

6. Assist students with material identification and with projects as required.
7. Assist in the orientation and instruction of new staff; may also supervise student assistants, technical assistants, or first-level technicians.
8. Assist with research experiments by carrying out a variety of standardized quantitative and qualitative analyses by performing assays, routine spectroscopy and chromatography, and microbiological and other standard test procedures.
9. Prepare purchase requisitions; order, receive, and store supplies, tools, and equipment; care for materials; and maintain required inventory and other records.

Desirable Qualifications

A minimum of one year of experience related to the position assignment. Completion of Grade 12 plus a related technical school diploma from a recognized technical institute. Current certification as a registered technologist with the Canadian Society of Laboratory Technologists (CSLT).

Medical Laboratory Technologist II

that require medical cation and involves cated in the medical, l colleges of the units allocated to this ogists who conduct le supervision and g with complex tests Their work involves biological materials variety of specialized immunology, para- ass is distinguished Technologist I by the d, judgment factors

involved, responsibility for work output, and the involvement in training and supervision of junior staff. Their work is subject to general supervision and direction, usually by a member of faculty, but these employees independently organize and supervise the work of their assistants and laboratories.

Typical Duties and Responsibilities

1. Perform complex and specialized diagnostic analysis using manual and automated techniques.
2. Operate and maintain a variety of complex scientific equipment, ensuring accurate calibration and reliability of results.
3. Verify procedures, evaluate effectiveness of experiments, and modify or develop techniques and/or procedures as required.
4. Provide demonstration and problem-solving consultation involving complex equipment and/or diagnostic techniques and procedures to students in an undergraduate or graduate teaching environment, or on a one-to-one basis with students as required.
5. Participate in the selection and assume responsibility for the training, assigning, and reviewing of the work of subordinate staff or less experienced staff engaged in semiskilled or skilled work; supervise students in the use of equipment and facilities.
6. Assist individual faculty members with research projects by carrying out experiments, usually involving relatively advanced techniques and procedures, and analyze and report on results.
7. Search published scientific papers for information relating to specific projects.
8. Perform administrative work related to the units such as budgeting, advising on the purchase of material and capital equipment, maintaining appropriate inventory and records, etc.

Desirable Qualifications

Several years of work experience related to the position assignment including demonstrated supervisory experience. Grade 12 and either a technical school diploma in laboratory technology with ART standing, or a university degree relating to the position assignment. Current certification as a registered technologist with the Canadian Society of Laboratory Technologists (CSLT).

The Fit Stop

The Fit Stop Ltd. is a brand-new firm that will open its doors exactly four months from today. Its business objective is to sell all types of training, fitness,

conditioning, and exercise equipment to the general public. The Fit Stop plans to specialize in this equipment and to provide customers with personalized advice geared to a customer's specific training or conditioning needs (e.g., training for a particular sport, rehabilitation from injuries, strengthening of back muscles to deal with back pain, general conditioning and fitness), whether the customer is 8 or 80 years of age.

In order to provide high-quality advice, each store will employ a physiotherapist (to provide advice on problems such as injuries or chronic back pain) and a person with a bachelor's degree in kinesiology (to provide advice on training for various sports or other physical activities). In fact, a staff member will even sit down with customers and develop a personalized training or conditioning program that meets their own specific objectives and needs, at no cost to the customer.

The remainder of the staff in the store will consist of a manager, with a Bachelor of Commerce degree, and sales staff, who will have at least high school diplomas. Due to the long opening hours, it is expected that between 8 and 12 salespeople will be needed for each store. Because the stores are located in shopping malls, they will operate on a seven-day-a-week basis, open 9:00 to 9:00 weekdays, 9:00 to 6:00 Saturdays, and noon to 6:00 on Sundays.

Aside from personally helping customers, the roles of the physiotherapist and kinesiologist will be to train other employees in how each type of equipment can be used for various conditioning and rehabilitation purposes. Initially, sales staff will be given general training, but as time goes by, each salesperson will be expected to learn in depth about all the different pieces of equipment, to help customers diagnose their needs accurately, and to be able to explain proper usage of the equipment. Because of the high level of training required, all employees will be full-time.

The founder of the business is Susan Superfit, who has undergraduate degrees in kinesiology and commerce from the University of Saskatchewan. While at university, she participated in numerous sports (and suffered numerous injuries due to her all-out style of play). She came up with the idea for this business while laid up with one of her injuries.

While there were businesses that sold fitness and conditioning equipment, she often found that the people selling them had very limited knowledge about the equipment and often gave poor advice on what to buy and how to use it.

She has secured funding from private investors and from Working Ventures, a large Canadian labour-sponsored investment fund. In order to get volume discounts on the equipment she will be purchasing and to beat competitors into the market, she wants to start off quite large, with stores in major cities in Ontario and the four western provinces, before expanding to Quebec and the Atlantic provinces. She knows that this is a risky strategy, and that cost control will be essential to keep the business going long enough to become well known and develop a stable clientele. She does not expect the business to make a profit for at least one year, or maybe even two.

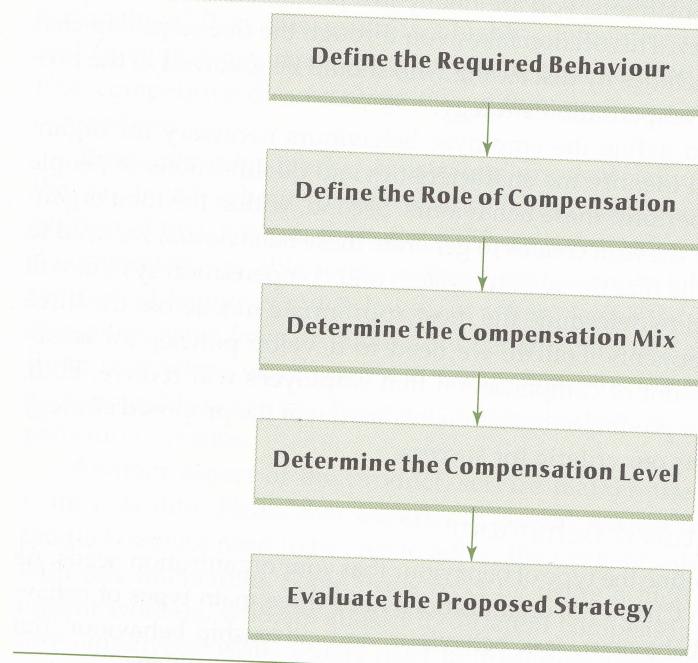
Her main competitors will be sporting goods mega-stores and department and discount stores, each of which sells some of the same equipment. Some of these outlets will be able to price their equipment lower than The Fit Stop will be able to, but none have the range of equipment that The Fit Stop will have, and none provide the personalized service that The Fit Stop will.

Susan believes that the key to her business success will be highly motivated and knowledgeable employees who have a strong concern for their customers and are able to work as a team with the other employees to provide the best possible customer service. Since no two customers are exactly alike, employees will have to be innovative in developing solutions that fit their needs. It will also be crucial to keep up with the latest fitness and training trends, as knowledge about fitness is continually increasing, along with new and different types of specialized equipment. A key aspect of company strategy is to be the most up-to-date and advanced supplier of new products and techniques.

Although Susan has given a lot of thought to her business, one thing she hasn't really given much thought to is how to compensate her employees. Since she doesn't really know much about compensation, she tends to feel that the safest thing would be to just do what her competitors are doing.

FIGURE 6.1

The Compensation Strategy Formulation Process



vary in terms of complexity, skill, performance level, material (i.e., things or people), and consequences of errors. Packing a chicken wing in a box of chicken legs is an error, as is removing a patient's healthy kidney instead of the diseased kidney (as actually happened at a Scottish hospital in 2006 and a U.S. hospital in 2008), but the consequences of these two errors differ dramatically.

In addition, the nature of the task behaviour required has implications for the type of organizational and reward systems needed to produce these behaviours. Compensation Notebook 6.1 lists 16 different dimensions of task behaviour. In general, the first choice in each of these dimensions (e.g., tasks that are simple, procedural, low-skilled, narrow, have low interdependence and individual output) are suited for reward systems consistent with the classical school of thought, whereas tasks characterized by the second choice in each dimension (e.g., tasks that are complex, creative, highly skilled, broad, have high interdependence and team-based output) are suited to reward systems associated with the high-involvement management strategy.

Interestingly, organizations often do not appear to understand their real behavioural needs and have recruiting systems that work at cross-purposes to these needs. For example, many a fresh university graduate has been told by recruiters that the firm is seeking creative, innovative, free-thinking employees, only to discover that what the organization really wants are people who will simply do what they are told in a reliable manner. It may be that recruiters believe statements about creativity and innovation to be effective in drawing high-quality recruits, without considering the potential costs of

Determining the Compensation Mix

To redesign the sales compensation system, you create a design task force, including you, the VPs of Human Resources and Sales, several regional sales managers, and several sales engineers, especially several younger ones. Their first decision is to create teams of five to eight sales engineers who have the responsibility for sales in a given geographic area. Although each engineer will have her or his own territory, all are also expected to help cover the territories of other team members when they are away or need help.

Using the strategic template illustrated in Figure 6.2 as a guide to outline their options and summarize their choices, the task force formulates the

FIGURE 6.2

| Compensation Strategy Template | | |
|---|--|---------------------------------|
| Job Family: <u>Sales Engineer</u> | Total Compensation Level: Match? <u> </u> | Lead? <u>20%</u> Lag? <u> </u> |
| PROPORTION OF TOTAL PAY | | |
| 1. Base Pay | | |
| a. Job evaluation | 50% | ~ |
| b. Market pricing | 50% | ~ |
| c. Pay for knowledge | | |
| 2. Performance Pay | | |
| a. Individual performance pay | 30% | |
| i. Piece rate | ~ | |
| ii. Commissions | ~ | |
| iii. Merit bonuses | 10% | |
| iv. Special incentives | ~ | |
| b. Group performance pay | | |
| i. Gain sharing | ~ | |
| ii. Goal sharing | ~ | |
| iii. Other group pay <u>Group Commissions</u> | ~ | |
| c. Organization performance pay | 10% | |
| i. Profit sharing | 5% | |
| ii. Stock plan | 5% | |
| iii. Other organization pay | ~ | |
| 3. Indirect Pay | | |
| i. Mandatory benefits | 20% | |
| ii. Pension plan | 8% | |
| iii. Health & life insurance | 4% | |
| iv. Paid time off | 3% | |
| v. Employee services | ~ | |
| vi. Other benefits <u>Automobile</u> | 5% | |