



UC SANTA CRUZ

GUIDE TO WRITING JOB DESCRIPTIONS

Prepared by Staff Human Resources – Compensation/Classification

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SUMMARY STATEMENT

The **Summary Statement** provides a synopsis of the major purpose of a position and its role in the department.

Example: Administrative Analyst

Under the general direction of the Director of Institutional Research and Policy Studies, the incumbent conducts institutional research and analysis in support of institutional decision making. This position supports central administration as well as faculty and staff administrators throughout campus. In this capacity the analyst is responsible for the collection, analysis, and dissemination of information on a variety of topics including, but not limited to, admissions, enrollment management, students' progress, program and institutional effectiveness and program evaluation.

DEGREE OF SUPERVISION

The **Degree of Supervision** section describes the way in which work is assigned, when it is reviewed, how it is reviewed, and what guidelines and protocols are available.

Supervision Received

Indicate the type of supervision the incumbent will receive. Supervision types include:

- Close Supervision:** The incumbent is assigned duties according to specified procedures and receives detailed instructions. Work is checked frequently.
- Supervision:** The incumbent performs a variety of routine work within established policies and procedures, and receives detailed instructions on new projects and assignments.
- General Supervision:** The incumbent normally receives little instruction on day-to-day work and receives general instructions on new assignments.
- Direction:** The incumbent establishes methods and procedures for attaining specific goals and objectives, and receives guidance in terms of broad goals. Only the final results of work are typically reviewed.
- General Direction:** The incumbent exercises wide latitude in determining objectives and approaches to critical assignments.

Supervision Given

This section is provided so a Supervisor can list the payroll title and number of career employees supervised. You may add an additional sheet if necessary.

Example:

Date:	2/20/2013	 <p style="font-size: 2em; margin: 0;">UC SANTA CRUZ</p> <p style="font-size: 1.5em; margin: 0;">Job Description Template</p>
Current Incumbent:	John Smith	
Unit/Division:	Planning and Budget	
Current Payroll Title:	Administrative Assistant	
Current Working Title:	Institutional Research Analyst	
Supervisor:	Jane Doe	
Approved Payroll Title: (To be completed by SHR)		

Summary Statement: Summarize the purpose and primary responsibilities for the position.

Under the general direction of the Director of Institutional Research and Policy Studies, the incumbent conducts institutional research and analysis in support of institutional decision making. This position supports central administration as well as faculty and staff administrators throughout campus. In this capacity the analyst is responsible for the collection, analysis, and dissemination of information on a variety of topics including, but not limited to, admissions, enrollment management, students' progress, program and institutional effectiveness and program evaluation.

Supervision Received: Indicate one level of supervision the incumbent will receive from the 5 levels below:

- Close Supervision:** The incumbent is assigned duties according to specified procedures and receives detailed instructions. Work is checked frequently.
- Supervision:** The incumbent performs a variety of routine work within established policies and procedures, and receives detailed instructions on new projects and assignments.
- General Supervision:** The incumbent normally receives little instruction on day-to-day work and receives general instructions on new assignments.
- Direction:** The incumbent establishes methods and procedures for attaining specific goals and objectives, and receives guidance in terms of broad goals. Only the final results of work are typically reviewed.
- General Direction:** The incumbent exercises wide latitude in determining objectives and approaches to critical assignments.

Supervision Given:

Payroll Titles of Career Employees Supervised:	Number of Employees:	Payroll Titles of Career Employees Supervised:	Number of Employees:
Assistant Admin Analyst	2		
Blank Assistant III	1		
Blank Assistant II	1		

FUNCTIONS AND DUTIES

A **Function** is a group of duties that constitute one of the distinct and major activities involved in the work performed.

A **Duty** is a distinct activity that is a logical, essential step in the performance of a function **and** a detailed description of:

- ▲ **what** work is done (action)
- ▲ **how** the work is done (procedures, materials, tools or equipment)
- ▲ **why** the work is done (purpose)

Writing Function/Duty Statements

1. List 4-6 core functions of the position along with the duties within each.
2. Begin each statement with an action verb in the first person, present tense (e.g., write, calibrate, analyze, etc.).
3. Use clear and concise language. Where possible, use words that have a single meaning. Use examples and/or explanations for words which have varying interpretations.
4. When the function/duty statement contains too much information for a single sentence, list the information as in the following example:
Function: Staff Personnel Administration
Duty: Process annual staff merit increases:
 - Consult with management to determine their recommendations.
 - Answer questions regarding staff merit increase policy.
 - Monitor increases for budgetary restrictions and negotiate needed exceptions.
5. Define uncommon abbreviations.
6. Do not include references to personal qualities or skills.
7. Clearly define ambiguous qualitative terms such as complex, large, difficult, etc.
8. If the job is 0.5 FTE, the functions and duties should still add up to 100%.

ESSENTIAL vs. MARGINAL

Essential Functions are functions & duties that are critical to performing the job.

Marginal Functions are less than critical functions & duties.

1. From the list of all functions performed, determine which are essential and which are marginal and the percentage of time spent on each.
2. List the functions with the highest percentage first.
3. Label each function as either “Essential” or “Marginal”.

Example:

Core Functions/Duties: List 4-6 Core Functions of the position beginning with the largest percentage and ending with the smallest (to total 100%). List the associated Duties and Responsibilities under each function.

% of Time	E – Essential M - Marginal	Core Functions/Duties
50%	E	<p>Core Function: Survey Projects</p> <p>Duties/Responsibilities:</p> <ul style="list-style-type: none"> -Analyze a wide variety of survey projects and other institutional studies which may contribute directly to major campus objectives. -Design and /or conduct all phases of survey research. -Identify data sources and review literature. -Develop survey questions and design samples. -Coordinate and supervise survey production and implementation - both web and paper based. -Maintain and analyze survey data using a variety of statistical and database software. -Provide written and oral reports with conclusions, implications and recommendations. -Coordinate and provide student survey samples for local internal and external surveys. -Consult with and advise other campus units that are conducting survey research.
30%	E	<p>Core Function: Institutional Studies</p> <p>Duties/Responsibilities:</p> <ul style="list-style-type: none"> -Provide ad hoc reporting and analytical support to decision making bodies. -Use appropriate and multiple methods to collect information. -Analyze student and other data from campus reporting databases.
10%	E	<p>Core Function: Project Analysis and Planning</p> <p>Duties/Responsibilities:</p> <ul style="list-style-type: none"> -Participate in the analysis and identification of current and future information needs. -Identify data requirements action needs for admissions, enrollment, budget and academic planning. -Identify data requirements and resources, assuring the validity and quality of campus data. -Develop analysis methodology and reporting formats. -Respond to requests for information from external and campus audiences as needed. -Assist the Director in a coordinating role with institutional Research projects. -Provide direction and act as a resource to other units.
10%	E	<p>Core Function: Reporting Standards</p> <p>Duties/Responsibilities:</p> <ul style="list-style-type: none"> -Stay informed and up-to-date on all new and evolving standards. -Share reporting standards with other campus units to promote consistency in reporting. -Ensure research and reporting standards are in place and updated regularly.
	E	<p>Core Function:</p> <p>Duties/Responsibilities:</p>

QUALIFICATIONS/COMPETENCIES

A **Competency** is a skill, knowledge or ability required of an employee to successfully perform the functions and duties of a job.

This section of the job description identifies minimum job specifications required to perform the job. Basic competency categories include but are not limited to the following:

- ▲ Vocational (work content skills)
- ▲ Communication (reading, writing & speaking)
- ▲ Financial
- ▲ Interpersonal
- ▲ Analytical
- ▲ Self Management



Guidelines for Writing Competency Statements

1. Each competency statement should indicate:
 - ▲ What is the **ability**
 - ▲ What is the **level** or amount of the ability
 - ▲ What is the **context** (for what purpose) in which the ability is utilized (optional).
2. Use examples from the job to help define the competency concisely:
3. Avoid using subjective modifiers like high-level, top-notch, first-rate, etc.

Ability	Level	Context
Comprehend and effectively explain a wide variety of detailed personnel policies to campus customers.		

4. Do not include phrases such as "interest in," "desire to learn," and "commitment to growth" since these factors may be irrelevant to successful job performance and they are very difficult to assess in the selection process.
5. Tailor the competencies to the job you are describing. The competencies described in this handbook are only examples.
6. Categorize competencies as either "Required" or "Preferred" and list required first.

Example:

Qualifications/Competencies: List required Qualifications and Competencies.

Required

Qualifications and Competencies

- Experience conducting applied social science or educational research including research methodology, survey techniques, program evaluations and descriptive and inferential statistical analysis.
- Demonstrated proficiency in accessing information stored in large data systems.
- Demonstrated experience using computer applications, including data statistical, word processing, spreadsheet and presentation software.
- Experience analyzing and interpreting written material and quantitative data to draw conclusions and make recommendations based on that data.
- Demonstrated ability to write clear and concise reports and memoranda.
- Ability to make presentations to persuade others to accept a specific opinion or action, or provide information and instruction.
- Capable of explaining complex issues in a concise manner to faculty and staff administrators.
- Able to work independently with minimal guidance and as part of a team.
- Capable of coordinating efforts and collaborate with variety of individuals having conflicting agendas.
- Ability to establish priorities and manage multiple activities to meet unit, campus and university deadlines.
- Able to complete assignments with attention to detail and high degree of accuracy.
- Strong interpersonal skills including tact, diplomacy, and flexibility to work effectively with senior administration, faculty, staff, students and the general public.

Preferred

Qualifications and Competencies

- General knowledge of higher education policies, practices and procedures.
- Degree or equivalent work experience in education or other social science discipline employing quantitative data analysis.
- General knowledge of educational literature on student retention, progress and learning outcomes assessment.

SPECIAL CONDITIONS OF EMPLOYMENT

Indicate any physical and environmental requirements, irregular work schedule, required licenses, certification, or background check as the following examples demonstrate.

Physical and Environmental Requirements:

Ascends/descends ladders, scaffolds, stairs, and works in confined spaces and in proximity to loud machinery.

Positions one-self in order to work in confined spaces such as trenches, pits, manholes, attics and tunnels.

Recognizes exposure to live circuits and/or operating machinery.

Work Schedules:

Work scheduled overtime and be available for emergency overtime when the need arises by responding to overtime call outs before and after standard scheduled hours of work.

Work a temporary, alternative schedule or shift as requested by supervisor.

Required Licenses:

Licensed to drive in the State of California and the ability to drive a pickup truck or van.

Drive a vehicle which requires a Class 2 California Driver's License.

Background Checks:

The selected candidate will be required to pass a criminal history background check and/or fingerprinting. For more information, please refer to:

http://shr.ucsc.edu/procedures/background_policy/index.html.

Example:

Special Conditions of Employment (Statements identifying the fundamental *non-negotiable* job conditions and/or requirements which an individual must meet to be *eligible* for the position. For example, the ability to pass a background check, work in a particular environmental setting, work a flexible or irregular work schedule, and/or possess a required degree, license or certification.) Visit the "Guide for Writing Job Descriptions" <http://shr.ucsc.edu/forms/forms/shr-1274.pdf> for an explanation of how to write Special Conditions of Employment.

Selected candidate must pass a criminal history background check.
Must have the ability to work on a computer for extended periods with or without accommodations.

All UCSC employees must know and follow job safety procedures, attend required health and safety training, proactively promote safety at work, and promptly report actual and potential accidents and injuries.

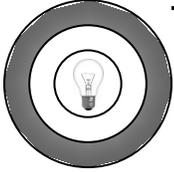
Employee Signature: _____ Date: _____
Supervisor Signature: _____ Date: _____
Department Signature: _____ Date: _____



KNOWLEDGE MODIFIERS

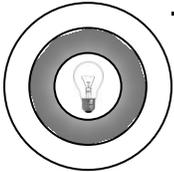
The following terms may be used to define the level of knowledge required:

General Knowledge:



- ▲ Ability to use a source to find specific information.
- ▲ Generally familiar with information contained in source documents or covered in a subject field.
 - For example, a general knowledge of the UCSC Staff Personnel Policies refers to the purpose of the policies, the general subjects that the policies cover, and how to reference the policies.

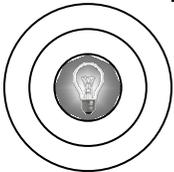
Working Knowledge:



- ▲ Ability to recall important and commonly-used information from the source.
 - For example, working knowledge of the UCSC Staff Personnel Policies would include the ability to recall major and commonly used provisions of specific rules.

Working knowledge does not imply a thorough, detailed knowledge of the specific provisions of all the rules.

Detailed Knowledge:



- ▲ Thorough understanding of all information contained in the source.
 - Using the UCSC Staff Personnel Policies example again, an individual with detailed knowledge would be expected to know the provisions of all rules in detail without having to look them up, including provisions which are not frequently used.

In practice, few jobs require detailed knowledge, as reference documents are generally available.

VOCATIONAL SKILLS

Vocational (work content) Skills display mastery of a particular vocabulary, procedure, trade or subject matter necessary to perform a job in a particular field. These skills are acquired by such means as technical education, apprenticeships, or on-the-job training.

Examples of Vocational Skill Statements:

Clerical/Admin Support

- ▲ Demonstrated skill in using [software applications] to produce business letters and financial reports

Communications (publications)

- ▲ Demonstrated journalistic abilities sufficient to write news releases and other PR materials for consumer, professional and trade outlets in print, broadcast and on-line media

Construction/Maintenance

- ▲ Knowledge of [specific method, machinery, technique, etc.] to...
- ▲ Demonstrated experience in [building, lathing, cutting, etc.] to...

Food Service

- ▲ Ability to operate equipment such as food cutters, meat slicers, etc.
- ▲ Knowledge of basic principles of food preparation and handling, including standardized recipes, batch cooking, and proper temperatures for storage and service

Human Resources

- ▲ Knowledge of public sector collective bargaining including scope of representation, contract compliance and public sector labor union behavior
- ▲ Knowledge of federal/state affirmative action and equal employment laws/regulations sufficient to analyze proposed personnel policies

Management/Professional

- ▲ Demonstrated experience in managing strategies for successful cultivation and solicitation of annual and major gifts with special attention to laws and familiarity with the discipline's terminology

Technical/Engineering

- ▲ Demonstrated skill in Web design, including ability to compose and edit HTML and create Web-specific graphic forms
- ▲ Knowledge of [hardware/software] configurations, maintenance, procedures, protocols, administration, etc.



COMMUNICATION SKILLS

Reading Standard English Text

- ▲ Read documents written in Standard English text (e.g. administrative policy manuals)

Reading Technical

- ▲ Read [technical, legal or scientific] documents to...

Basic Writing

- ▲ Use Basic English words and phrases to...
- ▲ Write brief sentences to...

Business Writing

- ▲ Write grammatically correct routine business correspondence such as brief transmittal memoranda
- ▲ Write concise, logical, grammatically correct analytical reports
- ▲ Write technical reports that are suitable for publication in professional journals

Basic Conversational Speaking

- ▲ Speak simple sentences. Speak on a one-to-one basis using appropriate vocabulary and grammar to obtain information and explain policies, procedures, etc.

Public Speaking

- ▲ Make presentations to persuade others to accept a specific opinion or action, or provide information and instruction

Extemporaneous

- ▲ Discuss variety of job-related topics on short or no notice
- ▲ Handle rapid changes or difficult questions in conversation

Speaking with Diverse Audiences

- ▲ Speak with persons of various social, cultural, economic and educational backgrounds...

Bilingual Speaking

- ▲ English/Spanish bilingual oral communication skill to...

Phone Reception

- ▲ Speak clearly and distinctly...

Visualization

- ▲ Vividly describe people/scenes so others can visualize them

FINANCIAL SKILLS

Accounting

- ▲ Reconcile financial ledgers and process accounts payable/receivable

Basic Math

- ▲ Add, subtract, multiply and divide whole numbers, fractions and decimals without a calculator to...

Budget Management

- ▲ Knowledge of general and fund accounting and business practices to effectively manage budgets

Financial Analysis

- ▲ Develop creative financial solutions and make projections using present and future values, loan computations, and annuity calculations

Measures & Weights

- ▲ Perform operations with units such as cup, pint and quart; inch, foot and yard; ounce and pound to...

Ratios, Rates & Percentages

- ▲ Compute ratios, rates and percentages to...

Statistics

- ▲ Perform routine statistical computations such as correlation coefficients, t-tests, Chi-squares and analyses of variance to...
- ▲ Knowledge of descriptive statistics such as measures of central tendency and measures of dispersion



INTERPERSONAL SKILLS

Coaching

- ▲ Encourage individuals either in a one-to-one or small group situation
- ▲ Establish rapport and gain the trust of others
- ▲ Listen perceptively and convey awareness

Establishing Work Relationships

- ▲ Establish and maintain cooperative working relationships with...

Interacting with Diverse Audiences

- ▲ Interact with persons of various social, cultural, economic and educational backgrounds for the purpose of...

Persuading & Negotiating

- ▲ Sell or promote
- ▲ Mediate between contending parties or groups
- ▲ Negotiate or exchange ideas, information and opinions with others to formulate policies and programs and/or arrive jointly at decisions, conclusions or solutions
- ▲ Reason persuasively to...

Public Relations

- ▲ Interact diplomatically with the public in a continuous public contact setting
- ▲ Maintain equanimity in the face of resistance or contrary opinions

Supervising

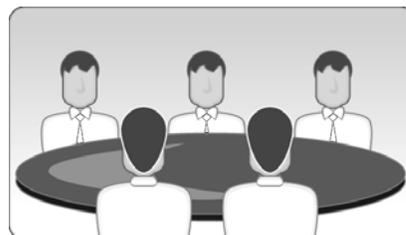
- ▲ Supervise [people, resources, projects, etc.] including:
 - Organizing work flow to accomplish established objectives
 - Delegating responsibility
 - Training
 - Evaluating subordinate effectiveness
 - Administering necessary discipline

Teaching

- ▲ Foster a stimulating, accepting learning environment

Teamwork

- ▲ Work as part of a team or collaborate with colleagues



ANALYTICAL SKILLS

Classifying

- ▲ Systematically arrange into groups or categories according to established criteria

Analyzing

- ▲ Analyze information, problems, situations, practices or procedures in order to:
 - Define the problem or objective
 - Identify relevant concerns or factors
 - Identify patterns, tendencies and relationships
 - Formulate logical and objective conclusions
 - Recognize alternatives and their implications
- ▲ Perceive and define cause and effect relationships in...
- ▲ Analyze complex technical data such as using logic and quantitative reasoning
- ▲ Organize material, information, and/or people in a systematic way to optimize efficiency and minimize duplication of effort
- ▲ Coordinate [people, resources, projects, etc.] by determining the time, place and sequence of actions to be taken on the basis of analysis of data
- ▲ Modify and/or adapt designs, procedures or methods to...



SELF-MANAGEMENT SKILLS

Changing Tasks

- ▲ Perform effectively in environments with frequent workload changes and competing demands

Repetition

- ▲ Perform repetitive work according to set procedures

Concentration

- ▲ Perform with frequent interruptions and/or distractions

Fluctuating Workload

- ▲ Perform effectively under conditions of fluctuating workload

Prioritizing

- ▲ Set priorities which accurately reflect the relative importance of job responsibilities
- ▲ Prioritize assignments to complete work in a timely manner

Follow Through

- ▲ Work independently and follow through on assignments with minimal direction

Ambiguity

- ▲ Take action when answers to a problem are not readily apparent in equivocal circumstances.



TERMS TO BE REPHRASED

It is important to **state qualifications in terms of observable work behavior rather than general words or phrases**, which can have a variety of meanings. The following are examples of ways in which some commonly used terms can be rewritten to be more job-specific.

<u>SUBJECTIVE PHRASE</u>	<u>APPROPRIATE PHRASE FOR JOB DESCRIPTION</u>
High Stress/Pressure	<ul style="list-style-type: none"> ▲ Perform a variety of duties, often changing from one task to another of a different nature. (Consider when several duties in a job indicate significant differences in technologies, techniques, environmental factors, physical demands or work situations.)
Concentration	<ul style="list-style-type: none"> ▲ Perform with frequent interruptions and/or distractions
Common Sense/ Good Judgment	<ul style="list-style-type: none"> ▲ Make appropriate job decisions following standard office policies and past precedents. ▲ Recognize an emergency situation and take appropriate action. ▲ Think through the consequences of a decision prior to making it.
Easygoing/Emotionally Stable/Even Temperament	<ul style="list-style-type: none"> ▲ Ability to establish and maintain cooperative working relationships with co-workers and the public.
High Energy Level	<ul style="list-style-type: none"> ▲ Complete heavy workload within established time frames.
Initiative/Drive/Self- Confidence/Self-Reliance	<ul style="list-style-type: none"> ▲ Work independently and identify potentially more effective methods of work operation.
Flexibility/ Adaptability/Versatility	<ul style="list-style-type: none"> ▲ Adapt to frequent changes in workload. ▲ Adjust priorities quickly as circumstances dictate. ▲ Ability to interact appropriately with colleagues and students for different purposes and in different contexts.

FUNCTIONAL VERBS LIST

Administrative Action	Administer	Consult	Determine	Implement	Participate
	Advise	Control	Direct	Initiate	Plan
	Allocate	Coordinate	Establish	Maintain	Review
	Approve	Counsel	Execute	Manage	Supervise
	Assign	Decide	Expedite	Negotiate	Train
	Authorize	Delegate	Explain	Organize	
Appraising or Analyzing	Analyze	Develop	Inspect	Rate	Study
	Appraise	Evaluate	Interpret	Read	Summarize
	Check	Examine	Investigate	Recommend	Survey
	Compare	Forecast	Measure	Research	Test
	Consider	Identify	Plan	Review	
Control	Audit	Control	Ensure	Prevent	Review
	Check	Edit	Guarantee	Regulate	Verify
	Conserve	Enforce	Inspect	Restrict	
Create	Create	Devise	Forecast	Originate	
	Design	Establish	Formulate	Plan	
	Develop	Estimate	Initiate	Propose	
Give or Take	Accept	Exchange	Mail	Purchase	Send
	Arrange for	Gather	Notify	Receive	Solicit
	Buy	Get	Obtain	Recruit	Submit
	Collect	Give	Pick-Up	Report	Supply
	Compile	Inform	Procure	Request	Take
	Deliver	Inquire	Provide	Secure	Transfer
	Distribute	Issue	Pull	Sell	

FUNCTIONAL VERB DEFINITIONS

It is important that the **stated job functions are similarly interpreted by the writer of the Job Description writer as well as the evaluator of the Job Description.** The following list is intended to provide you with "working definitions" for some commonly used verbs to ensure clarity amongst many readers and prevent the use of indefinite or ambiguous expressions.

Administer	Manage or direct. (Generally requires some additional explanation to show specific detail. See "Manage".)
Advise	Offer an informed opinion or give specialized information to others.
Allocate	Assign or apportion for a specific purpose or to a particular person.
Appraise	Judge as to quality or value; compare critically with established standards.
Approve	Exercise final and decisive authority.
Analyze	Identify the elements of a whole and critically examine and relate these component parts separately and/or in relation to the whole.
Assign	Specify or designate tasks and duties to be performed by others.
Authorize	Approve or commit an act implying subsequent action by others.
Compile	Put together information or assemble data in a new form.
Control	Direct, regulate, or guide the use of money, methods, equipment, and materials. Also, the process of monitoring activities to ensure conformance with planned results.
Coordinate	Regulate, adjust or direct the related actions of others in order to attain desired results.
Create	Produce through imaginative skill.
Delegate	Entrust to another person tasks or duties that require exercise of some authority of the person originally responsible, as "to delegate an administrative assistant to represent the department at conferences."
Develop	Disclose, discover, perfect, or unfold a plan or idea in detail, gradually. It implies study and/or experiment unless otherwise stated. (When used as "to develop subordinates," see "Train".)
Devise	Form in the mind by combinations of ideas, new applications of principles, or new arrangements of parts.

FUNCTIONAL VERB DEFINITIONS (cont.)

Direct	Govern or control work operations by establishing and implementing objectives, practices, and methods.
Estimate	Forecast future quantities, values, sizes, extents, etc., either on the basis of judgment or calculations.
Execute	Put into effect or carry out methods, plans, etc..
Forecast	Predict future events based on specified assumptions.
Implement	Carry out or fulfill by taking action.
Inform	Communicate knowledge to others.
Initiate	Set in motion or introduce.
Inspect	Examine materials, equipment, reports, work, etc. to...
Interpret	Explain to others (orally or in writing) the meaning or significance of something.
Investigate	Uncover facts by systematically finding them, conducting a searching inquiry, and examining various sources.
Maintain	Keep in satisfactory condition.
Manage	Plan, organize, direct, control, and evaluate operation of an organizational unity with responsibility for the output.
Negotiate	Confer with others to reach an agreement.
Propose	Suggest for consideration or adoption.
Recommend	Present a matter for action or approval.
Research	Specific inquiry involving prolonged and critical investigation, having for its aim the study of new facts and their interpretation, the revision of accepted conclusions or theories that may be affected by newly discovered facts, or the practical application of such new or revised conclusions.
Review	Consider or examine facts or results for accuracy, completeness, and suitability.
Study	Apply thought to any subject of investigation.
Supervise	Personally oversee or control work performance and conduct of others where there is opportunity for control or inspection of work performed.
Train	Teach, demonstrate, or guide others in the performance of assigned work.

FUNCTION AND DUTY STATEMENTS

Examples of job function and duty statements:

<u>Position</u>	<u>Functions</u>	<u>Duties for specified Function</u>
Administrative Assistant	Typing/Word Processing, Correspondence, Public Contact, <i>Conference Coordination</i> , Calendar Management, Filing	<i>Conference Coordination:</i> Schedule speakers for bi-monthly departmental seminars by calling individuals from established lists, ascertaining availability, determining event dates and composing confirming correspondence.
Administrative Specialist	Organize Work Flow Train <i>Web Site Maintenance</i> Establish Procedures	<i>Web Site Maintenance:</i> Update, revise, edit and publish content for department website that promotes unit's identity, mission and goals. Proofread and edit submitted materials for style, content, readability and suitability.
Management Services Officer	<i>Budget Management</i> Budget Control Contract/Grant Administration Personnel Supervision Material Management Space Utilization	<i>Budget Management:</i> Provide support for divisional budget planning and implementation including (1) the balancing of accounts and funds, (2) gathering information from divisional units on expenditures and needs, and (3) reporting on expenditures, encumbrances, and carry-forward funds.

EXAMPLES OF PHYSICAL DEMANDS

Bend	Flexion of the upper trunk forward while standing and knees extended or knees flexed when sitting.
Carry	To hold or rest weighted objects (indicate weight) directly on hands, arms, shoulders, or back while walking from one location to another.
Climb	Ascend/descend with gradual or continuous progress by oneself, using both hands and feet.
Crawl	Moving body slowly in a prone position on hands and knees, with arms extended and elbows bent.
Kneel	Maintaining the body in an erect posture while resting body weight on one or both knees.
Lift	Exertion of physical strength to move objects (indicate weight) from one level to another.
Push	Exertion of force on or against an object (indicate weight/size) to move it from one location to another.
Reach	Extending the hands and arms in any direction.
Stoop	Flexion of the upper body forward at the waist with partial flexion of the knee while standing.



EXAMPLES OF ENVIRONMENTAL CONDITIONS

Noise	Sufficient noise, either constant or intermittent, to cause marked distraction or possible injury to sense of hearing.
Fumes	Smoky or vaporous emissions, usually odorous, thrown off as the result of combustion or chemical reaction.
Odors	Unpleasant smells.
Gases	Examples include carbon monoxide and ozone.
Dust	Airborne particles of any kind, such as textile dust, wood, and silica.
Hazards	Conditions where there is danger to life, health or bodily injury such as closeness to moving mechanical parts; working on scaffolding and high places; exposure to burns, radiant energy, explosives, toxic chemicals, and electric shock.

PHYSICAL DEMANDS VERB LIST

The following is a list of verbs that are often helpful in describing customary physical effort in a job without risking prejudice to qualified persons with disabilities. Several verbs are listed in more than one physical demand category.

<u>Physical Demand Category</u>	<u>Helpful Verbs</u>
Strength	Moves/transport Puts Installs/takes out Removes/replaces Positions/places transfers
Climbing or balancing	Ascends/descends Works atop Traverses
Walking/running/stooping, kneeling, crouching and/or crawling	Moves (about or to) Traverses Positions self (to)
Reaching, handling, fingering and/or feeling	Detects Diagnoses Installs/places Removes/replaces Operates Adjusts Attaches Sets up Handles/tends Activates, feeds or controls Applies Measures Uses Modifies Signals Inputs Drafts/writes Compiles/retrieves Makes/constructs Creates/fabricates Collects Inspects Prepares Serves/services

Talking and/or hearing	Communicates Detects Converses with Discerns Conveys Expresses oneself Discusses Exchanges information
Seeing	Detects Determines Distinguishes Identifies Recognizes Perceives Estimates Judges Discerns Inspects Compares Observes Assesses
Other demands	Detects Uses Perceives Discerns

Resource: *“Non-Prejudicial Language Recommended for ADA-Compliant Job Descriptions”*
by Kenneth H. Pritchard, CCP, SHRM Compensation and Benefits Committee Member.