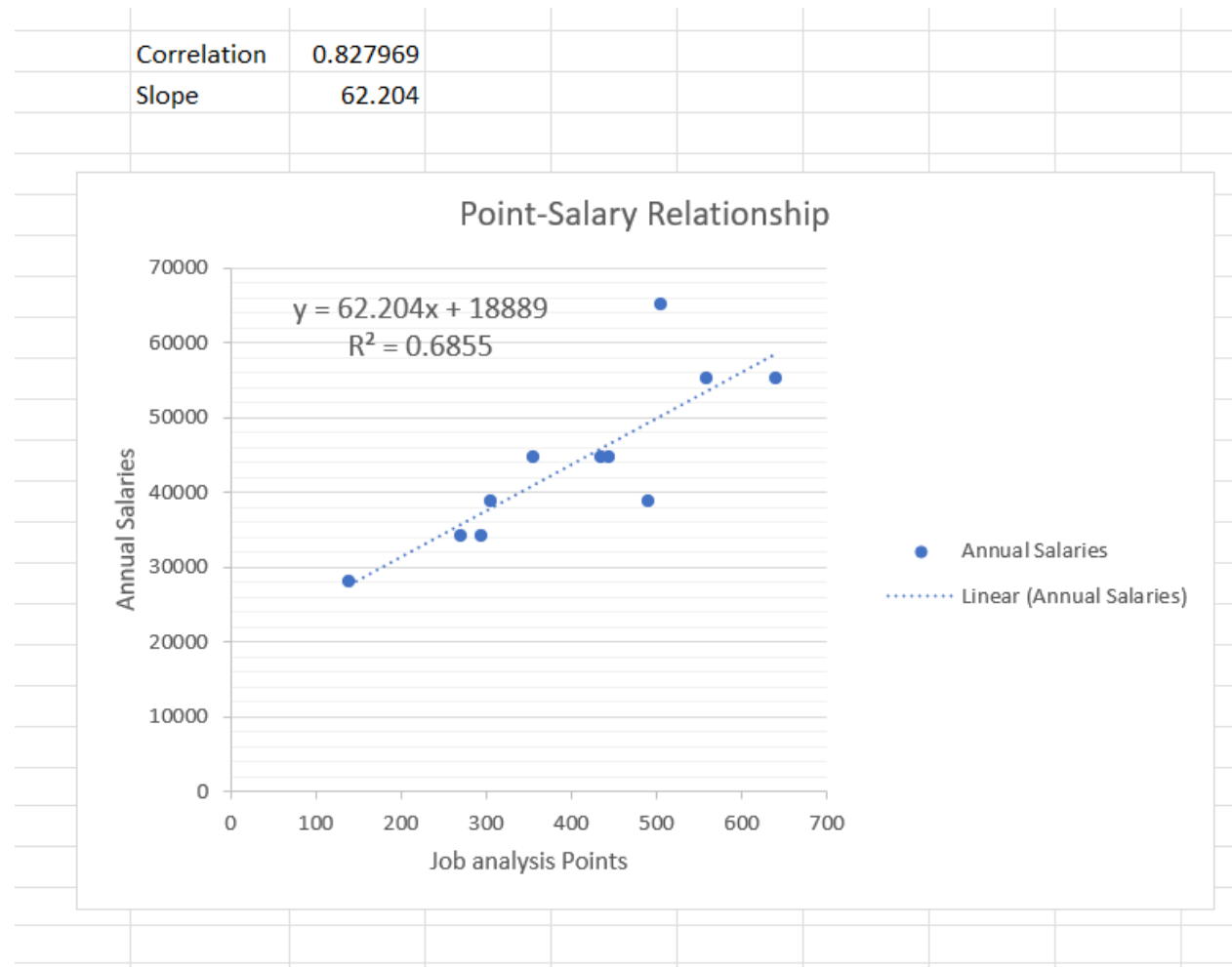
The coefficient is the indication of the “goodness of fit” between the point values which are established by job evaluation and the pay rates in the market. A coefficient which approaches zero is considered bad as there is little or no relationship between value of jobs determined by job evaluation and values of jobs determined by the market. On the other hand, if the coefficient value is above 0.8 and closer to 1, the better the goodness of fit is.

In this analysis, our slope is 62.204 and our coefficient value is 0.82. This illustrates a positive relationship between job evaluation points and pay rates. This means that the various salaries mentioned as per several job classes listed above is as per the market rate.

Based on our analysis, as the slope is 62.20 which means with 1 point of increase in job evaluation points, there should be a 62 dollars increase in salary. As, we can see the difference of 35 points between the job evaluation points of clerk stenographer I and Draftsperson I, so the difference in salaries should be roughly 2000 dollars. However, the difference is 4000 dollars



which means female salaries should be reconsidered based on Ontario's pay equity policy. In addition, the responsibility and effort in the work is higher in the job class of the Draftperson II and Draftperson III, but their salaries are similar to Clerk Stenographer II and Clerk Stenographer III. It is not accurate as per the rule determined in Ontario for pay equity.



## **Project Evaluation**

### **What did you learn?**

We learned how to develop a pay equity system collaboratively and effectively as a group. In order to accurately develop this pay equity system for Eastern Provincial University, our group had to conduct an in-depth analysis of the various positions at the university. This included examining education, experience, responsibilities, efforts, and working conditions required to perform the job. Our group also learned that to carry out this phase of the project correctly, we would need to learn and understand how to use data and metrics to determine our compensable factors accurately.

### **What was challenging?**

The main component from this project that our group found challenging was developing and determining the compensable factors and subfactors. The reason for this is because these factors can ultimately influence and impact the job's overall value. During phase one, our group had to rework the job descriptions and during this process it was clear that each job differed significantly when it came to the complexity, skills, and responsibility; therefore, compensable factors and subfactors must be suitable to the position. Although this was challenging, it was also

time-consuming because we had to make sure that both the compensable and subfactors were suitable and accurate for each position.

**Was the project ultimately worth it?**

Overall, this was a very worthwhile project to take part in because it gave our group a hands-on experience of what it is like to develop and create a pay equity system. Although we have been introduced to pay equity, it is much more beneficial to design a system in a collaborative group manner that contains several components such as compensable factors and subfactors, point manuals, point matrix, and developing a job and point allocation chart to give us the deep understanding of the critical components that are involved. Our group also believes that this is a style of project that we would like to take part in again because it fortified our overall knowledge much more than just learning the theory of how to design a pay equity system.

**Conclusion**

### References

Long, R.L. & Singh P. (2018) *Strategic Compensation in Canada* Toronto, Canada: Nelson.

## Appendix

### **Clerk Stenographer I**

#### Education and Experience:

- Completion of Grade 12 education.
- Completion of a standard course in word processing, spreadsheets, and shorthand (Long, R.L. & Singh P, 2018).
- Previous experience working in an office setting is considered an asset but not required.

#### Mental Effort:

- The ability to maintain courteous and cooperative working relations with students and with faculty and other university staff, for whom they provide typing, simple duplicating, telephone reception, and other services (Long, R.L. & Singh P, 2018).
- For typing assignments, only normal speed and accuracy is required.
- Ensuring the accuracy in transcription of material already written or typed.
- The ability to perform multiple tasks and duties.

#### Physical Effort:

- The ability to open, sort, route, and deliver mail according to predetermined patterns.
- The ability to actively prepare form letters by inserting appropriate material from files or other sources.
- The ability to act as a receptionist performing the duties of relaying calls, recording messages, and answering simple questions (Long, R.L. & Singh P, 2018).

Workplace Conditions:

- The ability to work in an office environment.
- The ability to perform repetitive work.

Guidance:

- The ability to follow clear and detailed instructions that are provided so that tasks can be completed effectively.

Supervision:

- Specific positions will be located away from supervisors as detailed instructions will be provided.

**Clerk Stenographer II**

Education and Experience:

- Completion of Grade 12 education.
- Completion of a standard course in word processing, spreadsheets, and shorthand.
- Several years of office experience, preferably in a university setting.

- The ability to achieve test standards in typing and shorthand.

#### Mental Effort:

- The ability to perform a variety of moderately complex clerical tasks. This may include taking and transcribing shorthand dictation, which requires the working knowledge of a technical vocabulary (Long, R.L. & Singh P, 2018).
- The ability to demonstrate a series of specialized clerical skills or knowledge of a technical vocabulary (Long, R.L. & Singh P, 2018).
- The ability to act as a receptionist and perform duties such as telephone screening, and scheduling appointments (Long, R.L. & Singh P, 2018).

#### Physical Effort:

- The ability to train new employees by educating them on workplace policies and procedures.
- The ability to organize, reorganize, and maintain filing systems.
- The ability to respond to student inquiries related to scheduling, timetables, and course content.

#### Workplace Conditions:

- The ability to perform daily tasks and responsibilities in an office environment.

#### Guidance:

- An employee in this role primarily will carry the independent responsibility for the maintenance of significant records.

#### Supervision:

- Work will be actively supervised and monitored by academic, administrative, or senior clerical employees.

### **Clerk Stenographer III**

#### **Education and Experience:**

- Completion of Grade 12 education
- Five years of office experience is preferred.
- Several years in a university setting and preferably
- Experience in a supervisory position.
- Completion of a standard course in word processing, spreadsheets, and shorthand

#### **Mental Effort:**

- The ability to possess a broad and comprehensive understanding of departmental structure and division of responsibility, functions, and programs.
- The ability to perform a series of complex clerical tasks (Long, R.L. & Singh P, 2018).

#### **Physical Effort:**

- The ability to conduct elementary counseling services to students
- The ability to actively maintain records in areas such as budget allotments, expenditures, commitments, and residual balances (Long, R.L. & Singh P, 2018).
- The ability to act as a supervisor to assistants by assigning their duties, training them, and reallocating work so that deadlines are not missed.
- The ability to perform as a secretary to heads of larger departments within the workplace (Long, R.L. & Singh P, 2018).



Workplace Conditions:

- The ability to perform daily tasks and responsibilities in an office environment.

Guidance:

- The ability to carry out a series of clerical operations calling for decisions without detailed instruction or review.

Supervision:

- Work will be supervised by academic or administrative supervisors.
- Employees will also have the opportunity to carry out other clerical operations that do not require detailed instruction or review by upper management.

**Draftsperson I**

Education and Experience:

- Completion of Grade 12
- Two year Diploma in an architectural/engineering
- Associated technical Program would be considered an asset.
- Completion of computer – assisted design and drafting course work will be required.
- Eligibility for membership as an applied science technologist preferred.

Mental Effort:

- Designing from rough sketches, notes, and verbal instructions.

- Interpreting existing records and information to produce CADD information.

Physical Effort:

- Operating a personal computer, input/output devices, keyboards, digitizing equipment, and a blueprint machine (Long, R.L. & Singh P, 2018).
- Assisting in site verification and site surveys, which may require standing, sitting, and moving around the facility.

Workplace Conditions:

- Organized office environment.
- Sitting at a computer for extended periods of time.
- Potential for eye strain, wrist and hand issues, and back discomfort due to prolonged sitting.

Guidance:

- General supervision provided to employees with completed assignments being reviewed.
- Guidance from project originators when necessary.

Supervision:

- No direct supervision given, but may provide assistance to physical plant staff, professional engineers, and consultants.

## **Draftsperson II**

### Education and Experience:

- Completion of Grade 12 education.
- Minimum of two years related experience in architectural and other engineering fields.
- CADD course work or equivalent experience required (Long, R.L. & Singh P, 2018).
- Two year Diploma in a related architectural/engineering or other associated technical Program(s) (Long, R.L. & Singh P, 2018).
- Having the eligibility for membership as an applied science technologist would be considered an asset (Long, R.L. & Singh P, 2018).

### Mental Effort:

- Designing from complex assignments and verbal instructions.
- Understanding and working with advanced blueprints and digitizing equipment.

### Physical Effort:

- Operating a personal computer and office business equipment (calculator, phone, fax machine, copier).
- Shifting between standing, sitting, and moving around the facility.

### Workplace Conditions:

- Organized office environment.
- Sitting at a computer for extended periods of time.

- Potential for eye strain, wrist and hand issues, and back discomfort due to prolonged sitting.

Guidance:

- General supervision provided to employees.
- Guidance from the project coordinator when necessary.

Supervision:

- Assists in coordinating and supervising the work of junior staff.

**Draftsperson III**

Education and Experience:

- A minimum of five years of experience in architecture and a variety of engineering fields, including some supervisory experience (Long, R.L. & Singh P, 2018).
- Experience with CADD and related computer operations at the "operator" and "systems" levels is required (Long, R.L. & Singh P, 2018).
- A high school diploma plus a two-year diploma in a related architectural/engineering-related technical programme.
- CADD training or equivalent experience is required.
- Membership in the Society of Applied Science Technologists is also required.

Mental Effort:

- Attention to detail and accuracy are required in drafting and supervising work.

- Capable of managing multiple tasks and priorities.
- Excellent problem-solving and decision-making abilities.
- Technical information and requirements must be understood and interpreted.

Physical Effort:

- Sitting for extended periods of time while using a computer.
- Ability to Interact and communicate professionally with physical plant staff, the university community, consultants, contractors, and others.

Workplace Conditions:

- Work is mostly done indoors in an office setting.
- May require to travel to various work sites for site visits or meetings.

Guidance:

- General direction is provided by the Facilities Management Design and Information Systems manager.
- It is expected that you will make decisions on day-to-day operational matters within the framework of established policies and procedures.

Supervision:

- Supervises and directs the work of subordinates.
- provides direction and training to staff.
- Examines work for accuracy and conformity to established standards.

**Grounds Worker I**

Education and Experience:

- Grade 9 education.
- Previous experience in gardening is preferred but not required.

Mental Effort:

- The ability to perform and apply knowledge of maintaining small machinery.

Physical Effort:

- Perform general cleanup work in an area.
- Use hand clippers to trim areas of lawn not accessible to machines.
- Water lawn and flowerbeds in a particular area.
- Prune broken branches on shrubs and trees.

Workplace Conditions:

- Working in the assigned area on campus.

Guidance:

- The employee has the ability to work with the crew who are assigned with various tasks such as planting or pruning.

Supervision:

- The work is supervised by the Ground worker II who acts as a lead hand, assistant supervisor or a supervisor.

## **Grounds Worker II**

### Education and Experience:

- Grade 9 education.
- Several years experience as a ground worker.

### Mental Effort:

- The ability to maintain all equipment used in the departments.
- The ability to subordinate in all gardening operations and communicate instructions from the supervisor.

### Physical Effort:

- The ability to operate a mower for cutting playing fields and large areas of grass.
- The ability to operate rototillers around trees and shrubs to kill weeds.
- The ability to operate a tractor or other large machine and all attachments , such as front-end loader , grader blade and backhoe.

### Workplace Conditions:

- The ability to perform tasks in the greenhouse, a maintenance department or the nursery.

### Guidance:

- The employee in the role leads the small group or may be the machine operators.
- The ability to supervise the work of crew engaged in the activity such as sodding, planting and stocking of indoor plants.

### Supervision:

- Work will be supervised by an assistant supervisor and supervisor.

### **Grounds Worker III**

#### Education and Experience:

- Completion Grade 12 education.
- Several years of work experience required, this includes supervisory and specialty skill experience that is relevant (Long, R.L. & Singh P, 2018).
- A diploma in horticulture or a closely related field is required for the positions of irrigation and nursery.
- Having a valid driver's license will be required.
- License as a pesticide applicator is required for jobs involving the use of fungicides, insecticides, or herbicides.

#### Mental Effort:

- The ability to read and interpret blueprint data.
- Diagnose and treat lawn and tree diseases in collaboration with the horticulture supervisor and assistant supervisor, using appropriate chemical applications.
- Troubleshoot and repair electric and electronic components, hydraulic controls, and mechanical components of an automated irrigation system.

#### Physical Effort:

- Capability to perform challenging manual labour.
- Ability to operate large dump trucks, front-end loaders, Bobcats, and snowplows.
- Capability to operate all mowers used to cut playing fields and open areas.

#### Workplace Conditions:



- Work is typically done outside, frequently in inclement weather.
- Work may expose you to chemicals and pesticides

Guidance:

- Employees in this classification perform a wide range of tasks related to ice making, machine operation, nursery management, irrigation, landscape maintenance, and tree and shrub pruning(Long, R.L. & Singh P, 2018).

Supervision:

- Given general supervision and direction, usually by a supervisor or assistant supervisor, but these employees independently organize and supervise the work of the subordinates assigned to them (Long, R.L. & Singh P, 2018).

**Medical Laboratory Technologist I**

Education and Experience:

- Completion Grade 12 education.
- Related Technical School Diploma
- Minimum of 1 year related work experience.
- Certification of registered technologist with Canadian Society of Laboratory Technologist.

Mental Effort:

- Able to perform routine and semi-specialized diagnostic analysis.
- Able to prepare media and solutions using special techniques.

- Able to prepare purchase requisitions including ordering, receiving, and storing supplies and tools.
- Assist with research experiments by carrying out respective qualitative and quantitative analysis.
- Engaged in examination of biological materials such as urine, blood, feces, etc.

Physical Effort:

- Able to operate basic scientific and technical equipment.
- Assist with material identification and provide project updates to students.
- Assist in instructing new staff and help in their orientation.

Workplace Conditions:

- The ability to perform daily tasks and responsibilities in an office space in medical, dental and veterinary medical colleges.

Guidance:

- After initial guidance through orientation, employees work independently which are responsible for the reliability and accuracy of both techniques used and results achieved.

Supervision:

- Their work is done under the supervision of academic, administrative and technical supervisors.

**Medical Laboratory Technologist II**

Education and Experience:

- Several years of work experience related to position assignment.
- Completion Grade 12 education.
- Related Technical School Diploma in laboratory technology with ART standing (Long, R.L. & Singh P, 2018).
- University degree related to position.
- Supervisory experience in the field is required.
- Certification as a registered technologist with Canadian Society of Laboratory Technologist.

Mental Effort:

- Able to conduct complex and specialized diagnostic analysis using both automated and manual techniques.
- Able to verify the several procedural tasks and evaluate the experiments as required.
- Analysis of biological materials and processes in support of specialized areas such as immunology, parasitology, virology, etc.
- Able to solve problems involving complex equipment and diagnostic techniques, and several procedures.

Physical Effort:

- Participate in the selection of staff, their applicable training requirements, and reviewing their work.
- Assist the faculty with their queries on research tasks by carrying out several experiments.
- Able to perform administrative work such as advising on material and capital equipment, maintaining inventory, etc.

Workplace Conditions:

- The ability to perform daily tasks and responsibilities in an office space in medical, dental and veterinary medical colleges.

Guidance:

- These professionals work independently with little assistance from faculty members if required. However, they perform additional responsibilities and help in the training and supervision of the junior staff.

Supervision:

- Their work is supervised and directed by a member of faculty, however, most of the time they work independently.