

# **A Guide to Writing Job Descriptions**



**University  
of Windsor**

**2015**

**Employee Engagement & Development  
Department of Human Resources**

## What is a Job Description?

- Snapshot of a specific job
- A statement of the purpose, key functions, qualifications and responsibilities associated with a job
- A communication tool
- A document that tells employees where their position fits within the department/organization

## Why Do We Need Them?



## Well Written Descriptions

- Short (max. 4 pages)
- Key principles:
  - Analysis not lists
  - Functions not tasks
  - Jobs not people (not a personal resume)
  - Facts not judgments
  - The job as it is now
  - Not a description of the department
- Beware of the “inflationary effect”



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## Engaging Staff in Writing the Job Description

- It is the responsibility of the supervisor to write the job description
- The supervisor can engage staff in the identification of key functions and decision making
- Rather than providing the staff with the job description template, ask staff for specific information
- Do not send staff any edits from HR (confidential)



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## Engaging Staff in Writing the Job Description

- Ask staff to:
  - Make a list of the key functions and duties of their job (not all tasks/activities and actions) – explain the difference between function, duty and task
  - Cluster similar duties together and assign a percentage of their time that is spent carrying out the duties in the grouping
  - Identify the key decisions that they make without any guidance from myself or others and recommendations that you typically make to you or others



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## UWindsor Job Descriptions

Divided into the following areas:

1. Identifying information
2. Job Purpose
3. Key Job Functions
4. Organizational Structure
5. Decision Making & Authority
6. Skills/Knowledge/Experience/Education
7. Quantitative Data
8. Other comments
9. Working Conditions
10. Signatures

Job Description  
Template -  
page 34



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## Part 1 – Identifying Information

Job Title:	Date Prepared:
Incumbent Name:	Division/Department:
Reports to: (Title & Name)	

## Part 1 - Identifying Information

- Job title is the decision of the manager in conjunction with HR (approved by HR)
- A job title should be
  - Brief (1 to 3 words)
  - Precise - reflects the purpose, functions and the scope of the job
  - Relevant – comparable with similar jobs in the department and across the University
  - Consistent with the departmental organizational structure/bargaining unit

## Part 2 – Job Purpose

◆ **Job Purpose** (See guide section B)



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## Job Purpose

- Accurate and concise statement summarizing the overall reason why the job exists
- No more than 3 sentences
- Avoid details - do not include a detailed list of how the job is done, tasks, activities or departmental goals
- Sometimes it is easier to write it at the end



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## Job Purpose

### Step 1

- Answer the following questions:
  - Why does the job exist?
  - What is the job intended to achieve?

The purpose of this job is to.....

## Job Purpose

### Step 2

- Write the job purpose using the following formula...

Action	Area of Impact	Result
What is done	To what/whom	With what outcome
To develop, construct and maintain	mechanical and electrical components	to ensure equipment is in working order for teaching and research activities
To design	marketing and communications materials	to support promotion, engagement and recruitment activities across the University



## Examples



### **IT Programmer**

- The purpose of the IT Programmer position is to repair, modify, and create codes for the Student Information System to ensure its effective operation

### **IT Programmer**

- Using XHTML, PHP, and SQL code, performs a variety of activities in support of departments in a multi-vendor, multi-server, centralized computer complex



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## Job Purpose - Examples



### **Fund Development Officer**

- The purpose of the Fund Development Officer position is to plan and implement fundraising initiatives to generate donations for the Faculty of Human Kinetics

### **Training Co-ordinator**

- To development and implement training programs to support the professional development of employees



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## Part 3 – Key Job Functions

◆ Key Job Functions (See guide section C)	% of Workweek Spent on Function
1.	
2.	
3.	
4.	
5.	
6.	



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## Key Job Functions

- List the key deliverables that the job must produce in order to achieve the purpose
- Key question – What does the job holder need to do in order to achieve the purpose?
- Each function must be distinct and must describe key areas in which results must be achieved – not a list of tasks



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## Difference between....

### Function (examples)

- Co-ordinate departmental events

### Task (examples)

- Book event location
- Compile a list of invitees
- Write the invitation letter
- Send the invitation
- Review RSVP's and follow up
- Order the food



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## Key Job Functions

- Only list major functions
- Most jobs will have 4 to 6 major functions
- Use clear, concise & direct language
- Use non-technical language whenever possible
- Avoid unnecessary words
- Keep sentence structure as simple as possible
- Begin sentences with an action verb
- Use present tense
- Avoid using abbreviations



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## Key Job Functions

- How to identify and write them?
  - Identify the key functions and then brainstorm key duties
  - If it is easier you may first brainstorm the duties associated with the position and then group them into job functions



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## Key Job Functions

- Step 1
  - Think of the job in terms of the key functions.
    - Examples:
      - Budget Management
      - Executive Support
      - Event Coordination



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# Key Job Functions

- Step 2
  - For each of the job functions identify key duties associated with each job function. Only include major duties not specific activities/actions/tasks



## Example



- |                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Budget management<ul style="list-style-type: none"><li>– Plan the annual budget for the department</li><li>– Devise budgetary forecasts based on departmental goals</li><li>– Monitor and analyze budgetary expenditures</li><li>– Create budgetary reports</li></ul></li></ul> | <ul style="list-style-type: none"><li>• Budget Management<ul style="list-style-type: none"><li>– Input data into FIS</li><li>– Compile data needed to write reports</li><li>– Review data from previous years and draft budget</li><li>– Compare budget to actual expenditure and determine reasons for variances</li><li>– Advise Dean of discrepancies</li><li>– Write reports as needed to present to faculty counsel</li><li>– Print reports as needed</li><li>– Distribute reports prior to meetings</li></ul></li></ul> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Key Job Functions

- Step 3
  - Condense the job duties into 2 or 3 duty statements.



## Example (2 writing styles)



### Budget Management

Plan and manage the annual budget for the department including:

- Devise forecasts based on departmental goals
- Monitor and analyze expenditures
- Create financial related reports

### Budget Management

Plan and manage the departmental budget including devising forecasts based on departmental goals, monitoring and analyzing expenditures and creation of financial reports



## Example



### Event Coordination

Coordinate all departmental events. Including drafting promotional materials, managing the guest list and taking care of all logistical supports associated with the event.

### Event Coordination

Coordinate all departmental events. Including:

- drafting promotional materials
- managing the guest list
- providing all logistical support for the event



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## Key Job Functions

- Step 4
  - Review the job functions and determine the percentage (%) of time spent performing the function over the course of a year
  - A fixed percentage is required (each individual function should not be less than 5%)
  - Do not use ranges or state that it varies



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## Key Job Functions

- Things to remember...

Each job should  
have 4 to 6 key  
functions

Each job  
function should  
have 2 to 3 key  
duties

Begin each  
function  
statement with  
an action verb



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## Tool You Can Use

- Action Verb list – page 38



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## Part 4 – Organizational Structure

◆ **Organization Structure** (See guide section D)

I



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## Part 4 – Organizational Structure

- Briefly describe the work of the unit, its purpose and how it fits with the University's structure
- List any positions that directly or indirectly report to this position (unionized positions do not have direct reports)
- List who this position reports to



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## Part 4 – Organizational Structure

### Example:

This is 1 of 6 positions reporting to the Dean of the Faculty of Fisheries. The other positions include:

- 3 technicians
- 2 secretaries

The Dean of the Faculty of Fisheries reports to the Vice-President Academic.

This position does not have any direct or indirect reports



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## Part 5 – Decision Making & Authority

Decisions Made by the Position	Recommendations Made by the Position



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## Part 5 – Decision Making & Authority

- Include in this section examples of:
  - Typical decisions made
  - Typical areas where recommendations are made
  - Indicate if decisions/recommendations are made independently or in collaboration with others
  - Do not reiterate the job functions/duties
  - Hiring, discipline decisions – only for managerial positions

**Think about:  
What actions  
decisions the  
position  
holder can  
make without  
a specific  
review by the  
supervisor**



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## Part 5 – Decision Making & Authority

- It is not about the recommendations a job holder chooses to make – only include recommendations that are expected from the position





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## Part 5 – Decision Making & Authority

- Examples:
  - Decisions related to the order in which assigned tasks are carried out
  - Determining work methods and materials
  - Expenditures within approved budget lines
  - Approval within policy parameters

## Part 6 – Skills/Knowledge/Experience/ Education Required

  **Skills/Knowledge/Experience/Education required** (See guide section F)

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## Part 6 – Skills/Knowledge/Experience/ Education Required

- List the minimum level of qualifications needed for an individual to perform the key job functions
  - Education
  - Experience
  - Licenses / Certifications
  - Knowledge/Skills
- Don't exceed or list less than what is needed to perform the job (6 minimum)
- Qualifications must be measurable and job related



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## Part 6 – Skills/Knowledge/Experience /Education Required

- Use phrases such as “demonstrated/documentated experience”
- In terms of education:
  - Is a degree in a specific field required?
  - Would work experience be a substitute for a degree?

**Remember**  
- Think in  
terms of  
the  
position  
not the  
person



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## Part 6 – Skills/Knowledge/Experience/ Education Required

- Examples
  - Knowledgeable of the Ontario Human Rights Code and AODA Standards
  - Demonstrated customer service skills
  - 5 years experience using Microsoft Office products to create spreadsheets, reports and presentations
  - 3 years experience delivering presentations
  - Degree in Education or relevant experience/equivalency

Consistent with Job Posting

## Part 7 – Quantitative Data

### ♦ Quantitative Data (See guide section G) If Applicable

Number of Staff Supervised    Directly \_\_\_\_\_    Indirectly \_\_\_\_\_    Total \_\_\_\_\_  
Annual Operating Expense Budget (20\_\_ ) \_\_\_\_\_ \$  
Other Quantitative Information (Please Specify)

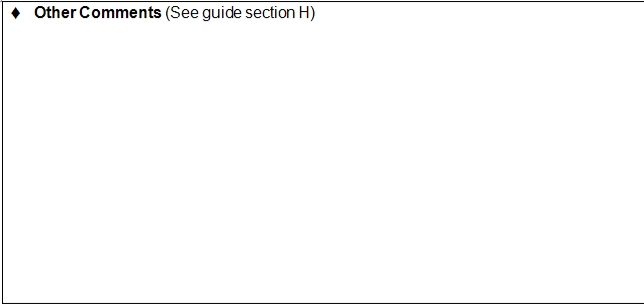
Only for managers  
and supervisors

Lead  
hands/unionized  
employees

Only list relevant data

## Part 8 – Other Comments

◆ **Other Comments** (See guide section H)



## Part 8 – Other Comments

- Anything not covered in the other parts of the job description that is critical in order to understand the job
- Brief description
- May be left blank

## Part 9 – Working Conditions

The majority of jobs at the University are A or B

♦ **Working Conditions** (See guide section I)

Please tick the appropriate box

### **Physical Effort**

- |                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> A. Frequent periods are spent standing or sitting in the same location with some opportunity to move about. <u>Occasionally</u> required to stoop or lift light material or equipment.<br><input type="checkbox"/> B. Almost continuously sitting in the same position or standing/walking. Frequent requirement to lift/handle material or equipment of moderate weight. | <input type="checkbox"/> C. Regular periods during which there is continuous physical exertion required, e.g., walking, standing, stooping, climbing, lifting material or equipment, some of which may be heavy or awkward.<br><input type="checkbox"/> D. Almost continuously engaged in one or more strenuous physical activities simultaneously, e.g., climbing, walking, carrying heavy and/or awkward material or equipment. Work may be performed in confined spaces and/or awkward positions. |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### **Physical Environment**

- |                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> A. Located in a comfortable indoor area. Conditions could produce mild discomfort on occasion, e.g., dust, moderate noise.<br><input type="checkbox"/> B. Occasional exposure to factors such as temperature extremes, moving machinery, noise and fumes which cause noticeable discomfort. | <input type="checkbox"/> C. Almost constant exposure to factors such as temperature variations/ extremes, fumes, moving machinery, humidity and toxic materials which cause frequent periods of extreme discomfort and/or a noticeable risk of accident or illness which cannot be eliminated from the job.<br><input type="checkbox"/> D. In addition to constant or frequent exposure to factors causing extreme discomfort, there is regular exposure to factors which carry an extreme risk of accident or illness which cannot be eliminated from the job. |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



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## Part 9 – Working Conditions

The majority of jobs at the University are A or B

### **Sensory Attention**

- |                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> A. Occasional need to give moderate attention, either hearing or seeing, to what is happening.<br><input type="checkbox"/> B. Regular need to give close attention, either hearing or seeing, to what is happening. | <input type="checkbox"/> C. Frequent need to give concentrated attention, with one or two senses at a time, where stimuli are changing.<br><input type="checkbox"/> D. Almost constant need to give concentrated attention where multiple stimuli are changing quickly and where two or more senses - hearing, seeing, touching, <del>seeing</del> - must be used in co-ordination. |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### **Mental Stress**

- |                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> A. There is some modest pressure from deadlines or other productivity standards. Work is somewhat repetitious.<br><input type="checkbox"/> B. Work and Environment are very repetitious/unchanging. There is noticeable pressure from deadlines, production quotas, accuracy or similar demands. Unpleasant situations are probable. | <input type="checkbox"/> C. There is continuous pressure from deadlines, production quotas, accuracy or similar demands. Unpleasant contacts and/or concern about unpleasant situations are frequent. Moderate disruption of family/social life.<br><input type="checkbox"/> D. There is almost continuous occurrence of some combination of a strong demand for results, multiple demands made simultaneously for important decisions/actions, possible exposure to public criticism, confrontation or other unpleasant situations and/or contacts. Family/social life is disrupted regularly. Positive results and a sense of accomplishment may be infrequent. |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



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## Part 9 – Working Conditions

- Review the key job functions and determine the appropriate descriptor under each of the headings:
  - Physical effort
  - Physical environment
  - Sensory attention
  - Mental stress
- Think about frequency
- Most jobs at the University are A or B



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## Part 10 – Signatures

Incumbent's Signature	Date
Immediate Supervisor/ Manager	Date
Human Resources	Date



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## Part 10 - Signatures

- Final version to be signed by incumbent (if applicable) and immediate supervisor
- Do not sign if you do not agree with the content  
- accountability for content
- Not approved until HR reviews and signs (CUPE 1393) – Do not sign until HR approves

## Putting it all Together

- Sample job descriptions - page 26



# Summary of Changes Form

Page 33

- Purpose
  - Highlight changes between existing job description and revised job description
- Summary of changes
  - Brief
  - 2 or 3 sentences
  - List only new functions or components of the function that are new
  - Include changes in % of time spent carrying out a function
- Not approved until HR signs off



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Job Title: <b>Analyst</b>	Date Prepared: <b>May 6, 2014</b>
Incumbent Name: <b>Jane Windsor</b>	Division/Department: <b>Recruitment Centre</b>
Reports to: (Title & Name)	<b>James Lasalle Manager, Recruitment Centre</b>

◆ **Job Purpose** (See guide section B)

*The purpose of this position is to support recruitment and enrollment management and planning by extracting, compiling, analyzing, maintaining and reporting on recruitment and enrolment data from a wide variety of internal and external sources.*

◆ <b>Key Job Functions</b> (See guide section C)	% of Workweek Spent on Function
1. <b>Data analysis:</b> Analyze and report on data and information in support of recruitment and enrolment management and planning. This includes extracting and compiling data, monitoring, evaluation and reporting of key recruitment and enrolment trends.	40%
2. <b>Report writing:</b> Write official and summary reports on recruitment and enrollment. This includes maintenance of historical data and distribution of information as required.	20%
3. <b>Fulfilling customized information requests:</b> Respond to ad hoc requests on recruitment and enrolment topics this includes assisting users in determining information requirements; extract or compile the requested data and the design user-friendly reports.	20%
4. <b>Presentation design &amp; Development:</b> Prepare user friendly presentations on recruitment and enrollment. This includes presentation design based on audience, development of required materials such as tables, chart and presenter notes.	20%

◆ **Organization Structure** (See guide section D)

*This is one of 12 positions reporting to the Director, Recruitment Centre. The other positions include:*

- *Recruitment co-ordinators (5)*
- *Enrollment co-ordinators (3)*
- *Secretarial support (2)*
- *Assistant to the director (1)*



◆ **Decision Making and Authority** (See guide section E)

Decisions Made by the Position

- *Decisions on data sources and validity,*
- *Design of reports and presentations*

Recommendations Made by the Position

- *Interpretation of recruitment and enrollment data and institutional implications*
- *Interpretation of recruitment and enrollment trends*

◆ **Skills/Knowledge/Experience/Education required** (See guide section F)

**Essential Qualifications**

- *Bachelor degree in a related field or a university degree with demonstrable research skills*
- *4 years experience in the collection and analysis of data*
- *Strong computer skills, including proficiency in the use of computerized databases and spreadsheet software, including Microsoft Excel and PPT*
- *Strong analytical and problem solving skills*
- *Excellent written and oral communication skills including – demonstrated ability to prepare a wide range of reports*
- *High degree of numeracy*
- *Ability to work independently*
- *Ability to maintain strict confidentiality*
- *Demonstrated teamwork skills and initiative*

◆ **Quantitative Data** (See guide section G) If Applicable

Number of Staff Supervised      Directly 0      Indirectly 0      Total 0

Annual Operating Expense Budget (2012) \$ 0.00

Other Quantitative Information (Please Specify)



◆ **Other Comments** (See guide section H)

*During periods of high volume (September-October) , the position holder will be required to work overtime to meet deadlines*

◆ **Working Conditions** (See guide section I)

Please tick the appropriate box

**Physical Effort**

- |                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> A. Frequent periods are spent standing or sitting in the same location with some opportunity to move about. Occasionally required to stoop or lift light material or equipment. | <input type="checkbox"/> C. Regular periods during which there is continuous physical exertion required, e.g., walking, standing, stooping, climbing, lifting material or equipment, some of which may be heavy or awkward.                                           |
| <input type="checkbox"/> B. Almost continuously sitting in the same position or standing/walking. Frequent requirement to lift/handle material or equipment of moderate weight.                                     | <input type="checkbox"/> D. Almost continuously engaged in one or more strenuous physical activities simultaneously, e.g., climbing, walking, carrying heavy and/or awkward material or equipment. Work may be performed in confined spaces and/or awkward positions. |

**Physical Environment**

- |                                                                                                                                                                |                                                                                                                                                                                                                                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> A. Located in a comfortable indoor area. Conditions could produce mild discomfort on occasion, e.g., dust, moderate noise. | <input type="checkbox"/> C. Almost constant exposure to factors such as temperature variations/extremes, fumes, moving machinery, humidity and toxic materials which cause frequent periods of extreme discomfort and/or a noticeable risk of accident or illness which cannot be eliminated from the job. |
| <input type="checkbox"/> B. Occasional exposure to factors such as temperature extremes, moving machinery, noise and fumes which cause noticeable discomfort.  | <input type="checkbox"/> D. In addition to constant or frequent exposure to factors causing extreme discomfort, there is regular exposure to factors which carry an extreme risk of accident or illness which cannot be eliminated from the job.                                                           |

**Sensory Attention**

- |                                                                                                                         |                                                                                                                                                                                                                                |
|-------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> A. Occasional need to give moderate attention, either hearing or seeing, to what is happening. | <input checked="" type="checkbox"/> C. Frequent need to give concentrated attention, with one or two senses at a time, where stimuli are changing.                                                                             |
| <input type="checkbox"/> B. Regular need to give close attention, either hearing or seeing, to what is happening.       | <input type="checkbox"/> D. Almost constant need to give concentrated attention where multiple stimuli are changing quickly and where two or more senses - hearing, seeing, touching, tasting - must be used in co-ordination. |



### ***Mental Stress***

- |                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> A. There is some modest pressure from deadlines or other productivity standards. Work is somewhat repetitious.                                                                 | <input type="checkbox"/> C. There is continuous pressure from deadlines, production quotas, accuracy or similar demands. Unpleasant contacts and/or concern about unpleasant situations are frequent. Moderate disruption of family/social life.                                                                                                                                                              |
| <input type="checkbox"/> B. Work and Environment are very repetitious/unchanging. There is noticeable pressure from deadlines, production quotas, accuracy or similar demands. Unpleasant situations are probable. | <input type="checkbox"/> D. There is almost continuous occurrence of some combination of a strong demand for results, multiple demands made simultaneously for important decisions/actions, possible exposure to public criticism, confrontation or other unpleasant situations and/or contacts. Family/social life is disrupted regularly. Positive results and a sense of accomplishment may be infrequent. |

\_\_\_\_\_  
Incumbent's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Immediate Supervisor/ Manager

\_\_\_\_\_  
Date

\_\_\_\_\_  
Human Resources

\_\_\_\_\_  
Date



Job Title: <b>Research Technologist</b>	Date Prepared: <b>May 5, 2014</b>
Incumbent Name: <b>TBD</b>	Division/Department Marine Biology
Reports to: (Title & Name)	<b>Department Head</b>

◆ **Job Purpose** (See guide section B)

*The Research Technologist coordinates all Information Technology and Audiovisual technical support for Marine Biology . He/she also provides first-level computer and audiovisual technical support to computer/AV users in classrooms and facilities in order to ensure the continued operation of their equipment.*

◆ **Key Job Functions** (See guide section C)

<p>1. <i>Resolve computer issues by guiding users through processes over the phone or attending their work area and directly troubleshooting their hardware/software. This includes but is not limited to virus removal, software updates, fixing printer problems, etc.</i></p> <p><i>Facilitate the processing of new user set-up, system access, and profile change requests for systems (e.g. UWin ID, Lotus Notes, Novell, Drupal, SIS).</i></p> <p><i>Refer issues to Information Technology Services, the Centre for Teaching and Learning, or outside Technical Support as required and coordinate the resolution of each issue .</i></p>	<p>% of Workweek Spent on Function</p> <p><b>55%</b></p>
<p>2. <i>Troubleshoot problems with AV equipment such as projector connectivity problems and cabling issues. Set up AV hardware and software for videoconferencing, lectures, presentations, etc. Assist faculty and staff, with video capture, webcasting, and editing equipment/software operation.</i></p>	<p><b>25%</b></p>
<p>3. <i>Recommend the purchase of upgraded computing hardware/software. When approved, purchase and install new hardware/software according to ITS specifications and departmental requirements (e.g. specific software requirements). Maintain an inventory of existing computing equipment, and dispose of equipment as needed.</i></p>	<p><b>15%</b></p>
<p>4. <i>Maintain the computing hardware and software(e.g. desktop computers, printers, servers, CLEW) in lab facilities.</i></p> <p><i>Maintain servers in the department, including controlling access as required.</i></p>	<p><b>5%</b></p>



◆ **Organization Structure** (See guide section D)

*This is one of 5 positions reporting to the Department Head .*

*The other positions include a Research Technician, office staff, and Ancillary Academic Staff.*

◆ **Decision Making and Authority** (See guide section E)

**Decisions Made by You**

- *Methods for troubleshooting computer and AV issues*
- *Prioritization of service calls*
- *Inventory levels for computing equipment*

**Recommendations Made by You**

- *Schedule for hardware/software upgrades*
- *Purchases of new hardware/software*
- *Timing of disposal of equipment*

◆ **Skills/Knowledge/Experience/Education required** (See guide section F)

**Essential Qualifications**

- *Completion of a 3 year Ontario College Diploma in Computer Systems Technology – Networking or equivalent*
- *3 years of experience in an Information Technology support role*
- *Good interpersonal skills*
- *Experience administering Windows, Linux, and Apple computing systems*
- *Experience troubleshooting audiovisual equipment (e.g. projectors, microphones, cables)*

◆ **Quantitative Data** (See guide section G) If Applicable

Number of Staff Supervised      Directly 0      Indirectly 0      Total 0

Annual Operating Expense Budget (2014) \$ 0.00

Other Quantitative Information (Please Specify)

*N/A*

◆ **Other Comments** (See guide section H)

*N/A*





◆ **Working Conditions** (See guide section I)

Please tick the appropriate box

**Physical Effort**

- |                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> A. Frequent periods are spent standing or sitting in the same location with some opportunity to move about. Occasionally required to stoop or lift light material or equipment. | <input type="checkbox"/> C. Regular periods during which there is continuous physical exertion required, e.g., walking, standing, stooping, climbing, lifting material or equipment, some of which may be heavy or awkward.                                           |
| <input checked="" type="checkbox"/> B. Almost continuously sitting in the same position or standing/walking. Frequent requirement to lift/handle material or equipment of moderate weight.               | <input type="checkbox"/> D. Almost continuously engaged in one or more strenuous physical activities simultaneously, e.g., climbing, walking, carrying heavy and/or awkward material or equipment. Work may be performed in confined spaces and/or awkward positions. |

**Physical Environment**

- |                                                                                                                                                                |                                                                                                                                                                                                                                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> A. Located in a comfortable indoor area. Conditions could produce mild discomfort on occasion, e.g., dust, moderate noise. | <input type="checkbox"/> C. Almost constant exposure to factors such as temperature variations/extremes, fumes, moving machinery, humidity and toxic materials which cause frequent periods of extreme discomfort and/or a noticeable risk of accident or illness which cannot be eliminated from the job. |
| <input type="checkbox"/> B. Occasional exposure to factors such as temperature extremes, moving machinery, noise and fumes which cause noticeable discomfort.  | <input type="checkbox"/> D. In addition to constant or frequent exposure to factors causing extreme discomfort, there is regular exposure to factors which carry an extreme risk of accident or illness which cannot be eliminated from the job.                                                           |

**Sensory Attention**

- |                                                                                                                              |                                                                                                                                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> A. Occasional need to give moderate attention, either hearing or seeing, to what is happening.      | <input type="checkbox"/> C. Frequent need to give concentrated attention, with one or two senses at a time, where stimuli are changing.                                                                                        |
| <input checked="" type="checkbox"/> B. Regular need to give close attention, either hearing or seeing, to what is happening. | <input type="checkbox"/> D. Almost constant need to give concentrated attention where multiple stimuli are changing quickly and where two or more senses - hearing, seeing, touching, tasting - must be used in co-ordination. |

**Mental Stress**

- |                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> A. There is some modest pressure from deadlines or other productivity standards. Work is somewhat repetitious.                                                                 | <input type="checkbox"/> C. There is continuous pressure from deadlines, production quotas, accuracy or similar demands. Unpleasant contacts and/or concern about unpleasant situations are frequent. Moderate disruption of family/social life.                                                                                                                                                              |
| <input type="checkbox"/> B. Work and Environment are very repetitious/unchanging. There is noticeable pressure from deadlines, production quotas, accuracy or similar demands. Unpleasant situations are probable. | <input type="checkbox"/> D. There is almost continuous occurrence of some combination of a strong demand for results, multiple demands made simultaneously for important decisions/actions, possible exposure to public criticism, confrontation or other unpleasant situations and/or contacts. Family/social life is disrupted regularly. Positive results and a sense of accomplishment may be infrequent. |

\_\_\_\_\_  
Incumbent's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Immediate Supervisor/ Manager

\_\_\_\_\_  
Date

\_\_\_\_\_  
Human Resources

\_\_\_\_\_  
Date

## Summary of Changes

Job Title:	Date Prepared:
Incumbent Name:	Division/Department:
Reports to: (Title & Name)	

**◆ Summary of Changes**

<b>◆ Changes to Key Job Functions</b>	% of Workweek Spent on Function
1. <i>New/Changed Job Function.</i>	
2. <i>New/Changed Job Function</i>	
3. <i>New/Changed Job Function</i>	
4. <i>New/Changed Job Function</i>	
5. <i>New/Changed Job Function</i>	
6. <i>New/Changed Job Function</i>	

**◆ NEW: Skills/Knowledge/Experience/Education Required**  
*New Skills/Knowledge/Experience/Education required for this position*

<div style="border-bottom: 1px solid black; margin-bottom: 10px;"></div> <b>Incumbent's Signature</b>	<div style="border-bottom: 1px solid black; margin-bottom: 10px;"></div> <b>Date</b>
<div style="border-bottom: 1px solid black; margin-bottom: 10px;"></div> <b>Immediate Supervisor/ Manager</b>	<div style="border-bottom: 1px solid black; margin-bottom: 10px;"></div> <b>Date</b>
<div style="border-bottom: 1px solid black; margin-bottom: 10px;"></div> <b>Human Resources</b>	<div style="border-bottom: 1px solid black; margin-bottom: 10px;"></div> <b>Date</b>



## Job Description

Job Title	Date Prepared:
Incumbent Name:	Division/Department:
Reports to: (Title & Name)	

<p>◆ <b>Job Purpose</b> (See guide section B)</p> <p><i>Job Purpose</i></p>
-----------------------------------------------------------------------------

◆ <b>Key Job Functions</b> (See guide section C)	% of Workweek Spent on Function
1. <i>Job Function</i>	
2. <i>Job Function</i>	
3. <i>Job Function</i>	
4. <i>Job Function</i>	
5. <i>Job Function</i>	
6. <i>Job Function</i>	



◆ **Organization Structure** (See guide section D)

*Organization structure*

◆ **Decision Making and Authority** (See guide section E)

Decisions Made by the position

- *Decisions made by the position*

Recommendations Made by the position

- *Recommendations made by the position*



◆ **Skills/Knowledge/Experience/Education required** (See guide section F)

*Essential Qualifications*

- 

*Preferred Qualifications*

- 

◆ **Quantitative Data** (See guide section G) If Applicable

Number of Staff Supervised      Directly ##      Indirectly ##      Total ##

Annual Operating Expense Budget (20 ## ) \$ X,XXX.XX

Other Quantitative Information (Please Specify)

*Other quantitative information (if applicable)*

◆ **Other Comments** (See guide section H)

*Other comments (if applicable)*



◆ **Working Conditions** (See guide section I)

Please tick the appropriate box

**Physical Effort**

- |                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> A. Frequent periods are spent standing or sitting in the same location with some opportunity to move about. Occasionally required to stoop or lift light material or equipment. | <input type="checkbox"/> C. Regular periods during which there is continuous physical exertion required, e.g., walking, standing, stooping, climbing, lifting material or equipment, some of which may be heavy or awkward.                                           |
| <input type="checkbox"/> B. Almost continuously sitting in the same position or standing/walking. Frequent requirement to lift/handle material or equipment of moderate weight.                          | <input type="checkbox"/> D. Almost continuously engaged in one or more strenuous physical activities simultaneously, e.g., climbing, walking, carrying heavy and/or awkward material or equipment. Work may be performed in confined spaces and/or awkward positions. |

**Physical Environment**

- |                                                                                                                                                               |                                                                                                                                                                                                                                                                                                            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> A. Located in a comfortable indoor area. Conditions could produce mild discomfort on occasion, e.g., dust, moderate noise.           | <input type="checkbox"/> C. Almost constant exposure to factors such as temperature variations/extremes, fumes, moving machinery, humidity and toxic materials which cause frequent periods of extreme discomfort and/or a noticeable risk of accident or illness which cannot be eliminated from the job. |
| <input type="checkbox"/> B. Occasional exposure to factors such as temperature extremes, moving machinery, noise and fumes which cause noticeable discomfort. | <input type="checkbox"/> D. In addition to constant or frequent exposure to factors causing extreme discomfort, there is regular exposure to factors which carry an extreme risk of accident or illness which cannot be eliminated from the job.                                                           |

**Sensory Attention**

- |                                                                                                                         |                                                                                                                                                                                                                                |
|-------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> A. Occasional need to give moderate attention, either hearing or seeing, to what is happening. | <input type="checkbox"/> C. Frequent need to give concentrated attention, with one or two senses at a time, where stimuli are changing.                                                                                        |
| <input type="checkbox"/> B. Regular need to give close attention, either hearing or seeing, to what is happening.       | <input type="checkbox"/> D. Almost constant need to give concentrated attention where multiple stimuli are changing quickly and where two or more senses - hearing, seeing, touching, tasting - must be used in co-ordination. |

**Mental Stress**

- |                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> A. There is some modest pressure from deadlines or other productivity standards. Work is somewhat repetitious.                                                                            | <input type="checkbox"/> C. There is continuous pressure from deadlines, production quotas, accuracy or similar demands. Unpleasant contacts and/or concern about unpleasant situations are frequent. Moderate disruption of family/social life.                                                                                                                                                              |
| <input type="checkbox"/> B. Work and Environment are very repetitious/unchanging. There is noticeable pressure from deadlines, production quotas, accuracy or similar demands. Unpleasant situations are probable. | <input type="checkbox"/> D. There is almost continuous occurrence of some combination of a strong demand for results, multiple demands made simultaneously for important decisions/actions, possible exposure to public criticism, confrontation or other unpleasant situations and/or contacts. Family/social life is disrupted regularly. Positive results and a sense of accomplishment may be infrequent. |

\_\_\_\_\_  
Incumbent's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Immediate Supervisor/ Manager

\_\_\_\_\_  
Date

\_\_\_\_\_  
Human Resources

\_\_\_\_\_  
Date

# Action Verbs

Source - Wayne State University, Job  
Description Compendium

## Sample Action Verbs for Essential Function Statements

Accounts	Computes	Drives	Innovates	Plans	Schedules
Acquires	Condenses	Dumps	Inspects	Posts	Scores
Adapts	Confers	Duplicates	Installs	Predicts	Screens
Adjusts	Confirms	Edits	Instructs	Prescribes	Seals
Administer	Consolidate	Elaborates	Interprets	Presents	Searches
Adopts	Constructs	Elects	Interviews	Preserves	Selects
Advises	Consults	Eliminates	Inventories	Prevents	Sells
Advocates	Controls	Employs	Invents	Procures	Sends
Allocates	Converts	Encourages	Investigates	Produces	Serves
Allots	Conveys	Endorses	Issues	Programs	Services
Alters	Coordinates	Enlists	Itemizes	Promotes	Smells
Amuses	Copies	Enters	Joins	Proofreads	Solicits
Analyzes	Corrects	Entertains	Judges	Proposes	Solves
Answers	Correlates	Escorts	Justifies	Pulls	Sorts
Applies	Corresponds	Estimates	Leads	Purchases	Stacks
Appoints	Counsels	Evaluates	Lifts	Pushes	Stores
Appraises	Counts	Examines	Loads	Quantifies	Studies
Approves	Creates	Exchanges	Locates	Questions	Submits
Arbitrates	Debates	Exercises	Lubricates	Ranks	Summarizes
Arranges	Decides	Exhibits	Manages	Rates	Supplies
Assembles	Defends	Experiments	Manipulates	Reaps	Surveys
Assesses	Defines	Explains	Manufactures	Rebuilds	Synthesizes
Assigns	Delegates	Extracts	Matches	Recommends	Systematizes
Audits	Deliberates	Fabricates	Measures	Reconciles	Tabulates
Authorizes	Delivers	Fastens	Mediates	Records	Teaches
Awards	Demonstrates	Feeds	Mends	Reduces	Tends
Balances	Describes	Files	Mixes	Refers	Testifies
Bargains	Designates	Forecasts	Modifies	Refines	Tests
Batches	Designs	Formulates	Monitors	Registers	Totals
Budgets	Destroys	Garners	Motivates	Regulates	Traces
Calculates	Detects	Gathers	Moves	Reinforces	Trades
Calibrates	Determines	Gauges	Negotiates	Rejects	Trains
Carries	Develops	Generates	Notifies	Releases	Transacts
Categorize	Devises	Governs	Nullifies	Remits	Transcribes
Certifies	Diagnoses	Grades	Observes	Repairs	Transfers
Checks	Digs	Guards	Obtains	Replaces	Translates
Circulates	Directs	Guides	Opens	Reports	Transmits
Classifies	Disburses	Hauls	Operates	Represents	Treats
Cleans	Disciplines	Hires	Organizes	Rescinds	Turns
Climbs	Discovers	Hypothesizes	Originates	Rescues	Tutors
Coaches	Discusses	Identifies	Outlines	Researches	Types
Codes	Dismantles	Illustrates	Overhauls	Resolves	Updates
Collaborates	Dispatches	Implement	Oversees	Retrieves	Ushers

## ***Action Verb Glossary***

Source: [https://people.rice.edu/uploadedFiles/People/Compensation/Content/Job\\_Descriptions/Action%20Verb%20Glossary.pdf](https://people.rice.edu/uploadedFiles/People/Compensation/Content/Job_Descriptions/Action%20Verb%20Glossary.pdf)

### **A**

**Accepts:** To receive as true; to regard as proper, normal, inevitable.

**Accounts:** To give a report on; to furnish a justifying analysis or explanation.

**Accumulates:** To collect; to gather.

**Achieves:** To bring to a successful conclusion.

**Acknowledges:** To report the receipt of.

**Acquires:** To come into possession of.

**Activates:** To mobilize; to set into motion.

**Acts:** To perform a specified function; to exert one's powers in such a way as to bring about an effect; to carry out a purpose.

**Adapts:** To suit or fit by modification.

**Adjusts:** To bring to a more satisfactory state; to bring the parts of something to a true or more effective position.

**Administers:** To manage or direct the execution of affairs.

**Adopts:** To take up and practice as one's own.

**Advises:** To recommend a course of action; to offer an informed opinion based on specialized knowledge; to give advice to.

**Advocates:** To recommend or speak in favor of.

**Affirms:** To assert positively; to confirm or ratify.

**Aligns:** To arrange or form in a line; to array.

**Allots:** To assign as a share.

**Alters:** To make different without changing into something else.

**Amends:** To change or modify (for the better).

**Analyzes:** To separate into elements and critically examine; to study the factors of a situation or problem in order to determine the solution or outcome; to study various unrelated facts to arrive at a conclusion.

**Answers:** To speak or write in reply.

**Anticipates:** To foresee events, trends, consequences or problems and deal with in advance.

**Applies:** To put to use for a purpose; to employ diligently or with close attention.

**Appoints:** To name officially.

**Appraises:** To evaluate as to quality, status, effectiveness.

**Approves:** To accept as satisfactory; to exercise final authority with regard to commitment of resources; to sanction officially.

**Arranges:** To prepare for an event; to put in proper order.

**Ascertains:** To find out or discover through examination; to find out or learn for a certainty.

**Assembles:** To collect or gather together in a predetermined order from various sources; to fit together the parts of.

**Assesses:** To determine value of; to evaluate.

**Assigns:** To specify or designate tasks or duties to be performed by others.

**Assists:** To help or aid others in the performance of work; to give support to.

**Assumes:** To undertake; to take for granted; to take to or upon oneself.

**Assures:** To give confidence; to make certain of; to confirm.

**Attaches:** To connect; to bind or affix to; to fasten; to tie.

**Attains:** To come into possession of; to arrive at.

**Attends:** To be present.



## Action Verb Glossary

Source - [https://people.rice.edu/uploadedFiles/People/Compensation/Content/Job\\_Descriptions/Action%20Verb%20Glossary.pdf](https://people.rice.edu/uploadedFiles/People/Compensation/Content/Job_Descriptions/Action%20Verb%20Glossary.pdf)

### A (cont.)

**Audits:** To examine officially with intent to verify.

**Authorizes:** To empower; to permit; to establish by authority.

**Awards:** To confer or bestow.

### B

**Balances:** To compute the difference between the debits and credits of an account; to reconcile accounts; to arrange or prove so that the sum of one group equals the sum of another.

**Batches:** To assemble into a group for one operation.

**Budgets:** To plan expenditures.

**Builds:** To construct.

### C

**Calculates:** To make a mathematical computation.

**Calls:** To communicate with by telephone; to summon; to announce.

**Cancels:** To mark out; to revoke; to invalidate. (Printing – to delete).

**Carries:** To convey through the use of the hands.

**Certifies:** To confirm as accurate or true.

**Charts:** To draw or plot data (as on a graph); to make a detailed plan.

**Checks:** To verify; to compare with a source; to examine.

**Circulates:** To pass from person to person or place to place.

**Clarifies:** To make easier to understand; to explain.

**Classifies:** To arrange or organize according to systematic groups, classes or categories.

**Clears:** To gain approval of others; to free from obstruction; to authorize; to get rid of.

**Closes:** To bring to a conclusion; to bar passage; to shut; to suspend or to stop operations.

**Codes:** To use symbols (letters or numbers) to represent words.

**Collaborates:** To work jointly with; to cooperate with others.

**Collates:** To organize or assemble in a predetermined sequence.

**Collects:** to gather facts or data; to assemble, to accumulate.

**Communicates:** To impart a verbal or written message; to transmit information.

**Compares:** To examine for the purpose of discovering resemblances or differences.

**Compiles:** To put together information; to collect from other documents.

**Completes:** To finish; to carry out fully.

**Complies:** To act in accordance with rules, requests.

**Composes:** To make by putting parts together; to create; to write (an original letter, report, instructions).

**Computes:** To determine or calculate mathematically.

**Concurs:** To agree with a position, statement, action or opinion.

**Condenses:** To make more compact.

**Conducts:** To carry on; to direct the execution of.

**Confers:** To compare views; to consult.

**Confirms:** To give approval to; to assure the validity of.

## **Action Verb Glossary**

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### **C (cont.)**

**Consolidates:** To bring together.

**Constructs:** To make or form by combining parts; to draw with suitable instruments and under specified conditions; to arrange.

**Consults:** To seek advice of others; to give professional advice or services; to refer to.

**Contacts:** To communicate with.

**Contributes:** To supply or give something; to submit for publication.

**Controls:** To measure, interpret and evaluate actions for conformance with plans or desired results; to directly exercise guiding or restraining power over.

**Converts:** To alter the physical or chemical nature of something; to alter for more effective utilization.

**Conveys:** To move from one place to another; to transport; to communicate.

**Convinces:** To persuade; to cause others to believe something, using evidence and/or argument.

**Cooperates:** To act or operate jointly with others (to collaborate).

**Coordinates:** To regulate, adjust or combine the actions of others to attain harmony.

**Copies:** To duplicate an original; to transfer or reproduce information.

**Corrects:** To make or set right; to alter or adjust to conform to a standard.

**Correlates:** To establish or demonstrate a casual, complimentary, parallel or reciprocal relation.

**Corresponds:** To communicate with.

**Counsels:** To advise; to consult with.

**Creates:** To bring into existence; to produce through imaginative skill.

### **D**

**Debugs:** To detect, locate and remove mistakes from a routine of malfunctions from a computer.

**Decides:** To arrive at a solution; to bring to a definitive end.

**Delegates:** To commission another to perform tasks or duties which may carry specific degree of accountability and authority; to entrust to the care or management of another.

**Deletes:** To strike out, erase, or remove.

**Delivers:** To set free; to convey; to send to an intended destination.

**Demonstrates:** To illustrate and explain, especially with examples.

**Describes:** To represent by a figure, model or picture; to trace the outline of; to give an account of in words.

**Designs:** To conceive, create and execute according to plan.

**Determines:** To resolve; to fix conclusively or authoritatively; to decide.

**Develops:** To disclose, discover, perfect or unfold a plan or idea; to evolve; to make apparent; to bring to light; to make more available or usable.

**Devises:** To form in the mind by new combinations or applications of ideas or principles; to invent.

**Dictates:** To read or speak information to be recorded or written by another.

**Directs:** To guide work operations through the establishment of objectives, policies, rules, practices, methods and standards; to regulate the activities or course of; to govern or control; to give guidance to.

**Disciplines:** To penalize individuals or groups whose behavior is contrary to established rules/regulations.

**Discusses:** To exchange views for the purpose of arriving at a conclusion.

**Dispatches:** To send off, or forward, to known destination or on specific business.

**Displays:** To show; to spread before the view.

## ***Action Verb Glossary***

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### ***D (cont.)***

**Disposes:** To sell or get rid of.

**Disseminates:** To spread or disperse information or ideas.

**Distributes:** To deliver to proper destination; to divide or separate into classes; to pass around; to allot.

**Diverts:** To turn from one course or to use another.

**Drafts:** To prepare papers or documents in preliminary form.

**Draws:** To compose or write up, following a set procedure or form (as in a contract); to pull or move something.

### ***E***

**Edits:** To revise and prepare material (written, film, tape, sound track) for publication or display.

**Elaborates:** To work out in detail; to give details.

**Elects:** To choose or select carefully.

**Eliminates:** To get rid of; to set aside as unimportant.

**Employs:** To make use of; to use or engage the services of; to provide with a job that pays a wage or salary.

**Encourages:** To inspire with spirit, hope; to give help or patronage to.

**Endorses:** To support or recommend.

**Engages:** To interlock with; to mesh; to provide occupation for; to arrange to obtain the use or services of.

**Enlists:** To engage for duty; to secure the support and aid of.

**Ensures:** To make sure, certain or safe; to guarantee.

**Establishes:** To bring into existence; to set up; to institute; to place on a firm basis.

**Estimates:** To forecast future requirements.

**Evaluates:** To determine or fix the value of.

**Examines:** To inspect closely; to investigate; to scrutinize; to subject to inquiry by inspection or test.

**Exchanges:** To give or take one thing in return for another.

**Excludes:** To shut out; to bar from participation, consideration or inclusion.

**Executes:** To put into effect; to carry out; to complete.

**Exercises:** To exert influence; to train by drills and maneuvers; to use repeatedly in order to strengthen and develop.

**Expedites:** To accelerate the process or progress of; to remove obstacles.

**Extracts:** To draw forth; to separate; to determine by calculation.

### ***F***

**Facilitates:** To make easier.

**Feeds:** To move into a machine or opening in order to be used or processed; to furnish with something essential for growth, sustenance, maintenance or operation.

**Files:** To arrange in a methodical manner; to rub smooth or cut away with a tool.

**Finalizes:** To put in finished form.

**Finds:** To encounter; to come upon by searching or effort.

**Flags:** To mark in some distinctive manner.

**Follows up:** To pursue closely in order to check progress.

## **Action Verb Glossary**

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### **F (cont.)**

**Forecasts:** To predict; to estimate in advance.

**Formulates:** To develop or devise, as in a plan, policy or procedure.

**Fosters:** To promote the growth or development of.

**Functions:** To act or operate as; to serve.

**Furnishes:** To provide what is needed; to supply.

### **G**

**Gathers:** To collect; to harvest; to accumulate and place in order.

**Generates:** To bring into existence; to originate by a vital or chemical process.

**Governs:** To exercise continuous sovereign authority over; to control and direct the making and administration or authority over; to hold in check; to have decisive influence.

**Guarantees:** To secure; to answer for the debt, default or miscarriage of.

**Guides:** To show or lead the way to; to manage the affairs of; to influence the conduct or opinions of.

### **H**

**Helps:** To be of use to; to relieve; to remedy; to serve.

**Hires:** To engage the service of for a set sum.

### **I**

**Identifies:** To establish the identity of; to associate with some interest.

**Implements:** To carry out; to execute a plan or program.

**Imports:** To bring from a foreign or external source.

**Improves:** To make something better.

**Indicates:** To show, demonstrate with precision.

**Informs:** To communicate information to; to instruct.

**Initiates:** To start; to introduce; to originate.

**Innovates:** To exercise creativity in introducing something new or in making changes.

**Inserts:** To put (something) into, between or among other materials; to introduce, as a word in a sentence.

**Inspects:** To examine or determine; to critically analyze for suitability.

**Installs:** To place in office; to establish in an indicated place, condition or status; to set up for use in office.

**Institutes:** To establish in a position or office; to originate.

**Instructs:** To teach; to coach; to communicate knowledge; to direct or order; to inform.

**Integrates:** To unify; to make whole by putting all parts or elements together.

**Interprets:** To give the meaning of; to explain to others; to translate.

**Interviews:** To question in order to obtain facts or opinions.

**Inventories:** To catalog or to count and list.

**Invents:** To think up or imagine; to create.

**Investigates:** To observe or study by close examination and systematic inquiry.

## ***Action Verb Glossary***

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### ***I (cont.)***

**Invests:** To spend or use time, money or effort to achieve a future benefit.

**Issues:** To put forth or to distribute officially.

**Itemizes:** To list; to write down in detail.

### ***J***

**Joins:** To put or bring together.

**Justifies:** To prove or show to be right or reasonable; to align words such that both left and right-hand margins are in line (typing term).

### ***K***

**Keeps:** To hold or retain; to maintain.

### ***L***

**Leads:** To guide or direct on a course or in the direction of; to channel; to direct the operations of.

**Lends:** To give for temporary use on condition that the same or its equivalent be returned.

**Lets:** To allow; to rent or lease; to assign, especially after bids.

**Lists:** To enumerate; to enter into a catalog with a selling price; to itemize.

**Loads:** To place in or on a means of conveyance; to increase the weight of by adding something heavy.

**Locates:** To find, determine or specify by means of searching, examining or experimenting; to seek and find; to position.

**Looks up:** To search for and find.

### ***M***

**Maintains:** To continue; to carry on; to keep in an existing state; to keep up-to-date or current, as records.

**Makes:** To cause to happen to; to cause to exist, occur or appear; to create; to bring into being by forming, shaping or altering material.

**Manages:** To handle, control, direct; to alter by manipulation; to succeed in accomplishing; to guide; to administer.

**Maps:** To make a survey of for the purpose of representing; to plan in detail.

**Markets:** To expose for sale; to sell.

**Matches:** To set in competition with; to provide with a worthy competitor; to cause to correspond.

**Mediates:** To interpose with parties to reconcile them; to reconcile differences.

**Merges:** To combine items from two or more similarly ordered sets into one set that is arranged in the same order.

**Models:** To teach by personal example; to instruct by demonstration.

**Modifies:** To make less extreme; to limit or restrict the meaning of; to make minor change in.

**Monitors:** To watch observe; to check for a specific purpose.

**Motivates:** To arouse or stimulate to action.

**Moves:** To go from one point to another; to begin operating or functioning, or working in a usual way.

## ***Action Verb Glossary***

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### **N**

**Names:** To nominate; to speak about.

**Negates:** To deny the existence or truth of; to cause to be ineffective or invalid.

**Negotiates:** To confer with others with a view to reaching agreement.

**Neutralizes:** To destroy the effectiveness of; to nullify.

**Notifies:** To make known; to give notice to; to inform.

**Nullifies:** To make of no value or consequence; to cancel out.

### **O**

**Observes:** To see, notice or watch something or someone.

**Obtains:** To acquire; to gain possession of.

**Occupies:** To take possession of; to fill.

**Omits:** To leave out; to disregard.

**Opens:** To make available for entry or passage; to make accessible; to expose to view; to disclose.

**Operates:** To perform an activity or series of activities.

**Opposes:** To resist; to withstand; to place opposite or against.

**Organizes:** To arrange; to systematize or methodize.

**Orients:** To cause to become aware of, familiar with, or adjusted to facts, principles, procedures or situations.

**Originates:** To create; to invent; to produce as new.

**Oversees:** To watch; to superintend; to supervise.

### **P**

**Participates:** To take part in.

**Performs:** To fulfill or carry out some action; to accomplish; to execute.

**Permits:** To consent to; to authorize; to make possible.

**Persuades:** To move by argument or entreaty to a belief, position or course of action.

**Pinpoints:** To locate or aim with great precision or accuracy; to cause to stand out conspicuously.

**Places:** To locate and choose positions for.

**Plans:** To devise or project the realization or achievement of a course of action.

**Posts:** To record information in ledgers or other forms from another source; to transfer or carry information from one record to another.

**Practices:** To perform or work at repeatedly in order to gain proficiency.

**Predicts:** To declare in advance; to foretell on the basis of observation, experience or scientific reason.

**Prepares:** To make ready for a particular purpose.

**Prescribes:** To establish as a rule or guide.

**Presents:** To introduce; to bestow; to lay as a charge before the court; to offer to view.

**Preserves:** To keep, guard, observe; to keep safe, protect; to keep free from decay; to maintain.

**Prevents:** To stop something from occurring; to take advance measures against.

**Prices:** To fix, establish or find out the value of.

**Proceeds:** To begin to carry out an action.

**Processes:** To subject to some special treatment; to handle in accordance with a prescribed procedure.

## ***Action Verb Glossary***

[https://people.rice.edu/uploadedFiles/People/Compensation/Content/Job\\_Descriptions/Action%20Verb%20Glossary.pdf](https://people.rice.edu/uploadedFiles/People/Compensation/Content/Job_Descriptions/Action%20Verb%20Glossary.pdf)

### ***P (cont.)***

**Procures:** To obtain possession of; to bring about.

**Produces:** To grow; to make, bear or yield something; to offer to view or notice; to exhibit.

**Programs:** To arrange or work out a sequence of operations to be performed; to make a plan or procedure.

**Projects:** To throw forward; to present for consideration; to communicate vividly, especially to an audience.

**Promotes:** To advance to a higher level or position.

**Proposes:** To form or declare a plan or intention; to offer for consideration or adoption.

**Provides:** To supply what is needed; to furnish.

**Pulls:** To haul, tow; to remove, as in filing.

**Purchases:** To buy or procure by committing organizational funds.

### ***Q***

**Qualifies:** To moderate; to alter the strength or flavor of; to limit or modify the meaning of.

**Quantifies:** To make explicit the logical amount of; to determine or express the amount of.

**Questions:** To interrogate; to doubt; to dispute; to inquire.

### ***R***

**Rates:** To assess the value of; to appraise; to arrange in sequence of rank.

**Reads:** To interpret; to scan; to study the movements of; to understand the meaning of; to utter aloud the printed written words of; to learn or be informed of by reading.

**Receives:** To acquire, come into possession of.

**Recommends:** To advise or counsel a course of action; to offer or suggest for adoption.

**Reconciles:** To adjust; to restore to harmony; to make congruous.

**Reconstructs:** To rebuild; to reorganize or reestablish; to restore.

**Records:** To register; to set down in writing; to make a record of.

**Recruits:** To seek out others to become new members or personnel.

**Rectifies:** To correct by calculation or adjustment; to remedy; to set right.

**Reduces:** To narrow down; to diminish in size or amount; to abridge; to lower in grade or rank.

**Refers:** To send or direct for aid, treatment, information or decision; to direct attention; to make reference to.

**Refines:** To improve or perfect; to free from impurities.

**Registers:** To enter in a record.

**Reinforces:** To strengthen with additional forces or additions.

**Rejects:** To refuse to have, use or take for some purpose; to refuse to hear, receive or admit.

**Releases:** To set free as in releasing information; to permit the publication or dissemination of.

**Remits:** To send money in payment of; to submit or refer for consideration, judgment, decision or action.

**Removes:** To change the location, station or residence of; to dismiss from office.

**Renders:** To furnish an opinion; to answer.

**Represents:** To act in the place of or for.

**Reports:** To give an account of; to furnish information or data.

**Requisitions:** To ask in writing for something that is needed.

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### ***R (cont.)***

**Rescinds:** To make void; to repeal; to abrogate a contract by restoring pre-existing conditions.

**Researches:** To inquire specifically, using involved and critical investigations.

**Responds:** To make an answer; to show favorable reaction.

**Restricts:** To confine within bounds; to restrain.

**Retrieves:** To regain; to rescue.

**Reviews:** To consider; to re-examine.

**Revises:** To rework in order to correct or improve; to make a new, improved or up-to-date version.

**Routes:** To forward; to schedule or dispatch.

### ***S***

**Salvages:** To rescue or save (as from wreckage or ruin).

**Satisfies:** To carry out the terms of (a contract); to meet financial obligations; to make reparation to; to please.

**Scans:** To examine; to scrutinize; to read hastily or to glance at; to search a series of punched cards, tapes or a memory bank to locate specific data (computer usage).

**Schedules:** To plan a timetable; to fix time.

**Screens:** To examine in orderly fashion to determine suitability or acceptability (as in appraising potential employees); to cull.

**Searches:** To examine; to probe; to make a thorough examination or investigation of.

**Secures:** To gain possession of; to obtain; to guarantee; to make safe.

**Selects:** To choose the best suited.

**Sells:** To give up property to another for money or other valuable consideration.

**Sends:** To dispatch by a means of communication; to convey.

**Serves:** To assist; to be of use; to hold office.

**Services:** To adjust; to repair or maintain.

**Signs:** To formally approve a document by affixing a signature.

**Simplifies:** To clarify; to reduce to basic essentials.

**Solicits:** To approach with a request or plea; to strongly urge.

**Solves:** To find a solution for.

**Sorts:** To separate or arrange according to a scheme; to rank by kind, class, division, etc.

**Specifies:** To state precisely in detail or to name explicitly.

**Spends:** To use up or pay out.

**Standardizes:** To bring into conformity to something established by authority, custom or general consent as a model or criterion.

**Stimulates:** To excite to activity; to urge.

**Structures:** To give arrangement or form to; to arrange or organize.

**Studies:** To contemplate; to carefully examine or investigate; to deliberate; to consider attentively; to ponder or fix the mind closely upon a subject.

**Submits:** To present data for the discretion or judgment of others.

**Summarizes:** To restate material (facts, figures, etc.) briefly.



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### **S (cont.)**

**Supervises:** To personally oversee, direct, inspect or guide the work of others with responsibility for meeting with certain standards of performance; to superintend; to lead.

- (1) Direct Supervision: Involves guidance and direction over individuals who report to and are directly responsible to the supervisor. Includes supervision of work, training, and personnel functions.
- (2) Close Supervision: Individual does not use own initiative. Is instructed by supervisor as to the solution and selection of the proper procedures to follow.
- (3) Limited Supervision: Individual proceeds on own initiative in compliance with policies, practices, and procedures prescribed by immediate supervisor.
- (4) General Supervision: Involves guidance and direction actually carried out by the immediate supervisor.
- (5) Supervision of Work: Includes work distribution, scheduling, training, answering of questions related to work, assisting in solving problems, etc. Does not include any personnel functions such as salaries, discipline, promotions, etc.
- (6) Training Responsibility: Involves advice, information, and guidance on specialized matters; involves no authority. Gives instruction in regard to procedures.

**Supplements:** To add to.

**Supplies:** To furnish something that is needed; to provide; to equip.

**Surveys:** To examine as to condition, situation or value; to determine the form, extent, position, etc. of a situation, usually in connection with gathering of information.

**Synthesizes:** To form new product by combining different elements.

**Systematizes:** To arrange methodically.

### **T**

**Tabulates:** To put in table form; to set up in columns, rows.

**Takes:** To assume possession of; to grasp; to gain approval of; to undertake or perform.

**Tenders:** To present for acceptance.

**Tends:** To act as an attendant.

**Tests:** To put to proof; to examine, observe or evaluate critically.

**Totals:** To add up; to compute.

**Traces:** To locate something by searching or researching evidence.

**Trades:** To give in exchange for another commodity; to make a purchase.

**Trains:** To teach, demonstrate or guide others in order to bring up to a predetermined standard; to increase skill or knowledge by capable instruction.

**Transacts:** To carry on business; to negotiate.

**Transcribes:** To transfer data from one form of record to another or from one method of preparation to another, without changing the nature of data.

**Translates:** To turn into one's own or another language.

**Transmits:** To transfer or send from one person or place to another; to send out a signal either by radio waves or over a wire.

**Turns:** To make, rotate or revolve; to cause to move around so as to effect a desired end (as locking, opening, shutting); to reverse the sides or surfaces of.

**Types:** To write using a typewriter; to arrange by categories.

## ***Action Verb Glossary***

### ***U***

**Uncovers:** To expose to view by removing a covering; to reveal.

**Understands:** To grasp the meaning of; to have thorough or technical acquaintance with or expertness in the practice of.

**Updates:** To bring current.

**Utilizes:** To make use of.

### ***V***

**Verifies:** To confirm or establish authenticity; to substantiate; to test or check the accuracy of.

### ***W***

**Weighs:** To ascertain the heaviness of; to consider carefully.

**Withholds:** To hold back; to refrain from granting, giving or allowing.

**Withstands:** To stand up against; to resist successfully.

**Writes:** To set down letters, words, sentences or figures on paper or other suitable material; to author; to draft; to compose; to express or communicate through the use of the written word.

Source

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## Resources Consulted to Develop this Guide

Hay Group. Job Analysis & Description Writing Workshop, 2011.

### Online resources

Government of Canada - <http://www5.hrsdc.gc.ca>

Job Descriptions: an Employer's Handbook

Rice University - <http://people.rice.edu>

Job Description Writing: A Step by Step Guide

UBC - <http://www.hr.ubc.ca>

Writing the Job Description. Your First Step in Recruiting

University of California - <http://shr.ucsc.edu>

Guide to Writing job Descriptions (2013)

University of Edinburgh – <http://www.docs.csg.ed.ac.uk>

Guidance on Writing Job Descriptions

University of Michigan - <http://hr.umich.edu>

Writing a Position Description (PPT)