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| JOB DESCRIPTION FORMagreed upon by the provincial partiesREQUEST FOR RECLASSIFICATION |

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Glossary of Action Verbs I

# IDENTIFICATION SHEET

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|  |  |  |  |  |  |
| College |  |
|  |  |  |  |  |
| Employee's given name and surname |  |
|  |  |  |  |  |
| Department or sector |  |
|  |  |
| Current classification |  |
|  |  |  |  |  |  |
| For information purposes, specify class of employment sought |  |
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|  |
| **Employee's signature** |
|  |
|  |
| **Date** |

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| **For the College, form validated by:** |
|       |
| Surname and given name |
|       |
| Title |

#  Section I ‑ NATURE OF POSITION

Summarize the nature of the position held: its raison d'être, purpose and field of activities.

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# Section II ‑ ORGANIZATIONAL RELATIONSHIP

1. **Using the following chart, establish the organizational relationship of the position concerned.**

**HIERARCHICAL SUPERIOR**

(management staff)

**Name:**

**Title:**

**IMMEDIATE SUPERIOR**

(management staff)

**Name:**

**Title:**

(If applicable)

**FUNCTIONAL SUPERVISION**
(other administrator, professional, professor or other employee)

**Name:**

**Title:**

**EMPLOYEE'S POSITION**

**Name:**

**Title:**

Title:

No. of persons:

Title:

No. of persons:

Title:

No. of persons:

**(Positions for which duties are supervised by the employee.)**

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| **Comments of College:** |
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| Section III ‑ DESCRIPTION OF MAIN DUTIES |
| **To complete this section:*** **Begin with the duty that is the most time-consuming and end with the duty that requires the least amount of time.**
* **Use action verbs to describe your duties. Use the glossary of action verbs found at the end of this document.**
 |
| DESCRIPTION OF MAIN DUTIES |
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|  | **Employee** |  |  |  | **Comments of College** |  |
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| **No. of hours** |  |  | **% of annual load** |  |  |  | **No. of hours** |  |  | **% of annual load** |  |
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| Section III ‑ DESCRIPTION OF MAIN DUTIES |
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|  | **Employee** |  |  |  | **Comments of College** |  |
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| Section III ‑ DESCRIPTION OF MAIN DUTIES |
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| **No. of hours** |  |  | **% of annual load** |  |  |  | **No. of hours** |  |  | **% of annual load** |  |
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| **No. of hours** |  |  | **% of annual load** |  |  |  | **No. of hours** |  |  | **% of annual load** |  |
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# Section IV ‑ CONTEXT OF POSITION

## **Types of information**

1. **Which information sources do you use principally and customarily in performing your duties?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
| [ ]  resolutions  |  |  | [ ]  procedures  |  |
| [ ]  instruction manuals  |  |  | [ ]  administrative guides  |  |
| [ ]  directives  |  |  |  |  |
| [ ]  other sources (specify): |  |
|       |  |
|       |  |
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In which language or languages are the information sources ?

 [ ]  English [ ]  French [ ]  Other

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| **Comments of College:** |
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1. **How is the work assigned to you? Specify, in each case, the percentage of working time. Amount must total 100%.**

|  |  |
| --- | --- |
|  | %  |
| 1. no instructions related to the work
 |       |
| 1. **verbal** instructions outlining the work
 |       |
| 1. **verbal** instructions outlining the work and a **few details**
 |       |
| 1. **verbal** instructions specifying **all the details** related to the work
 |       |
| 1. **written** instructions outlining the work
 |       |
| 1. **written** instructions outlining the work and a **few details**
 |       |
| 1. **written** instructions specifying **all the details** related to the work
 |       |
| TOTAL | 100 % |

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| **Comments of College:** |
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## **Autonomy**

1. **a) What is the nature of the problems that you encounter in performing your duties and that you are able to resolve without consulting the person who supervises your work?**

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1. **How often do the problems arise?**

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| --- | --- | --- |
| rarely [ ]  | occasionally [ ]  | frequently [ ]  |

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| Specify: |       |
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| **Comments of College:** |
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1. **a) What is the nature of the problems that you encounter in the performance of your duties and that you are unable to resolve without referring them to the person who supervises your work?**

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1. **How often do the problems arise?**

|  |  |  |
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| rarely [ ]  | occasionally [ ]  | frequently [ ]  |

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| Specify: |       |
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| **Comments of College:** |
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1. **Which duties listed in Section III require:**
2. **the analysis, interpretation and evaluation of several factors.**

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| Enter the number of the duties. |
|       |       |       |       |       |       |       |       |       |       |

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| **Comments of College:** |
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1. **an evaluation of the solutions derived from a number of available means.**

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| Enter the number of the duties. |
|       |       |       |       |       |       |       |       |       |       |

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| **Comments of College:** |
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1. **a certain level of evaluation and interpretation.**

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| Enter the number of the duties. |
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| **Comments of College:** |
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1. **allowing for little latitude.**

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| Enter the number of the duties. |
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| **Comments of College:** |
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## **Complexity**

1. **Among the duties described in Section III of this form, assess those that you consider:**
2. **the most complex:**

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| Enter the number of the duties. |
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1. **moderately complex:**

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| Enter the number of the duties. |
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1. **the least complex:**

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| --- |
| Enter the number of the duties. |
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| **Comments of College:** |
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## **Decision making**

1. **Among the duties listed in Section III of this form, which duties require you to:**
2. **make decisions concerning various activities in a specific sector.**

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| Enter the number of the duties. |
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| **Comments of College:** |
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1. **make decisions concerning specific situations.**

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1. **make decisions concerning relatively routine duties.**

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1. **make few decisions.**

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1. **Specify the nature and extent of the decisions that you must make and describe the impact of such decisions.**

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## **Supervision of Employees**

1. **Do you have supervisory responsibilities?**

 YES [ ]  NO [ ]

If yes, specify:

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|  | **Enter the number of the duties.** |
| Training others |       |       |       |       |       |
| Assigning work to others |       |       |       |       |       |
| Coordinating the work of others |       |       |       |       |       |
| Revising the work of others |       |       |       |       |       |

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| Other responsibilities (specify): |
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## **Internal and external communications**

**Communications within the department**

1. **In the course of your work, please specify below the level of communication with persons within the department:**

|  |  |
| --- | --- |
| With whom? |       |
| Why? |       |
| How? |       |
| How often? |       |

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| --- | --- |
| With whom? |       |
| Why? |       |
| How? |       |
| How often? |       |

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| With whom? |       |
| Why? |       |
| How? |       |
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**Communications with other departments**

1. **In the course of your work, please specify below the level of communication with persons in other departments:**

|  |  |
| --- | --- |
| With whom? |       |
| Why? |       |
| How? |       |
| How often? |       |

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| With whom? |       |
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**Communications outside the College**

1. **In the course of your work, please specify below the level of communication with persons outside the College:**

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| With whom? |       |
| Why? |       |
| How? |       |
| How often? |       |

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| With whom? |       |
| Why? |       |
| How? |       |
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## **Additional information**

1. **After completing the questionnaire, you may use this page to add any information that you consider pertinent to your position.**

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| GLOSSARY OF ACTION VERBS |

ACCEPT Give an affirmative answer to; receive as suitable.

ACT Perform or carry out actions or functions. Exercise the power inherent in the job mentioned.

ADAPT Alter or modify. For example, adapt a form.

ADVISE Give advice, useful information; make recommendations in order to guide the way to behave in particular circumstances. For example, advise someone of the best step to take.

ANALYZE Examine in detail the constitution or structure of a situation in order to take appropriate measures to solve the problem generated; examine critically in order to bring out essential elements or structure. For example, analyze the functioning of a computer’s circuit board.

APPLY Make use of as relevant or suitable, employ. To put into practice, execute. For example, apply a method, apply the rules.

APPRISE Be aware of; be constantly informed of important facts regarding a subject for evaluation purposes.

ASSIGN Appoint, allot as a responsibility, task. For example, assign employees to a task.

ASSIST Help; act as an assistant.

ASSUME Take on, undertake. Assume the task of coordinating work. Synonym: accept responsibility for.

ASSURE Ensure the happening of; make certain of. For example, assure the merchandise is delivered.

ATTEND TO Pay attention to.

AUTHORIZE Give authority, the power or right to do something.

CALCULATE Ascertain or determine by using mathematics or one’s judgement; estimate. Count, evaluate.

CARRY OUT Put into practice. Perform or conduct a complex, delicate or simple operation.

CIRCULATE Disperse, propagate, spread, distribute. For example, circulate a policy or memorandum.

COLLABORATE Work jointly with another person by sharing equally the responsibility.

COLLATE Analyze and compare (information, texts, statistics) to identify points of agreement or difference.

COLLECT Accumulate, seek or acquire; for example, collect addresses, donations.

COMMUNICATE Transmit or pass on information by speaking, writing, or other means.

COMPARE Estimate the similarity or dissimilarity of two persons or things.

COMPILE Collect material from various sources to make up a list, volume, compendium, etc.

CONFIRM Provide support for the correctness of; make definitely valid (something which had already been announced).

CONSULT Seek information or advice from another source.

CONTRIBUTE Participate in something, help to bring about a result in a common project.

CONTROL Check or monitor something; inspect, verify.

CONVENE Call together people for a meeting.

CONVEY Communicate.

COORDINATE Bring various parts, movements, activities, etc. into a proper or required relation to ensure harmony or effective operation. Work or act together effectively. For example, coordinate activities in order to respect deadlines. The term coordinate should be followed by the activities or elements to be coordinated.

CORRECT Mark the errors in a text, a speech; set right, amend an error.

CREATE Cause to exist; make something new or original; to set something up, produce, incite, give rise to.

DESIGN Imagine, form in the mind, create, invent; design forms.

DETERMINE Find out or establish precisely as in limits; define the position of something by virtue of its authority; decide or settle on something following a survey, a reasoning, etc.

DIRECT Aim or address one’s attention, energies, communication in order to obtain a result; cause to move in a certain direction. Administer, oversee, lead (a company, an operation, a business) as leader or person in charge; a discussion. Supervise the activities of someone; direct persons or a group. Exercise an action, an influence on someone; direct workflow.

DISCUSS Debate or examine by argument a question; exchange ideas on a subject.

DIVIDE UP Distribute among several people.

ELABORATE Carefully or minutely work out. Conceive by intellectual effort and go into the specifics and details of the measure or program which we have in mind.

ENSURE Make certain the occurrence of, verify; verify the source of certain information; examine. For example, ensure that we conform to normal methods.

ENTRUST Assign responsibility for a thing to a person.

ESTABLISH Bring about, put into force, to implement, to institute, to organize.

ESTIMATE Fix by estimate or determine the approximate value of something.

EVALUATE Assess, appraise the value of someone or something, determine the importance, find or state the number or amount of something; for example, evaluate an employee.

FORESEE See or be aware of beforehand. Predict future events in a realistic manner or the possible outcomes of certain actions. Adopt the necessary measures to ensure that any required action is achieved in the time prescribed.

FORMULATE Express clearly and precisely as in a legal turn of phrase; for example, formulate a request, a complaint. To express with or without precision.

FORWARD Direct something or someone towards a point.

FOSTER Support actively the progression, the development.

GATHER Collect similar elements for a specific purpose; for example, gather information, proof.

GIVE To put something at somebody’s disposal; provide, supply, entrust.

GUIDE To accompany by showing the way. Lead or direct in a certain direction. Be the principle motive to lead in a certain moral or intellectual direction.

HIRE Employ a person for wages or a fee.

HOLD Stage an activity; hold a role.

IMPLEMENT Put a decision, plan, etc. into effect. Execute, to go into the active phase, to put into practice. For example, implement a program.

IMPROVE Make better. Synonym: perfect.

INFORM Tell someone about something, give or supply information or knowledge. To find out about something or someone.

INITIATE To instruct a person in art, science, a profession.

INTERVENE Interfere; come between so as to prevent or modify the result or course of events.

MAINTAIN Keep up to date documentation or on a situation.

MEET To encounter a person by accident or design.

MODIFY Alter without radical transformation. Change something without altering its nature, its essence.

NEGOTIATE Confer with others in order to reach a compromise or agreement.

OFFER Present to one’s attention or consideration, often in exchange for something.

OPTIMIZE Make the best or most effective use of a situation, an opportunity, etc. Determine which of the solutions to a problem, taking into account the constraints, yields the best result.

ORGANIZE Give an orderly structure to, an operating method, systematize. For example, organize the work, the distribution of the mail.

OVERSEE Monitor, verify. Ensure that the work of an employee is performed accurately.

PARTICIPATE Take part in. For example, take part in a meeting.

PLAN Form a plan consisting of the objectives to be achieved and the means to be put into place to achieve them.

PREPARE To make or get ready for use. To finalize something in particular or to first complete the required forms when other different precise actions may come into play (conduct a survey, develop, determine, compose, type, etc.).

PRESENT To hand in something to someone having in mind an exam, a confirmation, a judgement, etc. To express, put before an audience.

PROCEED Go on with an activity, an action in a determined way.

PROGRAM Develop a program, action of programming. A radio or television broadcast. For example, this broadcast was programmed at too late an hour. Develop a computer program.

PROMOTE Advance or raise to a higher office, rank, etc. Encourage, support a cause, process, desired result. For example, promote a policy, scientific research.

PRONOUNCE Utter or deliver a judgement, proclaim or announce a decision officially. Utter (a word, a sentence), for example, she could not pronounce a word. State or declare as being one’s opinion.

PROPOSE Put forward for consideration or as a plan.

PROVIDE Supply, furnish necessities. Give, procure, produce.

PUBLISH Divulge, make known. For example, publish a policy or directive.

REALIZE Make happen in reality, carry out; realize a project.

RECEIVE Acquire or accept something; accept delivery of; be granted or have conferred upon one.

RECOMMEND Suggest as fit for some purpose or use; advise as a course of action.

RECRUIT Enlist a person to be part of a group; attempt to hire or enrol a person.

REGISTER Set down or record a name, an event, etc. in a list or register for official purposes in order to have a paper and/or electronic trail or to pass on information.

REPRESENT Fill the place of someone; be entitled to act or speak for.

RESEARCH To make inquiries, ask for information; search through documents.

RESPOND Answer, give a reply to someone, to something.

REVIEW Revise, correct; examine or re-examine and improve or amend. Evaluate.

SEARCH Systematic investigation into and study of materials, sources, etc., in order to establish facts and reach new conclusions. Look through to find something; examine to find anything concealed; make a search or investigation to find the cause or conditions of an illness.

SEE TO Ensure; to look after. For example, take the appropriate measures to see to the quality of the work.

SELECT Choose especially as the best or most suitable.

SET Determine in a precise way.

SOLICIT Ask repeatedly.

SPECIFY Name or mention expressly.

SUBMIT Present for consideration or decision.

SUGGEST Cause an idea to present itself, evoke.

SUPERVISE Oversee the work performed by others, without delving into the details.

SUPPORT Help, encourage, back someone up.

TEST Subject a person or thing to a close or critical examination; evaluate by experiment.

TRANSFORM Make a thorough or dramatic change in the form of materials in order to adapt them to certain ends and notably, manufacture a product.

TROUBLESHOOT To help out someone; restore to working condition something that is out of order.

UPDATE Provide with the latest information.

UPKEEP Maintain in good condition.

USE Employ something for a particular purpose; employ or avail oneself of something regularly.

VALIDATE Make or declare legally valid.

VERIFY Establish the truth or correctness of by examination or demonstration (register, proper functioning of a department).

WRITE To compose, to state in written or printed form; cause to be recorded; write a notarized act.