

DRAFT 031709

Writing Effective Job Descriptions

Office of the Vice Chancellor for Human Resources
Compensation

Last Revised, March 2009

Outline

- I. Introduction
- II. Why Write Job Descriptions, their Application
- III. The Do's and Don'ts of Writing Effective Job Descriptions
- IV. Writing the Job Description Content

Appendices

- a. Action Words
- b. Sample Job Description – UIC Academic Professional
- c. Sample Job Description – UIC Civil Service Support Staff

Are Job Descriptions Necessary?

Absolutely!

However, we understand that this is not one of your most exciting responsibilities, but let's face it. Job descriptions (or PAPES, a type of job description used at UIC for Academic Professionals) are important and if done properly set the framework for everything that gets done in an organization. As Human Resources continues to develop new technologies and employ new human capital programs (e.g. compensation, succession planning, training and development) there must first be a solid understanding of the work/jobs performed. Appropriately defining and documenting jobs (i.e. the job description) helps accomplish this goal.

It is possible to write effective job descriptions that create value for both the employer and employee. This guidebook (also located on the Human Resources website at <http://www.uic.edu/depts/hr/compensation/index.shtml>) identifies the necessary steps in that process.

Job descriptions, while not a panacea to all of an organization's ills, are important management tools that can have both positive and negative impacts. Our challenge is in creating well developed descriptions that enhance the positive aspects while minimizing the negative, some of which are described on the following pages.

Job Description Positives (*not exhaustive*):

- **Job descriptions help management improve the organization.** In fact, they're the building blocks of the organization's structure. Analysis of descriptions reveals whether all responsibilities are adequately covered and where reallocation might be indicated.
- **Job descriptions show where the employee fits in.** The job description makes sure the people you employ are aligned with your goals, vision, and mission. They must be able to visualize their place in the whole.
- **Job descriptions set clear expectations.** The job description is the first place to look when employees aren't doing what you want them to, says Ferdinand Fournies (*Why Don't Employees Do What They're Supposed to Do and What to Do About It*). The first step in getting people to do what you want them to is to make sure that people know your expectations—and that starts with the job description.
- **Job descriptions help you cover your legal bases.** For example, in regard to the Americans with Disabilities Act (ADA), you'll want to make certain that the description of physical requirements is accurate, and you'll want to split off the essential functions of the job from those less so. That offers a fair shake to people with disabilities if they can do the essentials (with reasonable accommodation) even if they can't do the rest.
- **Job descriptions tell candidates what you are looking for.** This helps you in the selection process, and it also helps when you are addressing questions from those who are not selected.
- **Job descriptions provide the basis for compensation decisions.** In fact, comparing descriptions is the basis for job evaluation, grading, and pricing.

HR.BLR.com May282008

Job Description Negatives (*not exhaustive*):

- **Job descriptions become dated *fast*!** It's a rapid-paced, ever-changing work environment these days, and outdated job descriptions are time bombs ready to explode the reality of what now needs doing back into what was needed in the past. Review descriptions regularly as part of your performance appraisal system.
- **Job descriptions can encourage "that's not my job" thinking.** They need enough flexibility that people can think "outside the box". They need to allow for cross-training. While it's not necessary to list every task expected of an individual, the essential duties (those that absolutely must be done) must be included and labeled as such.
- **Poorly written job descriptions may be used as evidence against you.** For example, if the job duties are written in an extreme manner (i.e. either too specifically in an attempt to detail every single task that might possibly occur – which is impossible – so that the omission of something causes problems or too broadly, not including enough specificity to accurately portray the duties).

Adapted HR.BLR.com May292008

While absolutely critical to communicate over and over again, many of the concepts described in this guide are not new to Human Resource Practitioners or to the Human Resources Community at large. As such, this guidebook – for the most part -- represents a compilation of thoughts formed and research conducted over the years to guide you in writing the most effective job descriptions possible.

As you read through this guide, questions may develop. We welcome your feedback and invite you to share it at

HR Compensation

1747 W. Roosevelt Road, 3rd Floor

Chicago, IL 60608

General Line: 312-355-4330

Fax Line: 312-355-1234

Comp@uic.edu

The Many Applications of Job Descriptions

Job descriptions are similar to blueprints in that they detail the layout and important aspects of a job. The job description has an application in virtually every aspect of employment as briefly described below.

Employment

- **Workforce Planning.** Job descriptions help in pinpointing staffing requirements and gaps as well as in identifying overstaffing or superfluous positions. They are also valuable when decisions regarding centralization or decentralization must be made.
- **Candidate Recruiting, Selection and Placement** are more effective since the job description provides a clear picture of the requirements necessary to identify and select the best fit between candidate and job.

Acculturation and On-boarding

- **Orientation.** The importance of orientation and adjustment to a new job can't be overstated. A newly hired worker with an accurate, well-written job description to review and analyze has received a good introduction to the job and is therefore able to understand more fully what the company and the supervisor expect. All new employees should be instructed to regard the job description as a frame work or starting point, not as an upper limit to their own abilities and interest.

Compensation

- **Job Families and Grades.** Job descriptions make it possible to identify common job elements and requirements. Good job descriptions can clarify which jobs are truly similar and which jobs warrant different pay levels because they require different levels of skill, knowledge, or responsibility, or because they contribute to company goals in different ways
Pay Establishment and Pay Equity requires that jobs are sufficiently defined so that an appropriate amount of pay can be paid for a job. It also helps to ensure that employees performing jobs with similar levels of skill, effort, risk and responsibility are paid equitably.

Performance Planning, Training and Development

- **Goal and Expectation Setting.** The expectation of performance is established by virtue of identifying the duties and responsibilities required by the job and detailed in the job description. As such, the job description becomes the starting point for the discussion that follows with the employee.
- **Performance Reviews.** While performance appraisals enable managers to make decisions in many areas other than compensation, the link between describing the job and developing appropriate performance standards cannot be overlooked. These performance standards, in turn, are critical factors when it comes to evaluating an employee's readiness for pay increases, promotions, succession opportunities, etc.
- **Career Planning and Progression and Succession Planning**
Job descriptions reveal the relationship among certain jobs and the education, experience, or skills needed to advance from one job to another. With that understanding, a link between jobs and the employees who occupy them is made which facilitates the succession planning process.
- **Training.** Understanding the requirements of the job in terms of education, skills, knowledge, etc enables a manager to determine the gap between what employees currently have and what is required to be able to perform their current jobs more competently or move to another within the same or different job families.

Regulatory Compliance

- **The Americans with Disabilities Act (ADA).** Although the ADA does not require job descriptions, it does require that applicants and employees are able to perform the "essential functions" of the job, with or without reasonable accommodation.
- **Fair Labor Standards Act (FLSA).** Job descriptions are often used as supporting documents when it comes to establishing a job's exempt status.
- **Equal Pay Act (EPA).** The job description should clearly identify the level of skill, effort, risk and responsibility required by the job as well as the conditions under which it is performed. This can be a vital piece of evidence when asked to support pay differences that may exist between genders.

- **Title VII of the Civil Rights Act of 1964.** This Act makes it unlawful for an employer to discriminate against any individual with respect to hiring, compensation, or other terms, conditions, and privileges of employment because of race, color, religion, sex or national origin. The job description defines the requirement of the job and sets the standards for job performance, both of which are crucial considerations in such cases. The job description is also important as far as testing regulations are concerned. Any employment or pre-employment tests that are administered must be strictly in line with job requirements, which in turn, are spelled out in the job description.
- **Occupational Safety and Health (OSH) Act.** Many job descriptions have a section that discusses working conditions, especially when these conditions are considered uncomfortable or dangerous. It is important that any unusual or adverse job condition be specified within the job description so that an employee coming into the job knows what to expect.
- **Age Discrimination in Employment Act (ADEA).** The job specifications section of the job description, which states what the job requires of the job holder in terms of education or work experience, skills, physical characteristics, personal characteristics, etc., should not discriminate on the basis of age unless there is valid reason.

Employment Practices

- **Collective Bargaining.** The issues of varying pay rates for similar work has often been raised by unions, who may point to job description as a basis for standardizing pay rates. Job descriptions have also been used by employers to defend themselves against what they feel are unjustified union demands for uniformity in pay rates.

The Do's and Don'ts of Writing Job Descriptions

Compiled and adapted from BLR's popular *Job Descriptions Encyclopedia*, December 2007 and <http://hrdailyadvisor.blr.com/archive/2009/02/03>



DO - Give Specifics

Rather than stating that a maintenance worker "keeps up equipment," it is better to spell out the position's requirements, which might include performing routine maintenance on assembly machines, including adjusting settings; cleaning and lubricating shafts, gears, and bearings; and dismantling and replacing defective parts, etc. Be careful, however, not to begin describing the work process or instructions for actually doing the work, for example, "Pick up the tool, select the proper size fitting, and gently burnish ..."



DO – Use Accurate Adjectives

Include adjectives that describe the pace of work ("deadline-driven," "fast-paced") or the work environment ("enclosed area," "noisy setting"), but avoid flowery and overly long descriptions ("cozy but comfortable work environment that encourages creativity").



DO – Focus the job description on the job not the incumbent

It's easy to think about the individual in the job, and write about how he or she has chosen to do the work. A good job description focuses purely on job expectations and outcomes, not how the job is handled by the person who happens to be in it.



DO – Allow for flexibility

The job description should never restrict supervisors from assigning additional duties not specified in the job description. (However, these extra duties and responsibilities should not be considered "essential functions" of the job; if they are, list under the "essential functions" heading). So rather than writing "Assists Department G on request," (when that only occurred once 2 years ago) organizations tend to include a statement similar to the one that follows:

This job description in no way states or implies that these are the only duties to be performed by this employee. He or she will be required to follow any other instructions and to perform any other duties requested by his or her supervisor.

**DO – Keep job descriptions current**

Change happens. There aren't many jobs that haven't changed significantly in the past few years. If job descriptions haven't kept up, confusion and legal challenges are headed your way. Courts pay little attention to job descriptions written after lawsuits are filed. The time to write them—or update them if needed—is now.

**DON'T - Use subjective terms, opinions or recommendations**

Avoid using words that are subject to differing interpretations such as "this job is the hardest job in the plant, computerizing the inventory will make this job more efficient." Just talk about the job with reference to how it is currently done, not how it might be done.

Instead of saying you seek a certain attitude, cooperation, or initiative, describe expected outputs, different constituencies with whom this position interacts, and the nature of those relationships (such as "reports to," "provides support to," "supervises").

**DON'T – use words that raise a question of discrimination**

Avoid language that would be questionable in a job listing. For example, don't use words such as "youthful" or "able-bodied."

**DON'T – use vague, general wording or jargon or technical terms**

Spell it out.

It is tempting to rocket through writing job descriptions by inserting vague language like "takes care of employment." Does that mean routine recordkeeping, labor negotiations, or executive recruiting? Does that entail responsibility for employment or just participation in the process?. "Handles emergencies." This could range from simply calling 911 to being site coordinator for the entire emergency operation during a major meltdown. Clarify what you mean!

"Performs Gaj-Jac reroll if random SIT readings exceed PPLT." Even if their meanings are well known to the jobholder and the supervisor, spell technical details out, so that those who might refer to the job description in the future, (including outside authorities), will know what it is saying.

**DON'T – include anything derogatory or specific about a person who previously held the position**

Job descriptions are not the place to air grievances or disappointments about individuals who previously held the position. Talk about what the jobholder does, not what he or she doesn't do. (That could be a long list!)

**DON'T – gloss over essential versus non-essential functions**

With the advent of the Americans with Disabilities Act (ADA), it became "essential" to separate essential functions of a job from those less so. This allows persons with disabilities to still be hired if they can carry out those key tasks (sometimes with reasonable accommodation), even if they can't do lesser tasks. Every job-description must make this separation to be ADA-compliant. If your job descriptions are fuzzy about essential functions, things won't go your way in court.

**DON'T – describe duties to be performed in the future**

("When the conversion is done, employee will handle task X." *The general rule is that a function must have been performed for a period of 3 months before being included in a job description*, in order for the worker to be familiar enough with it to provide the job analyst creating the description with the necessary information.

The 5 Myths of Essential Functions

Myth #1: Don't bother—the courts don't have to accept your essential function decisions.

Truth: While it is true that courts don't have to accept your job descriptions' lists of essential functions, the fact is that judges and juries generally do give deference to the employer's decisions regarding essential functions, if the job description was responsibly prepared prior to the situation the court is addressing.

Myth #2: Why do it now? You can just put together a description when you need it.

Truth: If you create the job description after the fact, the court won't give it much credence. They will assume—reasonably, we must admit—that you tailored it to fit your arguments in the case. (An after-the-fact job description "won't pass the smell test," one expert noted.)

Myth #3: Once you decide a task is an essential function, you can assume that the task is an essential function at all your facilities.

Truth: Essentialness often depends on the circumstances. Two employees could have the exact same duty at different departments, and for one, the duty would be essential and for the other, it would not. For example, take the person who has to answer the phone during the receptionist's lunch hour. In an office with 100 administrative employees, that's hardly an essential function, but if there is only one person who can do this, then it's essential.

Myth #4: To be an essential function, a task or duty has to take a significant portion of the employee's time.

Truth: The percentage of time is a factor, but a duty doesn't have to be significant in terms of hours. If it's an important task that only the person in this job can do, it's essential.

For example, say you have one position that requires an employee to be certified in a certain specialty. If some weekly test has to be performed by a certified specialist, then that testing would be an essential function even if it only takes 15 minutes a week. (Again, if you have a dozen such specialists, the testing would probably not be an essential function—it would not be a hardship to get another certified specialist to handle the chore.)

Myth #5: Physical requirements can be ignored for jobs that don't involve heavy lifting.

Truth: Most people do think of physical requirements as lifting, but many other requirements should be spelled out. For example:

- Exposure to cold
- Exposure to heat
- Exposure to noise
- Work in confined spaces
- Work in high places

BLR, December 26, 2007S.Bruce

Job Description Components

The elements common to most job descriptions include things like the job title, job summary, descriptor information like job code and location, a list of duties. However, today, at UIC, job descriptions vary in content and format both between and within departments.

To facilitate more effectively written and value added job descriptions for UIC, the templates (found in the appendix) are suggested for use. Overall, the job description templates for Civil Service jobs and Academic Professional jobs are similar with the most significant difference occurring in the job specifications section.

A sample of both templates can be found in the Appendix. The following describes the sections of the UIC templates.

General Information *(to be completed by the Compensation Office)*

- Last Revised Date
- Revised by
- HR Approved for Use Date

A. Job Location Information *(to be completed by the Unit)*

Job descriptions at UIC will be available for all Colleges, Departments and Units.

B. Job Specifications *(to be completed by the Compensation Office)*

Each of these codes is assigned by the Compensation Department for the purpose of enabling the payroll system to generate accurate pay and benefits based on the title.

- **Title**
The official UIC title
- **Job Code**
A unique identifier for each job. This digit number will be determined by Compensation
- **Equal Employment Opportunity (EEO) Category**
This code is used to produce classify jobs according the guidelines established by the U.S. Department of Labor's Equal Employment Office and facilitates reporting to the Federal Government.
- **Fair Labor Standards Act (FLSA) designation**
Determines whether or not the job is subject to the minimum wage and overtime provisions of the FLSA
- **Category**
Denotes employee group (e.g. Academic Professional, Civil Service, etc.)

- **P-Class**
Banner position class identifier
- **Pilot Program title (note this does not apply to Academic Professional job descriptions)**
Indicator of whether or not the job is part of the Civil Service Pilot Program
- **Union Affiliation (note this does not apply to Academic Professional job descriptions)**
Indicator of collective bargaining unit
- **Promotional Line (note, this does not apply to Academic Professional job descriptions)**
Indicator of Civil Service Promotional Line
- **Standard Title and Number (note, this does not apply to Civil Service job descriptions)**
Refers to the job group category established by the State Universities' Civil Service Office.
- **Qualifying Exemption Criteria Letter A, B, C or D (note, this does not apply to Civil Service job descriptions)**
For Academic Professional roles only, refers to the criterion that was used to exempt this position from the Civil Service employee category.

c. **Job Summary** (*to be completed by the Unit*)

Provides a “snapshot” or the main purpose of the job, consisting of no more than three to five sentences. The job summary should provide enough information to differentiate the major function and activities of the job from those of other jobs. The job summary should start with an action word, then explain the job’s requirement and if necessary explain the why or how of the job.

d. **Reporting Relationships and Organizational Impact** (*to be completed by the Unit*)

Helps to understand the relative position of this job to others within the organization. It is useful to ensure that jobs with similar scope and responsibility are treated equitably.

○ Upward Reporting Relationships

State the exact title of the person to whom the incumbent reports.

○ Manager or Non Manager Role

Manager = the incumbent has full authority to hire, develop, appraise, discipline and approve time and attendance for subordinates. If the incumbent supervises others (directly or indirectly), state the subordinate titles, and give an approximate number of employees or FTE’s.

Team Leader = oversees others (guides certain tasks, sets schedules, trains others, or perhaps gives input concerning performance). If the incumbent leads others (directly or indirectly), state the subordinate titles, and give an approximate number of employees or FTE’s.

Non-Manager = no oversight or accountability for others, an individual contributor.

○ Management span of control

Identifies the relative size of management responsibilities

○ Internal and External Contacts

Indicates how much and the kind of internal or external exposure this position has outside of the

- home department
- Budget Authority
Indicates the level of budget authority or responsibility for the position.
- Influence
Indicates how much and the kind influence this position may have on organizational operations

E. Job Qualifications Matrix *(to be completed by the Unit)*

In this section, the manager identifies the characteristics that individuals must *minimally possess* in order to perform the essential functions of the job. The “preferred” section provides the manager the opportunity describe candidates for the role as it identifies qualifications – above and beyond those minimally required.

All statements must be specific, realistic, and defensible.

From a practical standpoint, if job qualifications are unnecessarily high, they screen out people who are actually qualified to perform the work. This may make recruiting efforts more difficult and have the effect of driving up pay rates unnecessarily. From a legal standpoint, inflated requirements may screen out disproportionately more women, minorities, and persons with disabilities, thus exposing the University to legal charges. Think carefully to be sure your minimum qualifications can be uniformly applied to all applicants.

	Minimally Required Identify those items that are minimally required to perform the essential duties of the role not what the current incumbent may possess. For example if the job can be performed with a Bachelors degree and the incumbent has a Master’s degree, indicate Bachelor’s degree as the minimum educational requirement.	Preferred or Specialized These <i>are not</i> required to perform the basic functions of the role.
Education Formal education (e.g. High School Diploma, Bachelors degree, licenses and/or certifications etc)		
Experience Type or number of years of directly related work experience		
Knowledge Commonly known principles required for this field of work (e.g. generally accepted accounting standards for an Accounting Director, familiar with standard change management concepts for HR practitioners, etc)		
Skills Measurable learnings (e.g. Can perform at an Intermediate level		

<p>of Excel and Word, Typing at 50 wpm, Advanced knowledge of research protocols, etc)</p>		
<p>Abilities Demonstrated learnings(e.g. able to translate strategy to action, communicate at all levels of organization, work effectively in ambiguous situations, proven track record of increasing customer base)</p>		

EXAMPLES:

- *Skill: to operate a cash register*
Knowledge: of organization's discount, charge, and cash procedures. This can be obtained in 2 - 3 weeks of on-the-job training.

- *Education: Registration and current RN license in State of Illinois and CPR certification.*
Experience: Previous clinical experience equivalent to three years in a critical care environment; proven managerial skills as would normally be acquired through three years supervision of a nursing unit staff.

- *Knowledge and skills necessary to provide care appropriate to the {neonatal, child, adolescent, adult and/or geriatric} patients served on assigned unit.*

Knowledge of the principles of growth and development over the life span. Requires ability to assess and interpret data about the patient's status in order to identify the patient's {neonatal, child, adolescent, adult, and/or geriatric} needs and provide the care needed by the patient.

- *Knowledge of accounting principles and theory*

- *Skill: word-processing software such as Microsoft Word at an intermediate level; use spreadsheet software such as Excel at an intermediate level to produce statistical reports.*

- *Ability: considerable coordination to calibrate and utilize precision chemical analysis equipment to achieve accurate test results.*

- *Skill: use of decimals and fractions*
Ability: to understand complicated written instructions in order to plan meals and follow recipes.

F. Job Duties *(to be completed by the Unit)*

Not every job duty that will be performed by the incumbent needs to be listed on the job description. It should focus on the required outcome of the job's tasks, rather than on the tasks themselves. Don't attempt to set down every little detail of the job, unless it is an essential function of the position. The only information needed is what is necessary to define the level of skill, responsibility, and knowledge required by the job.

Essential Job Duties

The Americans with Disabilities Act requires employers to accommodate qualified individuals with disabilities in performing the "essential functions" of a job. This is defined as a duty which is fundamental to the job and cannot be reassigned without substantially changing the job or resulting in an undue business hardship. In the UIC standard job description format, duties that meet the definition of "essential functions" should be marked with an asterisk (*).

It **is** an essential duty if:

- a. This job exists specifically to perform this duty: for example, Programmer jobs exist to code programs in computer language.
- b. The incumbents were specifically hired to perform the highly-specialized function. For example: a person hired to translate a foreign language would have the essential function of "translating."
- c. No other employee in the location is available to perform the duty or responsibility

It is **probably** essential if:

- d. The duty takes up more than 5% of the employee's time;
- e. The duty takes up less than 5% of the time but is a critical function;
- f. Eliminating the duty fundamentally changes the job;
- g. Operations will be disrupted if the duty is not performed;
- h. Every incumbent in this job is required to perform the duty or responsibility;
- i. Prior incumbents in the job regularly performed the duty or responsibility.

Non Essential Job Duties

All remaining duties are considered "nonessential" within the context of the ADA, which means that the function could be reassigned to another employee in order to allow a disabled individual to hold the position. Alternatively, the manager could try to provide a reasonable accommodation so that the function **could** be performed by the disabled individual.

Remember lessons learned from the Do's and Don'ts:**EXAMPLES:**

- *Evaluates patient status as appropriate to diagnose, life role, age development, functional status, length of stay and expected discharge environment.*
- *Transports sacks weighing up to 50 lbs. from loading dock to storage room and places on storage racks.*
- *Monitors peripheral equipment and error messages displayed on monitor of terminal to detect faulty output; responds to alarm messages.*

G. Working Conditions *(to be completed by the Unit)*

In this section, the physical features and occupational hazards of the job are identified.

Lifting and Physical Requirements, Hazards and Equipment Usage: Where is the work performed, and is it in a comfortable or uncomfortable environment? Are there any hazards? The chart below should be attached to each job description.

For clinical positions:

OSHA Category:

Each job description that describes a job that has direct contact with patients must identify the incumbent's occupational exposure to bloodborne pathogens. This is because incumbents of any positions classified as "Category I or II" below will receive training on the subject of bloodborne pathogens and will be offered a Hepatitis B vaccination.

Lifting Requirements

Check appropriate category required to perform essential functions of the job
<input checked="" type="checkbox"/> Sedentary work - Exerting up to 10 pounds of force occasionally, and/or a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects, including the human body. Sedentary work involves sitting most of the time. Jobs are sedentary if walking and standing are required only occasionally, and all other sedentary criteria are met.
<input type="checkbox"/> Light work - Exerting up to 20 pounds of force frequently, and/or a negligible amount of force constantly to move objects. If the use of arm and/or leg control requires exertion of forces greater than that of sedentary work and if the worker sits most of the time, the job is considered light work.
<input type="checkbox"/> Medium work - Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force frequently, and/or up to 10 pounds of force constantly to move objects.
<input type="checkbox"/> Heavy work - Exerting up to 100 pounds of force occasionally, and/or up to 50 pounds of force frequently, and/or up to 20 pounds of force constantly to move objects.
<input type="checkbox"/> Very heavy work - Exerting in excess of 100 pounds of force occasionally, and/or in excess of 50 pounds of force constantly to move objects.

Physical Requirements

Check appropriate category(ies) required to perform essential functions of the job
<input type="checkbox"/> Stand or Sit (Stationary position)
<input type="checkbox"/> Walk (Move, Traverse)
<input type="checkbox"/> Use hands/fingers to handle or feel (Operate, Activate, Use, Prepare, Inspect, Place, Detect, Position)
<input type="checkbox"/> Climb (stairs/ladders) or balance (Ascend/Descend, Work atop, Traverse)
<input type="checkbox"/> Stoop, kneel, crouch, or crawl(Position self (to), Move)
<input type="checkbox"/> Talk/hear (Communicate, Detect, Converse with, Discern, Convey, Express oneself, Exchange information)
<input type="checkbox"/> See (Detect, Determine, Perceive, Identify, Recognize, Judge, Observe, Inspect, Estimate, Assess)
<input type="checkbox"/> Taste/Smell (Detect, Distinguish, Determine)
<input type="checkbox"/> Pushing or Pulling
<input type="checkbox"/> Reaching
<input type="checkbox"/> Repetitive Motion

Hazards and Atmospheric Conditions

Check appropriate category(ies) required to perform essential functions of the job	
<input type="checkbox"/> Exposure to Fumes	<input type="checkbox"/> Mechanical Hazards
<input type="checkbox"/> Exposure to Dust	<input type="checkbox"/> Chemical Hazards
<input type="checkbox"/> Exposure to Extreme Temperatures	<input type="checkbox"/> Electrical Hazards
<input type="checkbox"/> Wet and/or Humid	<input type="checkbox"/> Radiant Energy Hazards
<input type="checkbox"/> Noise	<input type="checkbox"/> Explosives Hazards
<input type="checkbox"/> Vibration	<input type="checkbox"/> Burn Hazards
<input type="checkbox"/> Mists or gases	Other
Comments:	

OSHA Categories

Complete this OSHA section for Clinical / Patient Care Related Jobs
<input type="checkbox"/> Category I - Duties performed routinely require exposure to blood, body fluid and tissue
<input type="checkbox"/> Category II - Normal routine involves no exposure to blood, body fluid or tissue, but exposure or potential for exposure may occur
<input type="checkbox"/> Category III - Normal routine involves no exposure to blood, body fluid or tissue and as part of their employment, incumbents are not called upon to perform or assist in emergency care or first aid

Equipment and Tools

Complete with information required to perform essential functions of the job
List Equipment used for job:
List Tools:
Drives University Vehicle:
Other:

H. Statement of Other Duties Disclaimer

To support management's right to assign new duties and to indicate that all employees will be educated on and responsible for regulating compliance, each job description must include the following statement:

"This job description reflects management's assignment of essential functions; and nothing in this herein restricts management's right to assign or reassign duties and responsibilities to this job at any time. "

I. Review *(to be completed by the Unit)*

Job descriptions will need to be reviewed by Compensation Staff before they can be used or presented to the employee for signature. It is the expectation that employees receive a copy of their job descriptions so that they are fully aware of the job requirements as acknowledged by their signature.

These are samples only; not an exhaustive list

ACCOUNTING/ COMPUTATION	ADMINISTRATION/ SUPERVISION	CARE/ TREATMENT	CLEANING/ HOUSEKEEPING	COMMUNICATION	CREATION/ COMPOSITION
ADDS	ADMINISTERS	ACCOMODATES	AGITATES	ADAPTS	
ADJUSTS	ANALYZES	ALERTS	BRUSHES	ADVISES	COMPOSES
AUDITS	ASSIGNS	ANOINTS	CLEANS	ANNOUNCES	DEVELOPS
BALANCES	AUTHORIZES	ANTICIPATES	DECONTAMINATES	ANSWERS	DICTATES
CALCULATES	BUDGETS	APPLIES	DISINFECTS	ARTICULATES	DRAFTS
CHECKS		ARRANGES	DUSTS	CALLS	EDITS
CODES	COMPLIES	ASSESSES	FLUSHES	CONTACTS	ILLUSTRATES
COMPARES	CONSULTS	ATTENDS	IMMERSES	DEFENDS	IMPROVES
COMPILES	CONTRACTS	BANDAGES	MOPS	DEPICTS	LAYS OUT
CORRELATES	CONTRIBUTES	BATHES	PAINTS	DESCRIBES	PHOTOGRAPHS
COUNTS	CONTROLS	CLEANSSES	SCALDS	DISPATCHES	PROOFREADS
DEBUGS	COORDINATES	DISPENSES	SCRAPS	DISPLAYS	TRANSLATES
DEDUCTS	DECIDES	DOCUMENTS	SCRUBS	EDITS	TRANSPONES
DISBURSES	DELEGATES	DRAINS	SHAKES	EXPLAINS	WRITES
ENDORSES	DESIGNATES	DRESSES	SHOVELS	EXPRESSES	
ENTERS	DESIGNS	ESCORTS	SOAKS	INFORMS	
ESTIMATES	DETERMINES	EXAMINES	SPRAYS	INTRODUCES	
INTEGRATES	DEVELOPS	EXERCISES	STEAMS	MARKETS	
INTERPOLATES	DIRECTS	FEEDS	STERILIZES	PRESENTS	
ITEMIZES	ENCOURAGES	GROOMS	SWEEPS	PROOFREADS	
LISTS	ESTABLISHES	GUIDES	TOUCHES UP	PUBLICIZES	
MATCHES	FORMULATES	INFUSES	WASHES	RECAPITULATES	
MEASURES	GENERATES	INITIATES	WIPES	RELAYS	
PRICES	IMPLEMENTS	INJECTS		REPORTS	
PROGRAMS	INTERVIEWS	INOCULATES		SOLICITS	
PRORATES	INVESTS	INTUBATES		SPEAKS	
RECONCILES	JUSTIFIES	MASSAGES		SUMMARIZES	
REDUCES	MANAGES	MONITORS		TRANSMITS	
RESERVES	NEGOTIATES	OBSERVES			
SOLVES	OVERSEES	PERFORMS			
SORTS	PLANS	RECOGNIZES			
SUBTRACTS	PRESENTS	REPLENISHES			
TABULATES	PROPOSES	REPOSITIONS			
TOTALS	PROVIDES	RESUSCITATES			
VERIFIES	PURCHASES	SUCTIONS			
	RECOMMENDS	TAKES VITALS			
	RECRUITS	TRACTIONS			
	REVISES	TRANSCRIBES			
	SCHEDULES				
	SECURES BIDS				
	SELECTS				
	STRUCTURES				
	SUMMARIZES				
	SUPERVISES				

ENGINEERING/ MAINTENANCE	EVALUATION	FOOD PREPARATION	INSTRUCTION	INVESTIGATION/ RESEARCH	OPERATION/ PRODUCTION	RECORDKEEPING/ INVENTORY
ADJUSTS	APPRAISES	BASTES	APPRISES	ANALYZES	APPLIES	ADDRESSES
BALANCES	CHOOSES	BOILS	ASSESES	CLASSIFIES	CHECKS	CATALOGUES
CALCULATES	CLASSIFIES	BREWS	COACHES	COLLECTS	CONNECTS	CHARTS
CALIBRATES	COLLECTS	CATERS	CONFIRMS	DEFINES	DELIVERS	CHECKS
CEMENTS	COMPARES	COMBINES	CORRECTS	DETECTS	DISTRIBUTES	CLASSIFIES
CIRCULATES	CONCLUDES	COOKS	COUNSELS	ENFORCES	EQUIPS	COMPILES
COATS	COUNSELS	DISPLAYS	DEMONSTRATES	EXAMINES	FLOWCHARTS	COUNTS
COMPRESSES	CRITICIZES	DISPOSES	DISCUSSES	EXPERIMENTS	GATHERS	FILES
CONDUCTS	DECIDE	FLAVORS	GRADES	IDENTIFIES	INSERTS	LISTS
CONNECTS	DEDUCES	GARNISH	LECTURES	INDICATES	LABELS	LOCATES
CONSTRUCTS	DEFINES	HEATS	OBSERVES	INQUIRES	MANIPULATES	MAILS
CONTROLS	DIFFERENTIATES	MEASURES	REINFORCES	INTERVIEWS	OPERATES	MARKS
CONVERTS	ESTIMATES	MIXES	REPEATS	ISOLATES	PACKAGES	MATCHES
DESIGNS	INSPECTS	ORDERS	REVIEWS	PROVES	PLACES ORDERS	ORDERS
DEVELOPS	MATCHES	PREPARES	STIMULATES	REPORTS	POSITIONS	ORGANIZES
DIAGRAMS	PREDICTS	RENDERS	STUDIES	RESEARCHES	PREPARES	POSTS
ESTIMATES	SELECTS	REPLENISHES	TEACHES	SCANS	PROCESSES	REARRANGES
FORMULATES	SETS STANDARDS	ROASTS	TESTS	SCREENS	PRODUCES	RECORDS
GLUES	SIMPLIFIES	SEASONS	TRAINS	SEARCHES	REMOVES	REPLENISHES
INSTALLS	SPECIFIES	SETS UP		SOLVES	REPLACES	REQUISITIONS
LOADS		SPREADS		TESTS	REPRODUCES	ROUTES
MAINTAINS		WEIGHS		VERIFIES	RESETS	SEGREGATES
PATCHES					ROTATES	SELECTS
PLANS					SECURES	SHELVES
PRESSES					SETS UP	SORTS
REGULATES					SIGNS	STACKS
RELAYS					SYNTHESIZES	TRANSCRIBES
REPAIRS					SYSTEMATIZES	TYPES
SCHEDULES					TRANSFERS	VERIFIES
SECURES					COORDINATES	
SHOVELS						
STOKES						
TESTS						
WIRES						



Academic Professional Job Description

Enter the Job Title Here

For Compensation Use ONLY

Last Revision Date	Click here to enter a date.
Revised By	Click here to enter text.
Date HR Approved for Use	Click here to enter a date.

A: Job Location

Campus or Region

B: Job Specifications (to be completed by the Compensation Office)

Job Code:	TBD	EEO Category:	Enter Here
FLSA:	Choose an item.	Standard Title and Number	Enter Here
Category:	Academic Professional	Qualifying Criteria Letter	Enter Here
P-Class:	Enter Here		

C: Job Summary

Provides a “snapshot” or the main purpose of the job, consisting of no more than three to five sentences. The job summary should provide enough information to differentiate the major function and activities of the job from those of other jobs. The job summary should start with an action word, then explain the job’s requirement and if necessary explain the why or how of the job.

D: Reporting Relationships and Organizational Impact

Upward Reporting Relationship:

Positions Reports to (title not incumbent’s name

-):Click here to enter text.
- **Manager or Non-Manager Role:** Choose an item.
Manager = the incumbent has full authority to hire, develop, appraise, discipline and approve time and attendance for subordinates,
Team Leader = oversees others (guides certain tasks, sets schedules, trains others, or perhaps gives input concerning performance).
Non-Manager = no oversight or accountability for others, an individual contributor
- Manages (or Leads) directly up to Choose an item. indirectly up FTE employees and to FTE employees in the following (or similar) job classifications:

Click here to enter text.

- **Management Span of control (not applicable for a non-manager role)**
 Has Management responsibility Choose an item. distinct work units

- **Internal and External**
Has regular contact with departments, employees and Managers at all levels of the internal organization. Manages vendor relationships and contracts.
- **Budget Authority:**
Has responsibility or authority for budget between Choose an item.
- **Influence:**
May influence the formulation of organizational policy, contractual obligations and employee morale.

E: Qualifications		
	Minimally Required Identify those items that are minimally required to perform the essential duties of the role not what the current incumbent may possess. For example if the job can be performed with a Bachelors degree and the incumbent has a Master's degree, indicate Bachelor's degree as the minimum educational requirement.	Preferred or Specialized These <i>are not</i> required to perform the basic functions of the role.
Education Formal education (e.g. High School Diploma, Bachelors degree, licenses and/or certifications etc)	Click here to enter text.	Click here to enter text.
Experience Type or number of years of directly related work experience	Click here to enter text.	Click here to enter text.
Knowledge Commonly known principles required for this field of work (e.g. generally accepted accounting standards for an Accounting Director, familiar with standard change management concepts for HR practitioners, etc)	Click here to enter text.	Click here to enter text.
Skills Measurable learnings (e.g. Can perform at an Intermediate level of Excel and Word, Typing at 50 wpm, Advanced knowledge of research protocols, etc)	Click here to enter text.	Click here to enter text.

F: Duties and Responsibilities (<i>Denote Essential* functions with an asterisk</i>)	
Approx Percent of Time Spent performing this in an average work week	Description of Duty Generally, do not include if less than 5% of the work time is spent on this duty (unless it's an essential function). Be specific without giving explicit instructions to perform the tasks. Use accurate adjectives and focus on what is required of the job and not the incumbent. Do not include subjective terms, abbreviations or technical jargon. Do not include duties that are to be performed in the future (should the job evolve). Duties should be action oriented and avoid vague or general statements.
Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.

G: Working Conditions

Lifting Requirements

Check appropriate category to function in the job
<input checked="" type="checkbox"/> Sedentary work - Exerting up to 10 pounds of force occasionally, and/or a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects, including the human body. Sedentary work involves sitting most of the time. Jobs are sedentary if walking and standing are required only occasionally, and all other sedentary criteria are met.
<input type="checkbox"/> Light work - Exerting up to 20 pounds of force frequently, and/or a negligible amount of force constantly to move objects. If the use of arm and/or leg control requires exertion of forces greater than that of sedentary work and if the worker sits most of the time, the job is considered light work.
<input type="checkbox"/> Medium work - Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force frequently, and/or up to 10 pounds of force constantly to move objects.
<input type="checkbox"/> Heavy work - Exerting up to 100 pounds of force occasionally, and/or up to 50 pounds of force frequently, and/or up to 20 pounds of force constantly to move objects.
<input type="checkbox"/> Very heavy work - Exerting in excess of 100 pounds of force occasionally, and/or in excess of 50 pounds of force constantly to move objects.

Physical Requirements

Check if essential to perform the job
<input type="checkbox"/> Stand or Sit (Stationary position)
<input type="checkbox"/> Walk (Move, Traverse)
<input type="checkbox"/> Use hands/fingers to handle or feel (Operate, Activate, Use, Prepare, Inspect, Place, Detect, Position)
<input type="checkbox"/> Climb (stairs/ladders) or balance (Ascend/Descend, Work atop, Traverse)
<input type="checkbox"/> Stoop, kneel, crouch, or crawl(Position self (to), Move)
<input type="checkbox"/> Talk/hear (Communicate, Detect, Converse with, Discern, Convey, Express oneself, Exchange information)
<input type="checkbox"/> See (Detect, Determine, Perceive, Identify, Recognize, Judge, Observe, Inspect, Estimate, Assess)
<input type="checkbox"/> Taste/Smell (Detect, Distinguish, Determine)
<input type="checkbox"/> Pushing or Pulling
<input type="checkbox"/> Reaching
<input type="checkbox"/> Repetitive Motion

Hazards and Atmospheric Conditions

Check if essential to perform the job	
<input type="checkbox"/> Exposure to Fumes	<input type="checkbox"/> Mechanical Hazards
<input type="checkbox"/> Exposure to Dust	<input type="checkbox"/> Chemical Hazards
<input type="checkbox"/> Exposure to Extreme Temperatures	<input type="checkbox"/> Electrical Hazards
<input type="checkbox"/> Wet and/or Humid	<input type="checkbox"/> Radiant Energy Hazards
<input type="checkbox"/> Noise	<input type="checkbox"/> Explosives Hazards
<input type="checkbox"/> Vibration	<input type="checkbox"/> Burn Hazards
<input type="checkbox"/> Mists or gases	Other
Comments:	

OSHA Categories

Complete this OSHA section for Clinical / Patient Care Related Jobs
<input type="checkbox"/> Category I - Duties performed routinely require exposure to blood, body fluid and tissue
<input type="checkbox"/> Category II - Normal routine involves no exposure to blood, body fluid or tissue, but exposure or potential for exposure may occur
<input type="checkbox"/> Category III - Normal routine involves no exposure to blood, body fluid or tissue and as part of their employment, incumbents are not called upon to perform or assist in emergency care or first aid

Equipment and Tools

Complete with information required to perform essential functions of the job
List Equipment used for job:
List Tools:
Drives University Vehicle:
Other:

H: Disclaimer

This job description reflects management's assignment of essential functions; and nothing in this herein restricts management's right to assign or reassign duties and responsibilities to this job at any time.

I: Review

Compensation Review/Approval	Date
Manager's Signature	Date
Reviewed with Employee	Date

UIC Human Resources

Civil Service Job Description

Enter the Job Title Here

For Compensation Use ONLY

Last Revision Date	Click here to enter a date.
Revised By	Click here to enter text.
Date HR Approved for Use	Click here to enter a date.

A: Job Location

Campus or Region

B: Job Specifications (to be completed by the Compensation Office)

Job Code:	TBD	EEO Category:	Enter Here
FLSA:	Choose an item.	Pilot Program Title:	Enter Here
Category:	Civil Service Support Staff	Union Affiliation:	Enter Here
P-Class:	Enter Here	Promotional Line:	Enter Here

C: Job Summary

Provides a "snapshot" or the main purpose of the job, consisting of no more than three to five sentences. The job summary should provide enough information to differentiate the major function and activities of the job from those of other jobs. The job summary should start with an action word, then explain the job's requirement and if necessary explain the why or how of the job.

D: Reporting Relationships and Organizational Impact

- Upward Reporting Relationship:**
Positions Reports to (title not incumbent's name): [Click here to enter text.](#)
- Manager or Non-Manager Role:** Choose an item.
Manager = the incumbent has full authority to hire, develop, appraise, discipline and approve time and attendance for subordinates,
Team Leader = oversees others (guides certain tasks, sets schedules, trains others, or perhaps gives input concerning performance).
Non-Manager = no oversight or accountability for others, an individual contributor
- Manages (or Leads) *directly* up to [Choose an item.](#) FTE employees and *indirectly* up to [FTE employees in the following \(or similar\) job classifications:](#)

[Click here to enter text.](#)
- Management Span of control (not applicable for a non-manager role)**
 Has Management responsibility [Choose an item.](#) distinct work units

Guide to Writing Effective Job Descriptions

- **Internal and External**
Has regular contact with departments, employees and Managers at all levels of the internal organization. Manages vendor relationships and contracts.
- **Budget Authority:**
Has responsibility or authority for budget between Choose an item.
- **Influence:**
May influence the formulation of organizational policy, contractual obligations and employee morale.

E: Qualifications		
	Minimally Required Identify those items that are minimally required to perform the essential duties of the role not what the current incumbent may possess. For example if the job can be performed with a Bachelors degree and the incumbent has a Master's degree, indicate Bachelor's degree as the minimum educational requirement.	Preferred or Specialized These <i>are not</i> required to perform the basic functions of the role.
Education Formal education (e.g. High School Diploma, Bachelors degree, licenses and/or certifications etc)	Click here to enter text.	Click here to enter text.
Experience Type or number of years of directly related work experience	Click here to enter text.	Click here to enter text.
Knowledge Commonly known principles required for this field of work (e.g. generally accepted accounting standards for an Accounting Director, familiar with standard change management concepts for HR practitioners, etc)	Click here to enter text.	Click here to enter text.
Skills Measurable learnings (e.g. Can perform at an Intermediate level of Excel and Word, Typing at 50 wpm, Advanced knowledge of research protocols, etc)	Click here to enter text.	Click here to enter text.
Abilities Demonstrated learnings(e.g. able to translate strategy to action, communicate at all levels of organization, work effectively in ambiguous situations, proven track record of increasing customer base)	Click here to enter text.	Click here to enter text.

F: Duties and Responsibilities (<i>Denote Essential* functions with an asterisk</i>)	
Approx Percent of Time Spent performing this in an average work week	Description of Duty Generally, do not include if less than 5% of the work time is spent on this duty (unless it's an essential function). Be specific without giving explicit instructions to perform the tasks. Use accurate adjectives and focus on what is required of the job and not the incumbent. Do not include subjective terms, abbreviations or technical jargon. Do not include duties that are to be performed in the future (should the job evolve). Duties should be action oriented and avoid vague or general statements.
Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.

G: Working Conditions

Lifting Requirements

Check appropriate category to function in the job
<input checked="" type="checkbox"/> Sedentary work - Exerting up to 10 pounds of force occasionally, and/or a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects, including the human body. Sedentary work involves sitting most of the time. Jobs are sedentary if walking and standing are required only occasionally, and all other sedentary criteria are met.
<input type="checkbox"/> Light work - Exerting up to 20 pounds of force frequently, and/or a negligible amount of force constantly to move objects. If the use of arm and/or leg control requires exertion of forces greater than that of sedentary work and if the worker sits most of the time, the job is considered light work.
<input type="checkbox"/> Medium work - Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force frequently, and/or up to 10 pounds of force constantly to move objects.
<input type="checkbox"/> Heavy work - Exerting up to 100 pounds of force occasionally, and/or up to 50 pounds of force frequently, and/or up to 20 pounds of force constantly to move objects.
<input type="checkbox"/> Very heavy work - Exerting in excess of 100 pounds of force occasionally, and/or in excess of 50 pounds of force constantly to move objects.

Physical Requirements

Check if essential to perform the job
<input type="checkbox"/> Stand or Sit (Stationary position)
<input type="checkbox"/> Walk (Move, Traverse)
<input type="checkbox"/> Use hands/fingers to handle or feel (Operate, Activate, Use, Prepare, Inspect, Place, Detect, Position)
<input type="checkbox"/> Climb (stairs/ladders) or balance (Ascend/Descend, Work atop, Traverse)
<input type="checkbox"/> Stoop, kneel, crouch, or crawl(Position self (to), Move)
<input type="checkbox"/> Talk/hear (Communicate, Detect, Converse with, Discern, Convey, Express oneself, Exchange information)
<input type="checkbox"/> See (Detect, Determine, Perceive, Identify, Recognize, Judge, Observe, Inspect, Estimate, Assess)
<input type="checkbox"/> Taste/Smell (Detect, Distinguish, Determine)
<input type="checkbox"/> Pushing or Pulling
<input type="checkbox"/> Reaching
<input type="checkbox"/> Repetitive Motion

Hazards and Atmospheric Conditions

Check if essential to perform the job	
<input type="checkbox"/> Exposure to Fumes	<input type="checkbox"/> Mechanical Hazards
<input type="checkbox"/> Exposure to Dust	<input type="checkbox"/> Chemical Hazards
<input type="checkbox"/> Exposure to Extreme Temperatures	<input type="checkbox"/> Electrical Hazards
<input type="checkbox"/> Wet and/or Humid	<input type="checkbox"/> Radiant Energy Hazards
<input type="checkbox"/> Noise	<input type="checkbox"/> Explosives Hazards
<input type="checkbox"/> Vibration	<input type="checkbox"/> Burn Hazards
<input type="checkbox"/> Mists or gases	Other
Comments:	

OSHA Categories

Complete this OSHA section for Clinical / Patient Care Related Jobs
<input type="checkbox"/> Category I - Duties performed routinely require exposure to blood, body fluid and tissue
<input type="checkbox"/> Category II - Normal routine involves no exposure to blood, body fluid or tissue, but exposure or potential for exposure may occur
<input type="checkbox"/> Category III - Normal routine involves no exposure to blood, body fluid or tissue and as part of their employment, incumbents are not called upon to perform or assist in emergency care or first aid

Equipment and Tools

Complete with information required to perform essential functions of the job
List Equipment used for job:
List Tools:
Drives University Vehicle:
Other:

H: Disclaimer

This job description reflects management's assignment of essential functions; and nothing in this herein restricts management's right to assign or reassign duties and responsibilities to this job at any time.

I: Review

Compensation Review/Approval	Date
Manager's Signature	Date
Reviewed with Employee	Date