

WRITING JOB DESCRIPTIONS

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INTRODUCTION

The purpose of this manual is to provide some guidance for you, the human resource professional or the supervisor, in writing job descriptions.

A job description is a brief, factual picture of the duties and work activities included in a job, the skills needed to perform those tasks, the scope of the job and the working conditions associated with the job. Several important points to remember are:

- The job description should be a summary of the job, rather than a detailed set of procedures for performing the job.
- The job description should be long enough to be informative, and short enough to be usable/
- Job descriptions should contain facts, not opinions, although it is probably impossible to avoid the use of individual judgment.
- The purpose is to describe the job, not the employee currently performing the job.

Why Job Descriptions?

Job descriptions have a bad reputation. Many employees and managers see writing descriptions as a waste of time – until they need the information. Others feel that job descriptions are too confining, that they limit people to a specific set of tasks – not necessarily.

There are a number of important human resource management uses for the job description, including compensation, recruitment and selection, training, and performance appraisal.

In determining employee compensation, job descriptions are used for two purposes. In job evaluation, information from the job description – job tasks, the required skills, and job demands -- is used to determine the relative worth of a job, in relation to other jobs in the organization. Job descriptions are also used to conduct salary surveys of other organizations. Here, we are using the information in the job description to ensure that we are comparing similar jobs to one another.

Job descriptions are also used in recruiting and selecting employees. When we are evaluating a current employee or an outside applicant to fill a position, both the hiring manager and the human resources staff need to determine whether or not the applicant possesses the skills necessary to perform the duties and responsibilities assigned to that job. For that reason, the job description includes a list of the job skills needed to perform the job. In addition, the job description provides the information necessary for legal compliance in hiring, including EEO and ADA requirements.

For training and development, it is critical to know what job skills are needed. If training is to be effective, it must, of course, focus on the skills needed for jobs in the organization. The job description is the source for that information.

Whether you are conducting a formal performance appraisal or just informally reviewing the employee's job performance, a job description is important. What you are rating is the employee's performance of his or her assigned tasks -- thus, a list of those tasks is necessary. If the employee's job performance is in need of improvement, a list of the skills needed to perform the job may be useful in determining which skills the employee needs to add or upgrade.

For all human resource applications, the information we need about jobs includes tasks, job skills, and other characteristics of the job. Thus, the job description should include information about the duties the employee performs, the knowledge, skills, and abilities necessary to perform those tasks, and any other job-related information.

FORMAT FOR THE JOB DESCRIPTION

In this section, we will look at a standardized format for job descriptions that may be used in most organizations. Since every organization is different, the format described below may need to be added to or changed. However, the basic elements will remain constant. Note that a good job description is complete, yet concise, generally 2 to 3 pages in length. A description much shorter than 2 to 3 pages may be overlooking essential information. Longer job descriptions generally include so much detail or trivia as to be cumbersome and useless.

SECTIONS OF THE JOB DESCRIPTION

Identification

In this section of a job description, some basic identifying information is provided so that those people in the organization using the job description will know what job is being described.

A. Job Title:

Here is listed the job title as it is found in personnel records, such as:

- *Branch Manager*
- *Clerk A*
- *Loan Officer*
- *Medical Technologist*
- *HVAC Mechanic*
- *Social Worker II*
- *Senior Accountant*
- *Packaging Technician*

Note that many titles have qualifiers – “Senior,” “A,” or “II”. This is a common organizational practice, and indicates that the jobs follow a progression – it’s helpful, though not essential, to coordinate the descriptions for these jobs, to ensure that the progression, in terms of progressively more complex work, is as you want it. Also, it is acceptable (and probably advisable) to add a word or brief phrase to that title to further identify the job, either by department or within a department. Most organizations attempt to keep the number of separate job titles within the organization to a minimum. However, the same job title may contain a number of different positions. That is, an organization may have a number of positions titled “Clerk A”, all of whom perform similar tasks and who each require approximately the same skills, but whose specific job descriptions do vary somewhat. For example, the Loan Officer (Automobile) obviously makes loans, as would the Loan Officer (Real Estate) or Loan Officer (Commercial), but the specifics of the job – the precise tasks, and possibly some details of the skills – will vary. Some examples:

- *Branch Manager - New York Branch Office*
- *Clerk A - Payroll*
- *Loan Officer (Automobile)*
- *Medical Technologist - Blood Bank*

B. Job Family

In most organizations, jobs are assigned to large categories or job families. These are made up of jobs that are similar to one another and which are convenient to administer together. A sample set of job family categories is as follows:

- *Supervisory/Administrative/Management*
- *Professional*
- *Technical*
- *Service/Support*

C. Job Code, Salary Grade

In most large organizations, jobs are assigned an alphanumeric code for convenience. Jobs are also assigned to salary grades. Both pieces of information should be included in the job description.

D. Supervisor

An additional identification of jobs in an organizational unit is the supervisor's title -- not the current supervisor's name.

E. Unit and Department

This would be the location of the job within the organization. This can be the department or division, or it may be a physical location. Provide enough information so that the reader will know where the job is located, though it isn't necessary to give the exact cubicle location. For example:

- *New York Branch*
- *Headquarters - Human Resources*
- *Retail Banking Division*
- *Suburban Hospital -- East*

Job Summary

The job summary is a brief statement giving the purpose of the job and its major responsibilities. It should be, at most, one to two sentences long, but should include enough information to distinguish this job from other jobs. The job summary should tell the reader the job's purpose; that is, why the job exists. Why do we hire someone for this job? For example:

The Journeyman Plumber is responsible for inspecting, testing, repairing and performing preventative maintenance on all plumbing equipment and systems at all facilities in Memphis, in accordance with local, state and national codes and standards.

Duties and Responsibilities

In this section, the major duties and responsibilities assigned to the job are listed. Normally, most jobs can be summarized in 10 to 12 statements. More than that, and you run the risk of including trivial information. Writing the duty and responsibility statements is discussed in more detail in the remainder of this manual. However, one task or duty statement that is always present: *"Performs other duties as required."* Including this statement gives managers and supervisors the flexibility to add to the stated duties as necessary (though, of course, within reason).

It is useful, though not essential, to give some indication of the amount of time spent on different tasks. It isn't necessary to keep a detailed diary; rough estimates are sufficient.

Interpersonal Relations

In this section of the job description, the job incumbent's contact with other individuals is described. The type and frequency of contacts should be indicated. For example, contact may be "daily", "frequent" or "occasional". Contacts may be "routine" or the employee may "represent Deficit National Bank to the news media".

There are two types of contact, internal and external. Internal contacts are those interactions with other employees within the department, work group or organization, such as supervisors and other employees. External contacts are with individuals outside the organization, such as customers, suppliers, community organizations, competitors, etc. For example:

The Press Operator has daily contact with other employees in Printing Services and in other company departments who are requesting work to be done. These contacts are often for the purpose of resolving problems. The Press Operator has occasional contact with service representatives who are repairing equipment.

Supervision Given/Received

Here, we are looking at the type and nature of the supervision given and received. If the job is not assigned any supervisory responsibilities, this should be noted:

- *There are no supervisory or lead responsibilities assigned to this job.*

Some jobs are "staff" jobs, and require that the incumbent provide advice or consultation to others:

- *There are no supervisory responsibilities assigned to this job, except that the incumbent is expected to provide professional and technical advice and consultation.*

If the job does include supervisory responsibilities, the number and type of employees supervised and the type of supervision should be indicated:

- *The Manager – Payroll directly supervises 2 clerical and 3 professional employees.*

- *The Project Manager – Web Design supervises 3 professional employees during projects, but does not have authority to hire, terminate, discipline or complete performance evaluations without Department Manager's approval*
- *The Master Electrician is under the general supervision of the Supervisor - Building Maintenance. The job is a lead job: the incumbent will assign duties to technical and service employees in the area and will provide input to personnel actions.*
- *The Branch Manager – New York directly supervises 1 clerical and 2 supervisory employees and indirectly supervises 12 clerical employees.*

The type of supervision received should also be indicated:

- *Close supervision*
- *General supervision*
- *"Under the Department Manager's professional guidance"*

The task statements (as discussed later) should, when appropriate, give some indication of the type and level of approval the employee needs to make decisions or take action:

- *Interviews and hires employees to fill vacant positions as indicated by Vice President - Finance*

Physical Demands/Conditions

In this section, the physical environment and demands of the job are described. Items to consider may include (but are not necessarily limited to):

- *Approximate amount to be lifted or carried*
- *Frequency of lifting or carrying*
- *Frequency of travel*
- *Frequency of standing, walking or climbing*
- *Exposure to noise, infection, heat, cold or outside elements (i.e., rain or dust)*
- *Exposure to physical hazards, such as dangerous equipment*

Combined, we might see a statement such as:

Constant walking, standing, bending and kneeling; may be required to work with hands above shoulders. Heavy physical effort and coordination needed to move or position equipment. Maximum weight normally moved, lifted and carried alone does not exceed 150 pounds.

We normally think of management jobs or other "office" jobs as having few, if any, physical demands. Remember that many clerical positions may involve lifting or moving (i.e., the mail or boxes of paper).

Management and professional jobs may well involve travel. This is a physical demand to be considered (ask anyone with platinum frequent flier membership !)

A shift assignment may be included here if the duties assigned to the job are specific to a shift or if it is not obvious that employees in the job may be assigned to shift or weekend work.

Job Skills and/or Minimum Qualifications

This section may list either the necessary job skills or the minimum qualifications. The job skills would include all skills necessary to perform the job, including those skills that an individual might reasonably be expected to acquire after starting to work in the job. The minimum qualifications, on the other hand, include only those skills necessary for an individual to enter the job.

Date and Approval

The final section of the job description is the documentation. This will vary, according to organization requirements, but at a minimum, this section should include the name of the individual who prepared the description, the name of the individual who reviewed or approved the description, and the date the description was prepared. Remember that job descriptions **must** be updated as jobs change. An outdated description is worse than no description at all. Job descriptions must be updated if major changes in the job occur. Technology may change, jobs may be reorganized, or the skills needed may change. Even if there are no major changes, job content drifts, and a 5-year old description is apt to be out of date.

Sample Job Description

On the following pages is a sample job description, prepared according to the format described above.

JOB DESCRIPTION

JOB TITLE: Registered Nurse - Same Day Surgery
JOB FAMILY: Professional **JOB CODE:** 23AGK **SALARY GRADE:** 23
SUPERVISOR: Manager - Same Day Surgery
UNIT: Suburban Hospital
DEPARTMENT: Surgical Services

JOB SUMMARY:

The incumbent is responsible for providing nursing care to patients admitted to the Same Day Surgery Unit, utilizing the nursing processes of assessment, planning, implementation and evaluation, in accordance with professional standards and hospital standards of patient care.

DUTIES AND RESPONSIBILITIES:

**% OF TIME
SPENT**

- | | | |
|-----|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 20% | 1. | <u>Assesses</u> the patient's condition, systematically utilizing verbal and technical nursing skills, to establish a basis for patient care. |
| 20% | 2. | <u>Plans</u> appropriate nursing interventions, utilizing the patient assessment data and <u>formulates</u> a written care plan, reflecting pertinent physical and psychosocial problems. |
| 15% | 3. | <u>Implements</u> patient care activities based on written care plan, knowledge of professional nursing standards and hospital standards of patient care. Patient care activities may include administration of medications, tube feedings and changing dressings. |
| 10% | 4. | <u>Evaluates</u> written care plan and the patient's responses to nursing interventions on a continuous basis; <u>reassesses</u> short-term objectives; <u>initiates</u> discharge planning based on the evaluation process. |
| 10% | 5. | <u>Provides</u> technical information and assistance to physicians and other department employees; <u>assigns</u> duties to unit technical, clerical and service staff; <u>coordinates</u> patient care activities with other hospital departments such as Respiratory Therapy, Radiology and Pharmacy. |
| 5% | 6. | <u>Provides</u> information to patient or patient family members regarding diagnostic or care procedures or surgery. |
| 10% | 7. | <u>Identifies</u> the learning needs of patients and patients' family members and <u>provides</u> teaching or education to meet those needs. <u>Documents</u> education or teaching in patient records. |
| 5% | 8. | <u>Maintains</u> own professional knowledge and skills by participating in formal continuing education activities. |
| 5% | 9. | <u>Performs</u> other duties as required. |

WRITING DUTY AND RESPONSIBILITY STATEMENTS

Since duty and responsibility statements are written to represent job tasks of varying complexity, you should expect to have statements of varying complexity and length. Even though the length and complexity of the statement may vary, each statement should answer the questions "What," "To Whom/What," "How," and "Why." Frequently, the "How" and "Why" portions are so obvious and generally understood that including it would make the statement appear trivial. An optimum style to be followed in writing task statements should be consistent with the following basic rules.

1. A terse, direct style, using the present tense, should be used.
2. The statement should start with a functional or action verb that describes an action required of the individual. Identifying the job operation and selecting the verb to represent the content is a critical decision. This aspect of writing is perhaps the most difficult part of the entire process. It requires close attention and careful thought. Task statements normally should not include multiple action verbs unless the several actions are invariably performed together. For example:

Compiles and distributes weekly suspension lists.

Maintains and repairs warehouse equipment, such as forklifts and pallet jacks.

An alphabetical list of sample action verbs is in the Appendix to this manual.

3. Task statements are intended to reveal differences among jobs. Statements that are so broad or general that they would not differentiate between jobs should be omitted, expanded or broken apart as two or more statements. Statements that refer to only a few jobs should be retained if they satisfy other standards. As a general rule, the usefulness of job description information is proportionate to the degree of specificity -- more rather than less information is needed.
4. Each item should refer to a "whole" task that "makes sense." That is, a sequence of acts that are invariably performed by a single employee as a continuous activity should remain intact. A sequence of interrelated activities leading to a single product or accomplishment of a single goal should not be separated. For example:

Evaluates written care plan and the patient's responses to nursing interventions on a continuous basis; reassesses short-term objectives; initiates discharge planning based on the evaluation process.

5. Statement terminology and vocabulary should be at the level of the intended users. Cryptic abbreviations and unique or purely local slang terminology should be avoided. Commonly used occupational terms should be used but note that some such terminology becomes rapidly obsolete. Generally, the higher the required reading level, the greater the difficulty persons will have in using the job description.
6. You should ask:
 - Does the statement tell what the employee does?
 - Does this statement tell how the employee does it?
 - Does this statement tell why the employee does it?

Some examples of task statements, analyzed in terms of being thorough and comprehensive are as follows:

WHAT Sorts	TO WHOM/WHAT correspondence, forms, and reports
WHY to facilitate filing them	HOW alphabetically

WHAT Organizes and files	TO WHOM/WHAT various materials such as position descriptions, questionnaires, computer <u>printouts and transaction documents</u>
WHY to maintain master books, examination, class and agency files	

To clarify and evaluate task statements you should ask:

- Who is doing this action?

The answer to this question provides the implied subject of the task statement. The subject is understood to be "the employee" -- taken to mean collectively, incumbents in the job being analyzed.

- What is the action?

The answer to this question provides the action verb, representing the job question, and first word of the task statement. The verb used should be unique, descriptive of the action, as precise as possible and written in the present singular. For example:

Select a foster care placement considering the relevant characteristics and needs of the client, and strengths of the family or facility.

- Who or What is the object of the action?

The answer to this question provides the object of the task statement and reflects the recipient (whom/what) of the employee's action.

- Why is it being done?

The answer to this question is sometimes preceded by the phrase "in order to" and provides the reason for the action. Care should be taken to insure that "Why?" is not mistaken for "What is the action?" If the "why" is obvious, then this portion may be omitted.

- How is the action done?

The answer to this question is worded to indicate what guidelines or instructions, tools, equipment, or general job knowledge are used by the employee in performing the task. Frequently, the how is obvious and is thus not stated.

After answering these questions, all that you will need to do in order to write a task statement is to organize the answers into an easily readable, grammatically correct, concise sentence using the standard format described here.

A final suggestion to the person who is writing task statements: Be sure that the results section ("Why?") is compatible with the verb used. For example, one does not "read a variety of materials in order to make a decision..."; one "reads a variety of materials in order to gather information..." and then one "analyzes information in order to make a decision...".

One of the most common flaws in writing task statements is to include extraneous material characterizing performance standards, work setting conditions or the necessary job skills for task performance. Evaluative terms and phrases such as punctuality, attendance, diligently, carefully, competently, knowledgeably, diplomatically, under adverse conditions, etc., should never be incorporated in task statements. That type of material -- job performance standards -- applies to the employee rather than the job and should be examined separately.

SPECIFYING JOB SKILLS AND MINIMUM QUALIFICATIONS

When you have finished preparing task and duty statements, the next step in the process is to derive and describe the skill requirements for those tasks.

Basic job requirements, such as possession of a license to practice a specific activity -- such as practicing law, driving, nursing, or boiler room operations -- should be listed first. Normally, this is a matter of legal requirements and it should be obvious whether or not a specific requirement should be listed.

Job skills can be categorized into three general areas and are defined as follows:

Knowledge is the foundation upon which abilities and skills are built. Knowledge, as used in writing knowledge, skill or ability statements, is defined as an organized body of information, usually of a factual or procedural nature, which, if applied, makes adequate performance of the job possible. Knowledge is learned. It should be noted however, that possession of knowledge does not insure its proper application. Some typical knowledge statements might be:

- *Knowledge of rules of spelling, grammar and punctuation as might be acquired through graduation from high school*
- *Knowledge of consumer loan requirements, policies and procedures as might be acquired through 2 to 3 years' branch banking experience.*
- *Knowledge of blueprint reading, sheet metal work and mechanical, plumbing and electrical drawings as might be acquired through trade or vocational school training or military training.*
- *Knowledge of training and education concepts, principles and methods as might be acquired through 2 to 3 years' experience in training or adult education or 2 years' college-level work in education or training.*
- *Knowledge of warehouse layout and product locations as might be acquired through a brief period (2 to 3 weeks) of on-the-job training.*
- *Knowledge of nutrition and basic diet therapy as would be acquired through completion of Certificate in Food Service (1 year program) or completion of A.A. program in Dietetic Technology (2 year program)¹.*

Skill is defined as the proficient manual, verbal, or mental manipulation of people, ideas, or things. A skill must be demonstrable. And, a skill is normally acquired. Skills differ from abilities in that possession of a skill implies a level of proficiency or a performance standard that must be met. Some examples of skill statements would include:

¹Note here that the job skill may be acquired in more than one way and that either is acceptable.

- *Verbal and written communications skills, including skill in communicating with all levels of management, vendors, and customers.*
- *Skill in making the arrangements, scheduling and completing other details for meetings*
- *Skill in operating computer peripherals such as printers, tape and disc drives, etc.*
- *Possession of supervisory skills as would be acquired through completion of an in-house supervisory training program or 2 to 3 years supervisory or management experience.*

Ability is defined as the present power to perform a job function, to carry through with the activity while applying or using the associated essential knowledge. An ability may be inherent or it may be learned or acquired. Some examples might include:

- *Ability to organize tasks and maintain control of work flow.*
- *Ability to perform basic arithmetic calculations as would be acquired through completion of high school.*
- *Ability to work without close supervision and to exercise independent judgment.*
- *Ability to read and follow written instructions as would be acquired through completion of high school.*
- *Ability to operate standard office equipment.*
- *Ability to lift and move patients up to 250 pounds.*

A fourth category may occasionally be included, "Other Requirements". Here would be included minimum requirements not fitting into the above categories, such as:

- *Color vision*
- *Normal eye-motor coordination, manual dexterity, visual perception (including color vision) and hearing. Vision and hearing may be corrected to normal range by corrective lenses or hearing aid.*
- *Microsoft Certified Database Administrator (MCDBA) credential.*
- *Possession of current CPR certification.*
- *Possession of a valid driver's license.*

Determining the required job skills is considerably more difficult than the task portion of the analysis, in that the content is not directly observable and is "known" only through inference. The important point to remember is that job skills required for a particular task are based on your judgment and inference.

On the surface, the identification and definition of job skills is deceptively simple. For lower level jobs, the inference is usually fairly obvious and the job skill frequently takes the form of a duty-based statement. As tasks become intangible, abstract or complex, the inferential step becomes greater.

The job skill analysis is usually accomplished by examining each job task to determine the required skill(s). When performing this activity, it might be helpful to keep the following questions in mind:

- Think of the characteristics of good and poor employees.
- How do good and poor employees differ?
- Why can some employees perform (name of task) better than others?
- Recall incidents or concrete examples of effective and ineffective performance by employees in the job. Then try to think of the particular skills or lack of skills that were the cause of each example.
- What does a person need to know in order to (name of task)?
- Think of someone you know who is better than anyone else at (name of task). What kind of knowledge, skills and abilities would you want that person to have?
- If you are going to hire someone for no other reason than for them to (name of task), what kind of knowledge, skills and abilities would you want that person to have?
- What kind of prior training or experience is needed to be effective in (job)? Why is that training or experience needed to make an individual qualified to do (name of task)?

Remember, also, that there is not necessarily a one-to-one correspondence between tasks and skills. A particular task may require multiple KSAs, and a single KSA may be required for more than one task.

There are eight main points that may assist you in writing good job skill statements. The style recommended for writing job skill statements generally follows that for writing task statements. In addition, though, the following points should be kept in mind:

1. Avoid simply restating a task or duty statement by attaching the word "Skill" or "Ability". So-called "duty based" job skills usually pertain only to low-level jobs. For higher-level jobs, a duty based job skill would not provide the information needed to develop the desired content for the application procedure.
2. Each statement must represent a unique job skill. Do not combine separate and different types of job skills into composite statements. As a general rule, if you suspect that separate facets exist, write two separate statements.
3. Job skill statements should describe a component of individual difference or variance. The degree of possession of proficiency is a measurement and decision making issue. Terms such as familiarity, mastery, or recall are inappropriate adjectives for job skill statements.
4. Statements must represent specifically defined job skill content. Use of trait references -- such as "enthusiasm" or "patience" for the content description in the statement is inadvisable. The statement should contain enough detail to facilitate the choice of measurement method and the nature of the individual difference or variation. Think behavior -- rather than specifying "tactfulness," try "Ability to provide employee feedback in a constructive manner."
5. Each statement should constitute a feasible unit of measure. That is, it should be possible to write one or only a few objective statements that will measure an employee's degree of possession of the job skill. Another reason to avoid trait references -- they are much more difficult to measure.

6. Maintain a reasonable balance between generality and specificity. Exactly how general or specific a statement should be stated is a matter of individual judgment. However, when in doubt, be more rather than less specific.
7. Avoid the error of including trivial information when writing the items. For example, for a supervisor's job, "knowledge of how to order personal office supplies" would be a trivial item. However, because the omission of key job data is a more serious error than including trivia, include items if they are borderline examples.
8. When possible, statements should include the source of the job skill -- graduation from high school, completion of an approved over-the-road truck driver's training program, etc.

APPENDIX: SAMPLE ACTION VERBS

<u>accept</u>	assist	circulate	cut
accompany	assort	cite	<u>date</u>
account	assume	claim	deal
accrue	assure	classify	debug
accumulate	attach	clean	decide
achieve	attain	clear	decontaminate
acidify	attempt	close	deduce
acknowledge	attend	code	deduct
acquire	audit	collaborate	defend
act	authorize	collate	defer
activate	autoclave	collect	defibrillate
adapt	award	commit	define
add		communicate	dehydrate
address	<u>backorder</u>	commute	delay
adhere	back up	compare	delegate
adjust	balance	compile	deliver
administer	bandage	complete	demonstrate
admit	bar	compute	denote
adopt	batch	conclude	deploy
advance	bathe	concur	describe
advise	bind	condemn	design
advocate	blend	condense	designate
affix	boil	condition	destroy
aid	bolster	conduct	detail
alert	boost	confer	detain
aliquot	booster	confirm	detect
allocate	budget	confound	deter
allot	buff	consider	determine
allow	build	consolidate	develop
alter	burst	construct	devise
ambulate	buy	consult	dictate
amend		contact	dig
amortize	<u>calculate</u>	contract	direct
analyze	calibrate	control	disapprove
announce	call	convert	disarm
answer	cancel	convey	disburse
anticipate	canvass	cook	discard
appear	carry	coordinate	discern
apply	cash	copy	discipline
appoint	catalogue	correct	discontinue
appraise	catch	correlate	discover
appraise	catheterize	correspond	discuss
approve	caulk	counsel	disdain
approve	caution	count	disinfect
arrange	centrifuge	create	dismantle
arrest	change	crossmatch	dispatch
assemble	chart	crosstrain	dispense
assert	check	cultivate	disperse
assess	chop	culture	display
assign	circle	curtail	

dispose
disseminate
distribute
divert
document
downgrade
draft
drape
draw
dress
drive
dry
dust

edit
effect
elaborate
elect
eliminate
embed
employ
empty
encourage
encumber
endorse
engage
enhance
enlist
idealize
identify
illuminate
immerse
immunize
impact
impair
impart
implant
implement
import
improve
improvise
include
incubate
influence
inform
initial
initiate
inject
inoculate
innovate
insist
inspect
install
instill

ensure
enter
entrust
enumerate
escort
establish
estimate
evaluate
examine
exchange
exclude
execute
exercise
expedite
explain
extend
exterminate
extract

fabricate
facilitate
factor
familiarize
fasten
fax
feed
file
fill
institute
instruct
interpret
interview
invalidate
invent
inventory
invest
investigate
iron
irrigate
isolate
issue

jack
join
judge
justify

keep
key

label
lacquer
ladle
lament

film
filter
finalize
find
fingerprint
finish
fit
fix
fold
follow
follow up
force
formulate
forward
foster
freeze
fry
fuel
function
furnish

gage
gain
gather
gear
generate
get
gloss
land
latch
launder
lead
lend
let
lift
lighten
likened
list
listen
liven
load
loan
locate
lock
loft
log
look
loop
lubricate

mail
maintain
make
manage

go
govern
grade
graft
grant
greet
grind
group
guarantee
guard
guide

hail
hamper
hand
handle
hang
harden
hasten
haul
head
heed
help
hire
hitch
hoe
hold
host
manicure
map
market
massage
match
measure
mediate
meet
memorize
mend
merge
mesh
meter
mill
mine
miter
mix
modify
monitor
mop
motivate
mount
move
mow

nail

name
narrow
near
negate
negotiate
net
neutralize
note
notify
nullify
number
nurse

observe
obtain
offer
oil
omit
open
operate
oppose
order
organize
orient
originate
oversee

pack
package
pad
page
paint
palm
paper
part
participate
paste
pat
patch
patrol
pave
pen
perform
permit
persuade
photocopy
photograph
pick up
pinpoint
placate
place
plan
plant
plot

plug
polish
position
post
postpone
pour
practice
preclude
predict
prepare
prescribe
present
preserve
press
print
proceed
process
produce
program
project
promote
promulgate
proof
proofread
propose
prosecute
protect
prove
provide
publicize
publish
pull
purchase
pursue

qualify
quantify
quarantine
query
question

race
rake
ration
read
ream
rear
receive
recharge
recommend
reconcile
reconstruct
record
recruit

reduce
refer
refill
refine
refinish
register
regulate
reinforce
reject
relay
release
relegate
remit
remove
remunerate
render
repair
replace
replenish
report
represent
request
requisition
rescind
rescue
research
resolder
resolve
respond
restock
restore
restrict
retain
retrieve
return
review
revise
reward
rid
rig
rinse
rip
rotate
run

salvage
sand
satisfy
scan
scatter
schedule
scrape
scrub
seal

search
section
secure
seed
select
sell
send
send out
serve
service
set
settle
set up
shampoo
shape
sharpen
shave
ship
shovel
shred
shut
sign
simplify
sketch
slice
solder
solicit
solve
specify
spend
spray
stain
stamp
standardize
sterilize
stimulate
stir
stock
store
stretch
strip
study
stuff
submit
subpoena
substitute
succeed
suction
suggest
suit
summon
supervise
supplement
support

suppress
surround
survey
sustain
suture
sweep
synthesize
systematize

tab

tabulate
tag
take
talk
tame
tap
taste
teach
team
tear
tend
tender
terminate
test
testify
thread
tie
tie off
tighten
time
tip
titrate
total
tour
trace
trade
trail
train
transact
transcribe
transplant
translate
transmit
transport
travel
treat
trim
turn
tutor
type
typeset

uncover

underscore

understand
undress
unify
unload
unpack
unwrap
update
upgrade
utilize

vacuum

vary
verify
visit
void

wade

warrant
wash
watch
water
waver
wax
weigh
weld
wheel
wipe
wire
withhold
withstand
work
wrap
write

GLOSSARY

ABILITY

The present power to perform a job function, to carry through with the activity while applying or using the associated essential knowledge.

JOB DESCRIPTION

A brief, concise picture of the duties and work activities included in a job, the skill required to perform those tasks, the scope of the job and the working conditions associated with the job.

JOB EVALUATION

A process of comparing jobs, using formal and systematic standards, to determine the relative position of jobs within an organization.

JOB OPERATION

The action or activity required to perform a job task.

KNOWLEDGE

The foundation upon which abilities and skills are built.

MINIMUM QUALIFICATIONS

The minimum number or level of job skills necessary for an individual entering a job.

SKILL

The proficient manual, verbal, or mental manipulation of people, ideas, or things.