

# Guide to Writing Job Descriptions



Office of Human Resources | [jobdescriptions@stolaf.edu](mailto:jobdescriptions@stolaf.edu) | 507-786-3068

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## OVERVIEW

A job description is a useful, plain-language tool that describes the purpose, functions, duties, and requirements of a position.

It is valuable for career planning, conducting performance reviews, recruiting, creating reasonable accommodation controls, establishing titles and pay grades, determining salary levels, and legal requirements for compliance purposes.

A job description gives an employee a clear and concise resource to be used as a guide for job performance. Likewise, a supervisor can use a job description as a measuring tool to ensure that the employee is meeting job expectations.

## CREATING A JOB DESCRIPTION THAT IS EASY TO READ AND UNDERSTAND

- Be precise.
- Use clear and concise language.
  - Where possible, use words that have a single meaning.
  - Do not use the narrative form when writing a job description, nor write the job description as a step by step guide on how to do the job.
- Do not list an acronym without defining what it means.
- Avoid using subjective modifiers, e.g., high level, occasionally, complex, large, etc., which can have a different meaning for each individual.
- Base the content of the job description on the actual job, not on the individual capabilities, skills, and interests of the incumbent.
- Use words that do not raise a question of discrimination (e.g., don't use words such as "youthful" or "able-bodied")

## WHEN TO SUBMIT

Any time there is a job vacancy or change in title, position purpose, essential job functions, required qualifications, and/or work schedule (FTE, term, shift) of an active employee.

## HOW TO SUBMIT

Supervisors must submit job descriptions as a Word document via email attachment to [jobdescriptions@stolaf.edu](mailto:jobdescriptions@stolaf.edu).

## POSITION TITLE

List full title (no abbreviations or acronyms)

## DEPARTMENT

List full name of department (no abbreviations or acronyms)

## REPORTS TO

List full supervisor title (no abbreviations or acronyms; do not list supervisor name)

## CLASSIFICATION

Exempt = Paid a salary; does not report hours worked on a time card; is not eligible for overtime pay

Non-exempt = Paid an hourly rate; reports hours worked on a time card; is eligible for overtime pay

## POSITION PURPOSE

The position purpose is a concise, 1 or 2 sentence statement providing a reason(s) why this job exists. It allows the employee to see how his/her job connects to the rest of the department and college. It provides a synopsis of the major purpose of the position and its role in the department. Do NOT restate the title. Begin with "To" (e.g., To support students and faculty in...).

(The reason why this job exists is...) To...

## EXAMPLES

- To oversee all financial aspects related to...
- To support operational aspects related to...
- To ensure the overall security of the campus buildings and grounds...

## ESSENTIAL JOB FUNCTIONS

The essential job functions are main areas of contribution that the position makes to the overall purpose and success of the department and college.

- Is the task critical to job success?
  - The essential functions of a job may not be synonymous with ALL the functions of the job.
  
- If the task occurs infrequently, is it critical to successful job performance?
  - A function that is not required very often may still be essential depending upon the consequences of failing to perform that function.
  
- List 4-8 **essential job functions** (high level categories of responsibilities) and list the **percentage of time** for each. The percentage of time should add up to 100%.
  - List the functions with the highest percentage first.
  - If the job is less than 1.0 FTE, the functions and duties should still add up to 100%.
  
- Below each function list 2-8 **primary duties** that must be performed for each category.
  - Begin the duties with a present tense action verb (e.g., coordinate, prepare, analyze).
  - Use bullet points.
  - Do not include references to personal qualities or skills.
  
- Attending departmental meetings may be a small but essential function for every position on campus and should be included.
  - Example: General Office Responsibilities - 5% of time
    - Attend meetings

SEE LIST OF ACTION VERBS PROVIDED IN THE REFERENCE SECTION OF THIS GUIDE FOR ASSISTANCE.

## REQUIRED QUALIFICATIONS

Include **BOTH required** Education and Experience (also list licenses, certifications, etc. which must be held and maintained)

**Education:** Minimum level of education required

- Potentially add “or equivalent work experience” to broaden the candidate pool
- A specific major should be listed below, under preferred qualifications, not under required qualifications.
- If applicable, include: “Maintain a valid driver’s license and meet St. Olaf College driver authorization criteria with a satisfactory driving record.” or “Hold and maintain mechanical license(s).”
- Example: Associates degree or equivalent work experience

**Experience:** Minimum level of experience required

- Example: 1+ years of experience in a particular role, field, or industry

## PREFERRED QUALIFICATIONS

Include **BOTH preferred** Education and Experience

**Education:** Preferred level of education or field of study

- Example: Bachelor’s degree in Accounting

**Experience:** Preferred level of experience or specific experience

- Example: 3+ years of experience in a particular role, field, or industry

## KNOWLEDGE, SKILLS, ABILITIES

Basic competencies needed to successfully perform the functions and duties of the job belong in the Knowledge, Skills, Abilities (KSA) section.

**Knowledge** - information or procedures a person needs to know to adequately perform the job

**Skills** - proficiencies needed to perform a task which are usually acquired through training or practice, and are measurable and observable

**Abilities** - demonstrated performance to use knowledge and skills when needed; individual talents which help perform a job and tend to be innate or acquired without formal instruction

- Use bullet points and make one general list.
- Tailor the competencies to the job you are describing.
- Use examples from the job to help define the KSA concisely.
- Avoid using subjective modifiers, e.g., high level, top-notch, etc. which can have a different meaning for each individual.
- Do not include phrases such as "interest in," "desire to learn," and "commitment to growth" since these factors may be irrelevant to successful job performance and they are very difficult to assess in the selection process.
- Do not include a KSA which states that the person should know and understand the St. Olaf culture/environment.

### EXAMPLES

- Knowledge of generally accepted accounting procedures and principles
- Knowledge of cleaning techniques and procedures
- Skill in using computer applications including spreadsheet and word processing software
- Skill in editing documents for correct grammar
- Ability to deal with pressure situations
- Ability to work independently or with minimal supervision
- Ability to demonstrate positive, service-oriented demeanor

SEE LIST OF ADDITIONAL KSA EXAMPLES PROVIDED IN THE REFERENCE SECTION OF THIS GUIDE FOR ASSISTANCE.

## WORK SCHEDULE

- FTE: FTE amount (e.g., 1.0 or .92)
  - Simply put the number; do not state “FTE” after the number
- Term: “Year-round” or indicate the months worked if less than 12 months annually
  - e.g., “Mid-August through mid-June”; “September-May”
- Shift: Indicate days/hours of work schedule year-round (e.g., Monday - Friday, 8:00 a.m. - 5:00 p.m.)
  - If extra hours are required for this position, include: (e.g., “with occasional evening and weekend hours”; “some evening and weekend hours required for special events”; “This position is on-call for emergencies outside of regular working hours.”)
  - If travel is required for this position, include: “Travel up to #% of the work schedule, which includes local (Twin Cities metro area) and national travel. Overnight trips average X-X trips per year.”
  - If the summer schedule is reduced in the number of hours worked (less than 38.5 hours), include the summer schedule. Otherwise, do not include summer hours.

## PREREQUISITES

### ***DO NOT EDIT!***

Employment in this position is conditioned upon successful completion of a background check which may include: criminal background checks, reference checks, verification of work history, verification of any required academic credentials, licenses, and/or certifications, a motor vehicle check, verification of DOT certification, a credit check, employment eligibility verification, and/or a pre-employment physical. Whether a background check is deemed successfully completed will be at the sole discretion of St. Olaf College. Please note, St. Olaf College reserves the right to conduct periodic background checks at its sole discretion.

## DISCLAIMER

### ***DO NOT EDIT!***

This job description is for general information purposes. It is not intended to list all duties and responsibilities of the position. This job description is subject to change at any time by St. Olaf College, with or without prior notice.



## APPROVAL

Name and title of the person responsible for approving the job description

## DATE

The month and year the job description was written or revised (e.g., January 2020)

## PHYSICAL AND ENVIRONMENTAL FACTORS

- Complete the Physical and Environmental Factors page describing the physical demands and work environment (i.e., environmental elements, hazardous/unpleasant working conditions, travel, etc.) of the position.
- When completing the form, do so for the job, not for the employee in the job. Therefore, complete it *without* considering reasonable accommodations.
- This form is intended to assist departments in determining the demands of positions and in recognizing any accommodations which may be necessary for the Americans with Disabilities Act (ADA) of 1990. Because this has legal ramifications related to the ADA, it should be prepared thoughtfully.
- Check a frequency box (Not Applicable, Rarely, Occasionally, Frequently, or Continually) for every physical and sensory activity and environmental exposures listed. If the position requires additional factors not listed, please add them on the “Other” line and check the appropriate box.
- Complete the additional questions at the bottom of the form regarding travel, operating hand tools and equipment/machinery, required dress attire, and any additional comments.
- Any special physical demands or work environment condition should be clearly communicated to any employees occupying this position.

## ACTION VERBS

### COMMUNICATION/PEOPLE SKILLS

Address	Convey	Explain	Negotiate	Reinforce
Allocate	Convince	Express	Observe	Report
Arrange	Correspond	Formulate	Outline	Resolve
Articulate	Define	Furnish	Participate	Respond
Audit	Describe	Influence	Persuade	Solicit
Clarify	Develop	Interact	Present	Speak
Collaborate	Direct	Involve	Promote	Specify
Communicate	Discuss	Join	Propose	Suggest
Compose	Draft	Listen	Publicize	Summarize
Consult	Edit	Market	Recruit	Translate
Contact	Enlist	Mediate	Refer	Write

### RESEARCH SKILLS

Analyze	Determine	Forecast	Investigate	Review
Clarify	Develop	Formulate	Locate	Search
Collect	Diagnose	Gather	Measure	Solve
Compare	Evaluate	Identify	Organize	Summarize
Consider	Examine	Inspect	Plan	Survey
Conduct	Explore	Interpret	Recommend	Systemize
Detect	Extract	Interview	Research	Test

### HELPING SKILLS

Accommodate	Assess	Cooperate	Further	Resolve
Adapt	Assist	Counsel	Guide	Serve
Advise	Attend	Demonstrate	Handle	Simplify
Advocate	Clarify	Educate	Help	Strengthen
Aid	Coach	Encourage	Instruct	Supervise
Alleviate	Collaborate	Ensure	Motivate	Supply
Answer	Conduct	Expedite	Present	Support
Arrange	Contribute	Facilitate	Provide	Train

### CREATIVE SKILLS

Adapt	Develop	Forecast	Introduce	Project
Combine	Devise	Formulate	Model	Revise
Conceptualize	Direct	Illustrate	Modify	Revitalize
Create	Display	Initiate	Originate	Shape
Customize	Establish	Institute	Perform	Solve
Design	Estimate	Integrate	Plan	Transform

## MANAGEMENT/LEADERSHIP SKILLS

Administer	Control	Enhance	Initiate	Recommend
Advise	Convert	Establish	Lead	Reorganize
Analyze	Consult	Execute	Manage	Replace
Approve	Coordinate	Generate	Organize	Restore
Arrange	Decide	Handle	Oversee	Review
Assign	Develop	Hire	Overhaul	Schedule
Attain	Direct	Host	Plan	Strengthen
Authorize	Eliminate	Improve	Prioritize	Supervise
Consolidate	Enforce	Increase	Produce	Train

## COACHING/TEACHING SKILLS

Adapt	Conduct	Evaluate	Guide	Stimulate
Advise	Coordinate	Explain	Inform	Teach
Clarify	Develop	Facilitate	Inspire	Test
Coach	Enable	Focus	Instruct	Train
Communicate	Encourage	Formulate	Motivate	Tutor

## FINANCIAL/DATA SKILLS

Adjust	Assess	Correct	Manage	Reconcile
Administer	Audit	Determine	Measure	Reduce
Allocate	Balance	Develop	Plan	Report
Analyze	Calculate	Finance	Prepare	Research
Appraise	Compute	Forecast	Project	Retrieve

## ORGANIZATION/DETAIL SKILLS

Approve	Establish	Obtain	Register	Supply
Arrange	Execute	Order	Report	Update
Categorize	File	Organize	Reserve	Validate
Collect	Generate	Prepare	Respond	Verify
Compile	Implement	Process	Review	
Coordinate	Incorporate	Provide	Schedule	
Correspond	Inform	Purchase	Secure	
Deliver	Maintain	Receive	Set up	
Distribute	Monitor	Record	Submit	

## TECHNICAL SKILLS

Assemble	Construct	Install	Process	Restore
Build	Convert	Interface	Program	Solve
Calculate	Design	Maintain	Remodel	Specialize
Compute	Develop	Operate	Repair	Standardize
Conserve	Engineer	Print	Replace	Upgrade

## ADDITIONAL VERBS

Achieve	Display	Expedite	Prevent	Restore
Activate	Exceed	Further	Reduce	Succeed
Check	Execute	Improve	Recognize	Surpass
Complete	Expand	Innovate	Resolve	Transform

## KNOWLEDGE, SKILLS, ABILITIES EXAMPLES

### GENERAL / UNIVERSAL

- Skill in managing one's own time and the time of others
- Skill in using mathematics to solve problems
- Skill in completing tasks accurately and with attention to detail
- Ability to be accessible and visible to the St. Olaf community
- Ability to be easily approachable and focused on meeting the needs of others
- Ability to follow organizational policies, both formal and informal, and able to provide constructive feedback to others when they are not being followed
- Ability to take action when answers to a problem are not readily apparent in equivocal circumstances
- Ability to handle difficult and stressful situations with professional composure
- Ability to concentrate and perform with frequent interruptions and/or distractions
- Ability to use appropriate discretion and ensure the confidentiality of documents, materials, and other verbal and written communications
- Ability to pay attention to detail in context of big picture
- Ability to be flexible and willing to help out and adjust workload quickly
- Ability to perform effectively under conditions of a fluctuating workload
- Ability to work independently and follow through on assignments with minimal direction
- Ability to accomplish tasks with minimal supervision and know what and when things need to be done
- Ability to interact with persons of various social, cultural, economic, and educational backgrounds for the purpose of...
- Ability to multi-task by managing competing priorities and multiple items concurrently
- Ability to stay organized while changing priorities and remaining busy
- Ability to display professionalism in all aspects of the position
- Ability to continually prioritize the workload to determine what must be done first in order to complete work in a timely manner
- Ability to be relied upon to complete tasks in a timely manner and follow up when necessary
- Ability to perform repetitive work according to set procedures
- Ability to understand deadlines and the need to meet them consistently
- Ability to work as part of a team and/or collaborate with colleagues
- Ability to be creative by proposing ideas and finding new and better ways of doing things
- Ability to work under pressure and meet close deadlines
- Ability to set priorities and complete assignments on time
- Ability to analyze, organize and prioritize work while meeting multiple deadlines
- Ability to analyze and prepare documents, reports, and correspondence
- Ability to prepare concise reports
- Ability to make arithmetical computations and tabulations
- Ability to add, subtract, multiply, or divide quickly and correctly
- Ability to review work for accuracy
- Ability to process and handle confidential information with discretion

## CRITICAL THINKING / PROBLEM SOLVING / ANALYSIS

- Skill in sound judgement and decision making amongst competing demands
- Skill in collecting and analyzing complex data
- Skill in analyzing and organizing technical data
- Skill in active learning by understanding the implications of new information for both current and future problem-solving and decision-making
- Skill in identifying complex problems and reviewing related information to develop and evaluate options and implement solutions
- Skill in decision making by considering the relative costs and benefits of potential actions and choosing the most appropriate option
- Ability to problem solve by exercising proper judgment and timely decision-making skills
- Ability to analyze data, interpret results and make recommendations
- Ability to take responsibility for own work and maintain personal and professional standards
- Ability to apply general rules to specific problems to logical answers
- Ability to exercise sound judgement when making critical decisions
- Ability to come up with unusual or clever ideas about a given topic or situation, or to develop creative ways to solve a problem
- Ability to analyze complex information and develop plans to address identified issues
- Ability to evaluate documents for accuracy
- Ability to anticipate and diffuse problems before they occur
- Ability to conduct short-range and long-range project planning studies
- Ability to link long-range visions and strategies to current activities
- Ability to devise solutions to administrative problems
- Ability to recognize, analyze, and solve a variety of problems
- Ability to identify problems, evaluate alternatives, and implement effective solutions
- Ability to implement new systems and procedures and to evaluate their effectiveness
- Ability to process information logically
- Ability to analyze and solve work-related problems
- Ability to problem-solve a variety of situations

## CLERICAL

- Knowledge of spelling, grammar, and punctuation
- Knowledge of office procedures
- Knowledge of administrative and clerical procedures and systems such as word processing, managing files and records
- Knowledge in navigating a computer with Microsoft Windows and/or Macintosh operating systems
- Skill in adapting to operating everyday office equipment such as phone, copier, printer, computer, and other equipment needed
- Ability to accurately prepare and maintain records, files and reports

## COMMUNICATION / INTERPERSONAL

- Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar
- Skill in editing documents for correct grammar
- Skill in communicating effectively in writing as appropriate for the needs of the audience
- Skill in talking to others to convey information effectively
- Ability to communicate and interact effectively with members of the public
- Ability to relate with various constituents, read and adapt to their needs, foster relationships, and connect individuals
- Ability to always greet clients in a polite, courteous and helpful manner
- Ability to adjust communication styles to different audiences
- Ability to listen to and understand information and ideas presented through spoken words and sentences
- Ability to communicate effectively in both oral and written form
- Ability to handle difficult and stressful situations with professional composure
- Ability to establish and maintain a good rapport with college faculty and staff, students, and the general public
- Ability to work collaboratively and build strategic relationships with colleagues, constituents and volunteers
- Ability to maintain effective interpersonal relationships
- Ability to display empathy for others
- Ability to work successfully as a member of a team and independently with moderate supervision
- Ability to understand and follow instructions

## COMPUTER USE

- Knowledge of or ability to learn \_\_\_\_\_ technology
- Knowledge of techniques used in the design of web applications
- Skill in the use of standard office equipment and software
- Skill in using computer applications including spreadsheet and word processing software
- Skill in using analytical software tools, data analysis methods, and other computer applications
- Ability to learn office and college-specific software

## STUDENT SERVICES

- Knowledge of student development theory, techniques and research associated with ensuring the success of diverse student populations
- Knowledge of student organization structures, leadership development design and student development theories
- Skill in service orientation by actively looking for ways to help people
- Ability to provide support for student development with a demonstrable concern for students
- Ability to engage students and to create and enhance their connection to the institution and each other
  - Ability to work effectively and patiently with students

## MANAGERIAL / SUPERVISORY / PROJECT MANAGEMENT

- Knowledge of program planning and implementation
- Knowledge of project control and cost estimating techniques
- Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources
- Skill in managing projects simultaneously while maintaining a satisfactory work product
- Skill in negotiation and facilitation
- Skill in mediation and dispute resolution
- Skill in monitoring/assessing in the performance of self, other individuals, or organizations to make improvements or take corrective action
- Skill in material resources management through obtaining and seeing to the appropriate use of equipment, facilities, and materials needed to do certain work
- Skill in personnel resources management through motivating, developing, and directing people as they work, identifying the best people for the job
- Ability to plan, implement and evaluate programs
- Ability to supervise (people, resources, projects, etc.) including: organizing workflow to accomplish established objectives; delegating responsibilities; training; evaluating subordinate effectiveness; and administering necessary discipline
- Ability to direct and organize program activities
- Ability to establish program goals and objectives that support the strategic plan
- Ability to plan, assign, and/or supervise the work of others
- Ability to train and supervise others

## HEALTH & SAFETY

- Knowledge of applicable safety requirements
- Knowledge of basic first aid and CPR certification
- Ability to react quickly and calmly in emergency situations
- Ability to respond quickly to emergencies
- Ability to enforce security rules and regulations

## PUBLIC RELATIONS / MARKETING / SALES

- Knowledge of marketing principles, including promotion, fundraising, and public relations
- Knowledge of media production, communication, and dissemination techniques and methods, which includes alternative ways to inform and entertain via written, oral, and visual media
- Knowledge of integrated communication and marketing concepts
- Skill in public speaking and delivering presentations to individuals and/or groups
- Ability to negotiate or exchange ideas, information and opinions with others to formulate policies and programs and arrive jointly at decisions, conclusions, or solutions
- Ability to effectively market the programs and services of the department

## FINANCIAL / ACCOUNTING / BUDGET

- Knowledge of accounting, budgetary, and management principles, practices, and procedures
- Knowledge of budget control methods, policies, and procedures
- Knowledge of generally accepted accounting procedures and principles
- Knowledge of accounting procedures and methods, and the ability to apply them to difficult or complex transactions
- Knowledge of economic and accounting principles, practices, and the analysis and reporting of financial data
- Knowledge of laws and regulations pertaining to financial operations
- Skill in determining how money will be spent to get the work done, and accounting for these expenditures
- Ability to prepare financial and accounting records
- Ability to analyze, consolidate, and interpret accounting data
- Ability to compile, organize, interpret, and communicate accounting data and results in a concise format
- Ability to manage and work within the constraints of a budget

## SKILLED-CRAFT AND SERVICES

- Knowledge of cleaning techniques and procedures
- Knowledge of the planting and care of trees, shrubbery, flowers, and grass
- Knowledge of construction maintenance, repair, and operation of light and heavy equipment, including vehicles
- Knowledge of materials, methods, and the tools involved in the construction or repair of buildings or other structures
- Knowledge of machines and tools, including their designs, uses, repair, and maintenance
- Knowledge of the repair, maintenance, and operation of buildings and/or electrical systems
- Skill in the use of custodial materials and chemicals
- Skill in the use of groundskeeping hand tools and equipment, in the operation of motorized and gas-operated equipment, and in the repair and maintenance of sidewalks and parking lots
- Skill in the use of standard tools and equipment of the profession
- Skill in determining the kind of tools and equipment needed to do the job
- Skill in installing equipment, machines, wiring, or programs to meet specifications
- Skill in performing routine maintenance on equipment and determining when and what kind of maintenance is needed
- Skill in repairing machines or systems using the necessary tools
- Skill in repair, maintenance, and testing of technical equipment
- Skill in the operation, maintenance, and repair of applicable equipment and tools
- Skill in the operation of technical equipment and detection devices
- Ability to maintain and care for hand and power tools
- Ability to perform maintenance, to follow instructions, and to interpret drawings and diagrams



## LEGAL / POLICIES & PROCEDURES

- Knowledge of, or ability to learn, policies, procedures and guidelines established by professional organizations and/or governing agencies
- Knowledge of federal, state and local laws, statues, regulations, codes, and standards related to the area of responsibility
- Knowledge of professional standards and regulations
- Knowledge of legal contracts and business law
- Knowledge of laws and regulations pertaining to financial operations
- Ability to develop, interpret, and evaluate policies and procedures
- Ability to explain policies and procedures to faculty, staff, students and the general public

**POSITION TITLE:** Administrative Assistant

**DEPARTMENT:** Engineering

**REPORTS TO:** Chair, Department of Engineering

**CLASSIFICATION:** Non-Exempt

**POSITION PURPOSE:**

To support students and faculty in the Engineering Department and provide administrative support to the department chair.

**ESSENTIAL JOB FUNCTIONS:**

1. Maintain department office - 65% of time
  - Answer phone and greet students and visitors
  - Handle office correspondence
  - Maintain department website
  - Reconcile accounts; coordinate travel arrangements and reimbursements
  - Order and maintain office supplies
2. Support department chair - 20% of time
  - Maintain daily schedule
  - Type, edit, and proofread documents when requested
  - Assist with the preparation and distribution of presentation and course materials
3. Supervisory Responsibilities - 10% of time
  - Hire, train, and supervise student employees
  - Approve timecards
4. General Office Responsibilities - 5% of time
  - Attend meetings
  - Collect mail

**REQUIRED QUALIFICATIONS:**

**Education:** High school diploma or equivalent

**Experience:** 1+ years of professional office experience

**PREFERRED QUALIFICATIONS:**

**Education:** Associates degree

**Experience:** 3+ years of office experience

**KNOWLEDGE, SKILLS, ABILITIES:**

- Knowledge of office procedures
- Knowledge of spelling, grammar, and punctuation
- Skill in using computer applications including spreadsheet and word processing software
- Ability to deal with pressure situations
- Ability to work independently or with minimal supervision
- Ability to concentrate and perform with frequent interruptions and/or distractions
- Ability to handle and process confidential information with discretion
- Ability and willingness to support, respect and commit to embracing diverse backgrounds, values and points of view to build a strong and inclusive community including faculty, staff, students and constituents

**WORK SCHEDULE:**

FTE: 1.0

Term: Year-round

Shift: Monday - Friday, 8:00 a.m. - 5:00 p.m.

**PREREQUISITES:**

Employment in this position is conditioned upon successful completion of a background check which may include: criminal background checks, reference checks, verification of work history, verification of any required academic credentials, licenses, and/or certifications, a motor vehicle check, verification of DOT certification, a credit check, employment eligibility verification, and/or a pre-employment physical. Whether a background check is deemed successfully completed will be at the sole discretion of St. Olaf College. Please note, St. Olaf College reserves the right to conduct periodic background checks at its sole discretion.

**DISCLAIMER:**

This job description is for general information purposes. It is not intended to list all duties and responsibilities of the position. This job description is subject to change at any time by St. Olaf College, with or without prior notice.

**APPROVAL:** John Doe, Chair, Department of Engineering

**DATE:** January 2017

## Physical and Environmental Factors

(Indicate frequency required in a typical 8 hour day for this position.)

Physical Activity	Not Applicable	Rarely (<1/2 hr)	Occasionally (1/2 - 2 1/2 hrs)	Frequently (2 1/2 - 5 1/2 hrs)	Continually (5 1/2 - 8 hrs)
Sitting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Standing stationary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Walking/traversing	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Crouching (bending at knees)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kneeling/crawling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stooping (bending at waist)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Twisting/pivoting	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Climbing/balancing	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reaching overhead	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grasping/handling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pushing/pulling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lifting/carrying (< 20 lbs.)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lifting/carrying (20-70 lbs.)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Repetitive motions (constant for 15+ mins; typing, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Driving	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sensory Activity	Not Applicable	Rarely (<1/2 hr)	Occasionally (1/2 - 2 1/2 hrs)	Frequently (2 1/2 - 5 1/2 hrs)	Continually (5 1/2 - 8 hrs)
Talking in person/on phone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Hearing in person/on phone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Vision for close work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Vision for distance or depth	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Distinguishing color	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feeling by touch	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Loud noise (need raised voice to be heard)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Environmental Exposures	Not Applicable	Rarely (<1/2 hr)	Occasionally (1/2 - 2 1/2 hrs)	Frequently (2 1/2 - 5 1/2 hrs)	Continually (5 1/2 - 8 hrs)
Respiratory (dust/gas/fumes/steam/odors/poor ventilation)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chemicals (includes solvents and oils)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vibrations (exposure to oscillating movements of extremities or whole body)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wet or humid conditions (indoor)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extreme cold (below 32 degrees)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extreme heat (above 100 degrees)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Proximity hazards (moving mechanical parts, moving vehicles, electrical current, etc.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Heights or cramped quarters	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Protective equipment required (mask, gloves, eyewear, ear plugs, steel toe shoes, respirator)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Travel: <5% of time      Operate Hand Tools:  Yes  No      Operate Equipment/Machinery:  Yes  No

Required Dress Attire:  Business Casual     Business Formal     Uniform     Other:

Comments: