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Guide to Job Evaluations

Introduction
This guide provides an overview of the job evaluation process. Leaders are encouraged to contact their Human Resources Advisory Team to discuss any upcoming job description needs and job evaluation requests.

Job Evaluation: Determining the Value of Each Job
Job evaluation is a systematic method of determining the value of each job. Its purpose is to assess, in a fair, consistent and equitable manner, the relative value of jobs to establish and maintain internal equity. Job evaluation is intended to measure the job as it is defined at a certain point in time and assumes that the job is performed competently. Job evaluation does not consider how the job was defined in the past nor how it will be in the future.

Job evaluation is not designed to measure the qualifications, performance, potential or current pay of an incumbent employee nor is the amount paid by other organizations for similar jobs considered in job evaluation. These items are taken into account in the salary administration process.

The Hay Group Guide Chart-Profile Method™ of Job Evaluation
At Simon Fraser University, jobs in APSA and Excluded groups are evaluated using the Hay Group Guide Chart-Profile Method™ of Job Evaluation.

The Hay Group Method is the most widely used method of job evaluation around the world and can be used for all types of work. The figure below outlines the evaluation factors (Know-How, Problem-Solving, Accountability and Working Conditions) and provides information about the key consider in each.

The Importance of Job Descriptions
All employees should have a copy of the job description for the position they hold. Leaders are responsible for defining the job, writing the job description, and providing a copy of the job description to the incumbent.

Job descriptions are an important building block enabling the understanding of jobs. Job descriptions should be an accurate reflection of the role and therefore require review and update by the Leader as jobs evolve and change.

• serve as the foundation for recruiting, developing and retaining talent;
• set the stage for achievement by providing role confirmation and clarity;
• aid in identifying training and development;
• support performance management;
• illustrate potential career path options; and
• Enable succession planning.
When Should Jobs Be Evaluated?

An existing position has undertaken a significant change (increase or decrease) in responsibilities and accountabilities since it was last evaluated. It is important to note that “more of the same or same type of work” or “doing the same thing differently or with different tools” is unlikely to result in a change in evaluation results.

A department or unit is reorganized.

As part of the regular updating and periodic review of job descriptions to ensure that job descriptions to do not become out of date.

When a new job is designed or existing jobs undergo some change, the impact on other jobs should be considered. It may be necessary to review and update more than one position in a department in order to achieve a desired new structure and a unit or departmental reorganization may be required. Where changes affect multiple jobs, in order to facilitate the evaluation process, it is beneficial to submit all of the jobs undergoing change together.

Minor edits don’t need to be evaluated but the comp team our will update our systems. It is important to document what edit were made in track changes and note “minor edits” in the email to compensation. If you are unclear as to what constitutes minor edits please speak with your HR Advisor. Clarify minor changes

What is a Re-organization

This process is still under construction – please speak with your HR Advisor for process details.

How Do I Initiate a Job Evaluation or Re-Evaluation?

Speak with your HR Advisor

Information on how to submit a request can be found here.

Additional information can be found on our compensation team page here.

Documentation Required for Job Evaluation

Please refer these sections to ensure understanding of the process and documents required: Process flow chart, job description cheat sheet, Organizational Charts and the Compensation Requisition Form.

Complete this checklist:

- Compensation Requisition
- Organizational Chart
- Job Description with Track Changes
- Appropriate approval (for VP Academic Approval Info)
- Submit all documents to compensation@sfu.ca with the appropriate email conventions

For information on policies, forms and Collective Agreements please refer to:

Human Resources website
Phone: 778-782-3237

APSA: Policy AD 10.6 Position Evaluation & Salary Administration for APSA staff
Excluded: Policy AD 9.06 Salary Administration for Excluded staff
Required Approvals
The Leader of the position and the person they report to should review the Compensation Requisition Form before submission. Leaders should adhere to any additional approval requirements specific to their area. The Leader’s signature on the Compensation Requisition or an email to Compensation@sfu.ca indicates that the information provided is complete and accurate reflection of the job.

Job Evaluation Process Chart
Job Evaluation Accountability Chart

**Leader Accountability**
- Determine the work that is to be performed
- Complete the Job Descriptions for newly created positions and jobs that require re-evaluation due to significant changes in job responsibility
- Where there are existing incumbents in a job, involve the incumbent to ensure the job description is accurate
- Submit Job Descriptions for evaluation, ensuring that applicable approvals and documentation are complete
- Conduct periodic reviews of job descriptions to ensure they are current
- Liaise with the HR Advisor to discuss planned changes
- Convey the evaluation outcome to existing incumbent(s)

**Compensation Accountability**
- Responsible for and facilitating the job evaluation process
- Classifying jobs
- Communicating information and outcomes
- Provide advice on salary adjustments
- Advise leader and HR Advisor of next steps
- Ensure HR systems and recording keeping is updated with outcomes

**HR Advisory Accountability**
- Is the first point of contact for the Leader
- Provides support to the Leader throughout the Job evaluation process, by assisting in job and org design and guiding the leader through the process (ensuring all required documents are in place prior to submission)
- Supports in next steps i.e. recruitment
Job Descriptions

What is a job description?
A job description is a written statement of facts describing the purpose, scope, responsibilities and organizational relationships of a job. It is intended to provide a clear picture of the position’s role within the organization. A job description is written to describe the job, as it currently exists, and not how it existed in the past or is intended to exist in the future. The only exception to this would be for changes that would take effect in the future, i.e. reorganizations. It must also focus on the requirements of the job and not on the skills or abilities of a particular incumbent.

What Is a Job Description Used For?
- Job Evaluation
- Recruitment/Postings
- Performance Development/Planning/Management
- Market Surveys/Comparison
- Org design

Job Descriptions Policy
Supervisors/departments are ultimately responsible for creating and ensuring the accuracy of job descriptions in their units. In accordance with policy AD10.02, 3.02 (for APSA), supervisors are responsible for writing Position Descriptions and policy AD9.02, 5.01 states that departments are responsible for submitting job descriptions in order to receive approval for new positions.

Who Completes the Job Description?
The job evaluation process begins with the Leader of the position who is responsible for determining the work that is to be performed and ensuring that the responsibilities of each job within their team are appropriately described in a job description and submitted for evaluation.

When a Leader is considering submitting a job for evaluation, it is recommended that they first contact their Human Resources Advisor for guidance.

The evaluation of jobs is based on information provided in the job description. The Leader of the position is responsible for the completion of the job description and ensuring the information is an accurate reflection of the job responsibilities.

For new jobs where there is no incumbent, the job description should be written by the Leader of the position.

For a re-evaluation or review of an existing position where there is an existing incumbent, the Leader may either write the job description and/or have the incumbent provide comments. The Leader may have the incumbent write the initial draft and then review and finalize the job description instead. Either approach is acceptable. Where there is an existing incumbent in the job, they should provide feedback the job description prior to its submission. Changes to the original job description should be clearly highlighted using track changes.

When And Why Does a Leader Submit a Job Description?
- All new positions need to be evaluated by Compensation
- All significantly changed positions need to be evaluated by Compensation
- Upon completion of the evaluation, Compensation will upload the job description to the Job Description database
- The Job Description database is used as the basis for required job postings
**Periodic Review of Job Descriptions**

It is desirable that all job descriptions be reviewed by Leaders at least every four (4) years. If the job description is no longer accurate or complete, the Leader should update the job description and submit it indicating that the job description is being submitted for periodic review.

**Job Description Content**

The job description is structured to obtain information about the job to enable an understanding of the role. It’s divided into sections including:

- Identification Section
- Position Summary
- Duties and Responsibilities
- Decision Making
- Relationships
- Qualifications

The job description template can be found [here](#).

**Identification Section**

The identification section provides basic facts about the position such as the title, department/unit, supervisor’s title and position identification number. This information is necessary to keep systems and records current.

<table>
<thead>
<tr>
<th>CHECKLIST</th>
<th>COMMON ERRORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensure each section is completed</td>
<td>Typos</td>
</tr>
<tr>
<td>Use the job titling guide (see page 18)</td>
<td></td>
</tr>
</tbody>
</table>

**Position Summary**

The position summary should outline the purpose of the position. This section should explain in a few sentences why the position exists. The position must exist to accomplish something for/in support of SFU.

<table>
<thead>
<tr>
<th>CHECKLIST</th>
<th>COMMON ERRORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>One paragraph in length</td>
<td>What the job does is not clear</td>
</tr>
<tr>
<td>Overall purpose clearly stated</td>
<td>Too lengthy</td>
</tr>
<tr>
<td>Overall parameter stated</td>
<td>Focuses on what the department/unit is aimed at accomplishing. Departmental info is outlined in the JD rider for recruitment (not in the job description).</td>
</tr>
<tr>
<td>Overall end result stated</td>
<td>Focuses on the incumbent instead of the position duties and responsibilities</td>
</tr>
<tr>
<td><strong>A high-level summary of duties and responsibility to describe the job and give the reader a quick and general understanding of the position</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Duties & Responsibilities**

Identify 3 to 5 main responsibilities of the job. List them in descending order of importance by using action verbs to describe what is required and explain how and why it will be done. The goal is to have the job duties written in a way that
accurately conveys the complexity, scope, and level of responsibility of a job. This is done by listing the main responsibilities of the role, followed by concise duty statements that begin with action verbs (see the glossary of terms for a list).

Example:

Processes research grant applications to ensure policies and guidelines have been met by:

- Confirming necessary revisions are made prior to submission
- Confirming budget is accurate, and
- Drawing faculty attention to information that impacts proposals and submissions

In the example:

What: processes research grant applications
Why: to ensure policies and procedures are met
How: confirming revisions are done on time; checking budget amounts; drawing attention to information that could impede processing.

Often, what occurs most frequently in a position is also the most important, however, this is not always the case. The importance of duties speaks to the main reason the position was created, so a position may only complete a duty once a year, but this may still be the primary reason for the job’s creation. Therefore, it is important to be mindful about what order the duties and responsibilities are placed in.

### CHECKLIST

<table>
<thead>
<tr>
<th>COMMON ERRORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outlined in order of significance, the major responsibilities that contribute to the purpose of the position are first</td>
</tr>
<tr>
<td>There is duplication of responsibilities, or they are unclear, or disconnected from the purpose and qualifications</td>
</tr>
<tr>
<td>Responsibilities are specific and unique which contribute to the position’s purpose and avoid repetition</td>
</tr>
<tr>
<td>Action verbs are not used to start the responsibility and duty statements</td>
</tr>
<tr>
<td>Activities are relevant and unique to the responsibilities</td>
</tr>
<tr>
<td>Activities are described beyond a ‘task’ level</td>
</tr>
<tr>
<td>The appropriate activity levels are indicated (assists, coordinates, manages)</td>
</tr>
<tr>
<td>Too lengthy – more than 3-5 main responsibilities</td>
</tr>
<tr>
<td>The information is value added indicating the unique contributions of the position</td>
</tr>
<tr>
<td>Duties that may be required in the future are included</td>
</tr>
<tr>
<td>The information is written in concise, active language and beginning with a verb</td>
</tr>
<tr>
<td>Duties are written based on what an incumbent performs, instead of what the position requires</td>
</tr>
<tr>
<td>Where possible, standardized language from similar positions is used</td>
</tr>
<tr>
<td>Overlap of duties with supervisor, not clear on who is responsible for what</td>
</tr>
</tbody>
</table>

### Decision making

As additional support to illustrate the level of responsibility for the job, list a few examples of typical (and regular) decisions that the position is required to make. These examples will help to inform the compensation team as to the level of autonomy expected of the job.
### CHECKLIST

<table>
<thead>
<tr>
<th>COMMON ERRORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do not list every decision, but do provide a few strong example to illustrate the highest level of decision making required</td>
</tr>
<tr>
<td>Start each bullet with an action verb</td>
</tr>
<tr>
<td>Unclear if the position is making the final decision or if their suggestions/recommendations are being approved by their supervisor</td>
</tr>
<tr>
<td>Including areas where the position makes recommendations but not the actual decision</td>
</tr>
</tbody>
</table>

### Relationships

The relationship section is made up of the supervisory responsibility and other primary working relationships, both internal and external, which are required to perform the job duties. This section is used by compensation for evaluation purposes, however, the wording in the finalized job descriptions is standardized to support internal consistency. The job description does not need to list each and every subordinate position but should provide the reader with an approximate range of the supervisory expectations. For example, the position may supervise up to 10 direct reports or may supervise 1 or 2 direct reports who in turn each supervise another 6. The specifics can be gathered through a conversation with the compensation or recruitment teams as needed. If the job description is too precise/exact, the job description will become inaccurate whenever the supervision requirements change. Relationships are often indicative of communication and interpersonal/influencing skills required.

### Qualifications

To support alignment with other jobs in SFU and aim for consistent language, supervisors are encouraged to refer to these guidelines when determining qualifications. The credentials, education, experience, knowledge, skills, and abilities will reflect what is typically expected to perform the role at the full working level. The qualifications should not be written with an individual in mind but make sense in the context of the work needed to be done. As needs change, job descriptions and qualifications need to be reviewed and kept current (e.g. Updates in technological skills, regulatory changes etc.). The supervisor is accountable for keeping the job qualifications current.

The qualifications on the job description must include the following categories:

A. Required Education, credentials, and experience
B. Knowledge
C. Skills
D. Abilities
E. Security credentials (if applicable)

**A. Required Education, Credentials & Experience:**

This section consists of the level of education required, special credentials, and the number of years of experience needed to fully perform the job. Each of the areas must be listed as the minimum acceptable level to perform the duties at a fully
competent level. Most roles will use the language for the equivalent combination years of experience, training and education.

Examples:
• Bachelor’s degree in business administration plus three years of experience in a related field or equivalent combination years of experience, training and education.
• Master’s degree in xyz and seven years of related experience in areas such as xyz and xyz or an equivalent combination of education, training, and experience.
• PhD in clinical psychology or related discipline with a registered professional designation and 5 years of experience including individual and group counselling and delivering workshops.

B. Knowledge:

Include required knowledge to perform the responsibilities of the job acquired by experience or study. The three modifiers of knowledge used are excellent, working, and no modifier. Defined as follows:

Excellent knowledge requires a thorough understanding of all information contained in the source described.

Working knowledge requires the ability to recall important and commonly-used information from the source described.

No modifier means that the position requires the ability to use a source to find specific information.

Examples:
• Excellent knowledge of community based resources for survivors of sexual violence.
• Working knowledge of federal and provincial policies, legislation, and trends concerning students with disabilities.
• Knowledge of public procurement methods and procedures.

C. Skills:

Include required skills to perform a learned activity that relates to the responsibilities of the job. The modifiers of skills used are basic, intermediate, advanced and expert. Defined as follows:

Basic means a level of familiarity with the subject matter that could be acquired through on-the-job exposure over a six month period, but would allow or only a rudimentary application

Intermediate means a level of know-how that would facilitate an independent, working level of application within the scope of established practices or procedures.

Advanced means a level of expertise that has been honed through years of experience, allowing more latitude in application based on broadly defined policies.

Expert means a level of mastery that allows a focus on theories, concepts and strategies, rather than day-to-day application. Expertise would be directed to designing, innovation, breaking new ground.

Examples:
• Basic skills in MS office including excel, word, PowerPoint
• Advanced contract writing skills
• Intermediate group facilitation skills
D. Abilities:

Include abilities that are required to perform the duties of the position successfully. Abilities must relate to observable behavior or observable output.

Examples:
- Ability to resolve conflict between others
- Ability to establish goals and meet deadlines

E. Security credentials:

SFU requires criminal record checks for all bone fide positions involved in working with children or vulnerable populations. While the university is exempted under the criminal records review act for any positions other than those that work in childcare facilities, the university is committed to ensuring we are protecting the members of our community while at the same time respecting privacy and human rights legislation.

When considering if a criminal record check is required, Leaders should consult with their Human Resource’s Advisor and use the following criteria in making the determination (from the province of BC website):

Work with children or vulnerable adults, and
Have unsupervised access to children or vulnerable adults during your employment, occupation, and
Are licensed by or receiving funding from the provincial government.

If the position meets these criteria then Leaders should add “due to the nature of this position there is a bone fide occupational requirement that the incumbent must have a current satisfactory criminal record check on file” to the qualifications in the job description.

<table>
<thead>
<tr>
<th>CHECKLIST</th>
<th>COMMON ERRORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum experience, education or required certifications are listed</td>
<td>The incumbent’s skill, background, performance or preferences are included instead of focusing only on what the position requires.</td>
</tr>
<tr>
<td>Knowledge, skills and abilities (KSA’s) are clearly related to the responsibilities and duties</td>
<td>Incorrect use of knowledge and/or skills modifiers</td>
</tr>
<tr>
<td>KSA’s depicted are judgment and gender bias free</td>
<td>Desired qualifications are used instead of the minimum qualifications to be able to perform the position at the full working level</td>
</tr>
<tr>
<td>KSA’s listed in order of importance and are relevant to the level of work being performed</td>
<td></td>
</tr>
<tr>
<td>KSA’s are listed in the correct order</td>
<td></td>
</tr>
<tr>
<td>For positions that require working with school aged students or liaising in communities with vulnerable adults connect with an hr advisor to see if a criminal background check is required for the role.</td>
<td></td>
</tr>
</tbody>
</table>
Job Description Cheat Sheet

How to Create & Edit a Job Description

1. Use current job description as a base or research a similar position and use it as a base. See “identifying base job descriptions” for support with finding similar positions.
2. Ensure your base job description is in the most current template.
3. If necessary, copy & paste base content into the current template. Create and edit content using the job description toolkit.
4. Ensure track changes is on when editing an existing job description.
5. Information on how to submit a request can be found here.

Identifying Base Job Descriptions

Why?
When creating or editing a job description, it is useful to look within SFU to see if there are any existing positions with similar duties and responsibilities to your desired position. This saves leader’s time in crafting the language for their job descriptions. Additionally, the compensation team attempts to standardize duty and responsibility statements in job descriptions to facilitate more efficient and timely comparisons across the positions within SFU.

When?
Any time that a new position is being created or an existing position is being edited.

How?
1. Identify the core duties and responsibilities that need to be represented in the job description (these will become your keywords when searching for comparators).
2. In PeopleSoft, utilize the search for job descriptions database, follow steps below (If you experience access issues please speak with your HR team to help guide you through the process):
3. At the top of the page, select all fields.
4. Use the keywords from step 1 to search through the database.

* The search can be refined by entering in additional fields, such as the grade or position title.
## Glossary of Terms

The following terms can be useful in stating the functions of jobs concisely. The list is intended to help you avoid the use of indefinite or ambiguous expressions. While it is possible that two people would disagree fully as to the "correct" definitions of these terms, it is necessary for purposes of comparison that description writers and job evaluators define their terms in the same way. These action verbs should be used when completing the Compensation Requisition and developing job descriptions for use within SFU.

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accountable for</td>
<td>The requirements placed on an individual employee to perform the work of their position to the satisfaction of their superior.</td>
</tr>
<tr>
<td>Accounts for</td>
<td>Gives a reason or explanation, tells the cause.</td>
</tr>
<tr>
<td>Acknowledges</td>
<td>Recognizes as true or pertinent; admits obligation; reports receipt of (a letter, cheque, etc.).</td>
</tr>
<tr>
<td>Accomplishes</td>
<td>Brings to fulfillment</td>
</tr>
<tr>
<td>Acts</td>
<td>Performs in lieu of or in substitute capacity for; operates for another, as in assuming responsibility and authority of a superior; e.g., acts for supervisor in their absence.</td>
</tr>
<tr>
<td>Administers</td>
<td>Manages or directs execution, conducts or application of program.</td>
</tr>
<tr>
<td>Adapts</td>
<td>Modifies or changes to fit specific or new situations.</td>
</tr>
<tr>
<td>Advises</td>
<td>Consults with; gives advice to; counsels; gives information or notice to; recommends course of action; e.g., advises a subordinate of proper course of action.</td>
</tr>
<tr>
<td>Allocates</td>
<td>Plans an apportionment or allocation of funds, materials or equipment for a specific purpose or to a particular person.</td>
</tr>
<tr>
<td>Analyzes</td>
<td>Studies parts, elements, or factors of a situation or problem in detail to determine course of action, solution, or outcome; examines critically for understanding the organization or nature of something.</td>
</tr>
<tr>
<td>Applies</td>
<td>To bring into action, puts to use, employs.</td>
</tr>
<tr>
<td>Approves</td>
<td>Exercises final and decisive authority, causing action to use money, manpower, materials, or equipment.</td>
</tr>
<tr>
<td>Arranges</td>
<td>Puts in proper order; adjusts or settles, especially by prior agreement; classifies.</td>
</tr>
<tr>
<td>Assemble</td>
<td>Gather from various sources.</td>
</tr>
<tr>
<td>Assesses</td>
<td>Determines the importance, size.</td>
</tr>
<tr>
<td>Assigns</td>
<td>Appoints, prescribes a course of action; specifies, selects or designates; e.g., assigns responsibilities to subordinate personnel.</td>
</tr>
<tr>
<td>Assists</td>
<td>Help or aid others in the performance of work, where the group being assisted has prime responsibility. Consists of performing portions of assigned work or carrying out details or the total assignment under guidance of another. The work is requested, required or initiated.</td>
</tr>
<tr>
<td>Assures</td>
<td>Ensures; insures; confirms; makes certain.</td>
</tr>
<tr>
<td>Attends</td>
<td>To be present.</td>
</tr>
<tr>
<td>Audits</td>
<td>Assures adherence to standard practices such as checking the accuracy of records.</td>
</tr>
</tbody>
</table>
**Authorizes**
Permits, empowers, establishes by authority or position.

**Calculates**
Determines by mathematical processes, forecasts consequences or results, as in taking risks.

**Carries out**
Takes action on basis of orders, regulations, directives, established policies, approved plans, etc.

**Checks**
Examines to find out whether something is being done correctly, and reports as necessary. Reviews, controls, tests, verifies, and investigates, etc., by means of checks.

**Collaborates**
To work jointly with; to cooperate with others having equal responsibility.

**Communicates**
Conveys information to others, ensuring that the information is received and understood.

**Compiles**
Collects into proper or designated form; e.g., compiles data into a report. Composes out of materials from other documents and databases, such as summary reports and statistical summaries, from several individual reports.

**Composes**
Forms a combination, makes up, constitutes; puts together in proper order or form; makes coherent and integral; adjusts or settles, as to compose differing opinions, or reconciles, as reconciles contending factions.

**Computes**
Determines by calculation; reckons or counts; takes account of.

**Conducts**
Supervises and personally performs work necessary to accomplish the results desired. To perform; does not imply management.

**Constructs**
Puts together, systematically.

**Contributes**
Gives or supplies in part, along with others, as information or advice, a section of a plan.

**Controls**
Checks or regulates; keeps within limits; exercise directing, guiding or restraining power over the use of money, methods, equipment, materials, etc...

**Coordinates**
Brings into common action with others, generally with equal ranks, (not subordinates) as in coordinating staff functions to obtain a result that requires action on the part of several staff sections. To bring into common action, condition, or harmony; to produce a smooth operation; as, to coordinate the work to meet deadlines. An employee can only coordinate activities if they have authority to control them. When the term coordinate is used, it must be followed by the activities or elements being coordinated.

**Corrects**
Makes or sets right; alters or adjusts to bring to a required condition; rectifies; indicates errors, faults, discrepancies to be amended.

**Counsels**
Gives advice and guidance to another.

** Creates**
Makes, plans, designs, or generally brings about something new and original in thought and imagination.

**Decides**
Arrives at a solution that ends uncertainty or dispute makes a choice or judgment.

**Delegates**
To commission another to perform tasks or duties which may carry specific degrees of accountability and authority; to entrust to the care or management of another.

**Demonstrates**
Gives evidence of, displays; shows with the intent of proving; explains or illustrates.
Designs  Plans, sketches a pattern or outline for; contrives.
Determines  Sets bounds or limits to; fixes conclusively or authoritatively; comes to a decision concerning, as the result of investigation, reasoning, etc.; obtains definite and first-hand knowledge of.
Develops  Evolves the possibilities of, makes active (something latent), advances further, promotes the growth of; unfolds gradually, forms or expands by a process of growth; makes more available or usable.
Directs  Regulates the activities or course of; controls; guides; gives an order or instruction to; e.g., assigns work details. Assist, guide, and review the work of others. Does not imply complete supervision.
Disciplines  Ensures individual’s or group’s adherence to rules and regulations and penalize them for actions contrary to such rules and regulations.
Distributes  Divides, deals out, portions; administers, dispenses.
Drafts  Makes a preliminary sketch or composition of; e.g., drafts correspondence.
Enforces  Gives force to, strengthens, invigorates, execute with vigor.
Establishes  Settle or appoint permanently, as in establishing specific procedures to be followed.
Estimates  Forms a judgment about, gauges, determines or calculates approximately; e.g., estimates the need for supplies and equipment.
Evaluates  Determines value or worth of, appraises.
Examines  Tests by an appropriate method, interrogates closely subject to inquiry or inspection.
Exercises  Puts into action, uses, employs; practices, activates for the purpose of training or developing; exerts, wields, or has (influence, control, authority); e.g., exercises control over departmental publications.
Facilitates  To make easier; make possible.
Forecasts  Predicts future events based on specified assumptions.
Formulates  Creates; makes; evolves; elaborates; constructs; builds.
Guides  Regulates, manages, directs in a certain way, orders, instructs.
Handles  Manages, controls, directs; deals with, performs a function with regard to; treats, manipulates; touches.
Identifies  Establishes the identity of; distinguishes, discriminates.
Implements  Accomplishes, fulfills, completes, carries out, and puts into effect.
Initiates  Brings into practice or use, introduces by first doing or using
Inspects  Looks at carefully, examines critically, examines or reviews officially, examines to test against established standards, usually a physical comparison or measurement.
Instructs  Informs; teaches, demonstrates, or by other methods imparts knowledge to others; directs or commands that a specific activity be performed; trains.
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrates</td>
<td>To unify, combine, consolidate, organize, or systematize; to make whole by putting all parts or elements together.</td>
</tr>
<tr>
<td>Interprets</td>
<td>Explains to others (orally or in writing) the meaning or significance of something.</td>
</tr>
<tr>
<td>Interviews</td>
<td>Meets with personally; sees; consults formally with; usually implies questioning or obtaining information, as interviews applicants to determine qualifications.</td>
</tr>
<tr>
<td>Investigates</td>
<td>To observe or study by close examination and systematic inquiry; to inquire into; to search to ascertain facts.</td>
</tr>
<tr>
<td>Leads</td>
<td>To guide or direct on a course or in the direction of; to channel; to direct the operations of.</td>
</tr>
<tr>
<td>Maintains</td>
<td>Holds or keeps in a state of condition, especially in a state of efficiency, newness, validity or cleanliness; supports, sustains, upholds, defends. To keep in a prescribed state or condition as, to maintain records by keeping them up-to-date.</td>
</tr>
<tr>
<td>Manages</td>
<td>Controls; directs; conducts; guides, administers. Plan, organize, staff, direct and control efforts of subordinate organizational units through intermediate levels of management or supervision, with responsibility for the output.</td>
</tr>
<tr>
<td>Measures</td>
<td>Ascertains the extent, degree, quantity, dimensions or capacity of, by a standard; hence, estimates.</td>
</tr>
<tr>
<td>Monitors</td>
<td>Keeps track of, regulates, or controls the operation of.</td>
</tr>
<tr>
<td>Motivates</td>
<td>Inspires and stimulates others to maximize their performance and productivity.</td>
</tr>
<tr>
<td>Negotiates</td>
<td>Confers with another to arrive at the settlement of a matter.</td>
</tr>
<tr>
<td>Observes</td>
<td>Adheres to, follows, keeps or abides by (law, duty, rule, custom); celebrates; notices or perceives, pays special attention; examines scientifically.</td>
</tr>
<tr>
<td>Operates</td>
<td>Puts into or continues in operation of activity; manages, conducts, carries out or through.</td>
</tr>
<tr>
<td>Organizes</td>
<td>Arranges; systematizes persons or things into proper places, especially in relation to each other; gives structure to; puts in proper order.</td>
</tr>
<tr>
<td>Outlines</td>
<td>Summarizes most significant features of, or gives preliminary or general sketch of, as systems, regulations, etc.</td>
</tr>
<tr>
<td>Oversees</td>
<td>Supervises, inspects, examines, and checks the work of others for performance without supervisory responsibility or authority over their efforts.</td>
</tr>
<tr>
<td>Participates</td>
<td>To take part in; to share in an action.</td>
</tr>
<tr>
<td>Performs</td>
<td>To fulfill or carry out some action.</td>
</tr>
<tr>
<td>Plans</td>
<td>Represents as by a diagram; devises or projects as a method or course of action; prearranges the details of, as to plan a campaign; intends, proposes to do; e.g., plans a daily work assignment.</td>
</tr>
<tr>
<td>Prepares</td>
<td>Adapts or qualifies beforehand for a purpose, end or condition; makes ready; puts into a state for use or application.</td>
</tr>
<tr>
<td>Processes</td>
<td>Prepares by or submits to a special treatment or process.</td>
</tr>
</tbody>
</table>
Programs

Works out a sequence of operations to be performed.

Promotes

Furthers, contributes to growth or activity or something, and advances in rank.

Proposes

Recommends or suggests for consideration or adoption.

Provides

Supplies for use, furnishes; equips in preparation.

Purchases

Commits use of company funds for a specific purpose, whether by oral or written contract or by exchange of money for goods or services.

Receives

Takes or comes into possession of; ordinarily implies passiveness in the one receiving.

Recommends

Advises; counsels; offers or suggests course of action.

Records

Writes, enters, and registers for purpose of evidence or reproduction.

Repairs

Restores to working condition, as equipment.

Reports

Gives an account of; relates; tells; repeats; prepares an account of, orally or in writing; presents conclusions reached; makes, issues, or submits formal report.

Represents

To act in the place of or for.

Requisitions

Makes a formal request, application or written order.

Researches

Conducts investigation or experimentation aimed at the discovery and interpretation of facts, revision of accepted theories or laws, in the light of new facts or practical application of such new or revised theories or laws.

Resolves

Analyzes, determines, decides, settles, solves, explains, convinces, assures, and implies position and authority for making a decision.

Reviews

Examines again; makes formal or official examination of materials, circumstances, etc.

Revises

Prepares a newly edited version of; changes or modifies.

Responsible for

Does not do but is held accountable for something; responsible for ensuring that "something is carried out".

Schedules

Designates fixed times for accomplishment of, as training programs, mail deliveries, courier service, etc.

Screens

Passes through standardized test for sorting out candidates, subjects to interviews or tests, reviews to determine security classification.

Selects

Takes by preference from among others.

Services

Performs maintenance, supply, repair, installation, distribution, etc., for or upon.

Sorts

Puts in a certain place or rank according to kind, class or nature.

Suggests

Advances as opinion or recommendation.

Supervises

Gives direct orders and instructions followed up by personal observation of activities of subordinates; carries out assignments through subordinates, directly supervises small numbers or exempt supervisors.
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tests</td>
<td>Examines critically or tries out material; measures skills, knowledge, capacities, or aptitudes of an individual or group.</td>
</tr>
<tr>
<td>Trains</td>
<td>Forms or imparts proficiency by teaching, instructing, demonstrating, guiding, etc.</td>
</tr>
<tr>
<td>Transcribes</td>
<td>Transfer information (words or figures) from one form or method of preparation to another, without changing its substance or nature.</td>
</tr>
<tr>
<td>Transfers</td>
<td>Conveys from one place, person or thing to another; transports, removes or causes to pass to another; prints or otherwise copies from one surface to another.</td>
</tr>
<tr>
<td>Troubleshoots</td>
<td>Corrects, removes, or mitigates a trouble or a deleterious condition by treating.</td>
</tr>
<tr>
<td>Verifies</td>
<td>Proves, confirms, substantiates; authenticates; checks or tests the accuracy or exactness of, e.g., verifies by comparing payroll to draft payroll.</td>
</tr>
</tbody>
</table>
Job Titling Guide

What Is a Job Title?
A job title is a term that describes in a few words or less the position held by an employee. Depending on the job, a job title can describe the level of the position or the responsibilities of the person holding the position.

It is important to maintain consistency and accuracy with the use of job titles within an organization because it supports internal equity, enables easier comparison between positions within and outside the organization, and enable job seekers to more easily understand the position that they are applying for. When applicants look up positions on sites like Indeed, LinkedIn, and other major job sites, they can search for particular job titles based on the qualities they are looking for. Therefore, it is important to support accurate job searches to enable appropriate candidate pools for positions.

Below is information on what is included in a job title, and how you can use a job title are chosen for positions within SFU. Also, there are lists of job titles used within SFU for reference.

Types of Job Titles
A job title can describe the responsibilities of the position, the level of the job, or both. For example, job titles that include the terms: Executive, Director, Supervisor, etc. Are typically used for management jobs. Other job titles reflect what the person does on the job, e.g., Chef, Accountant, Social Media Specialist, Programmer, Guest Services Coordinator, Mechanic, etc. Some job titles reveal both the job level and the job responsibilities, such as Head Chef, Lead Athletic Therapist, Electrical Superintendent, Marketing Leader, etc.

How SFU Uses Job Titles?
SFU uses job titles to help in the process of categorizing positions in the organization. Organizational charts show all the positions in a department, listed by job title, the reporting structure, and department’s management. Due to the size of SFU, the aim going forward is to utilize job titles as a way to show career progression and support comparison of equivalent or similar positions during compensation position evaluations and re-evaluations. Therefore, SFU is moving towards more standardized job titling to support these uses.
## Common SFU Job Titles

<table>
<thead>
<tr>
<th>JOB TITLE</th>
<th>EXAMPLE</th>
<th>APPROPRIATE FOR WHO?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vice President, Associate Vice President</td>
<td>VP Finance and Administration, AVP Human Resources, AVP Students</td>
<td>Team members who report to the president or VP-level of their department.</td>
</tr>
<tr>
<td>Chief Xxx Officer</td>
<td>CIO</td>
<td>The organization’s main authority figures both internally &amp; externally to the organization.</td>
</tr>
<tr>
<td>Director Of Xxxx</td>
<td>Director Marketing And Communications, Director Advancement, Director Finance</td>
<td>Team members who typically report to a chief, VP or AVP directly or heads of their respective departments.</td>
</tr>
<tr>
<td>Manager, Supervisor, Associate Director</td>
<td>Manager, Communications, Bookstore Supervisor, Manager Residence Life</td>
<td>Team members who manage a team of people, typically with the authority to hire, terminate, and discipline subordinates. Alternatively, “Manager” can also imply someone who manages a process or function, such as a social media Manager.</td>
</tr>
<tr>
<td>Lead, Team Lead</td>
<td>Lead Athletic Therapist, Service Desk Team Lead</td>
<td>Team members who direct the duties of a team of people, often without the authority to hire, terminate, and discipline subordinates.</td>
</tr>
<tr>
<td>Associate, Representative</td>
<td>Sales Representative, Communications Associate, Associate Student Recruiter</td>
<td>Entry-level roles and roles that do not have any management responsibility (of a team or of a function).</td>
</tr>
<tr>
<td>Assistant</td>
<td>Administrative Assistant, Executive Assistant, Board Assistant, Compliance Assistant</td>
<td>Employees that provide assistance to the board or an executive (administrative assistant, board assistant, or executive assistant).</td>
</tr>
</tbody>
</table>
Organizational Charts

What Is An Org Chart?
A visual representation of the structure that exists within a department. This should extend beyond teams to show the structure within a broader department. Compensation asks that organizational charts submitted with requests show the position in question in relation to one level above and below.

Why Do I Need One?
When evaluating a position, it is important to understand the context that the position works within. This supports internal consistency and equity because the position is being looked at within their department’s structure, as well as part of the broader SFU structure.

How Do I Make One?
From An Existing Organizational Chart
If there is an existing organizational chart within the department, then this can be used as a base to update and submit with requests.

Creating a New Organizational Chart
If no organizational chart currently exists for the department, then the first step is to gather information about the existing departmental structure.

1. Use PeopleSoft, click the “company directory” page to determine the department structure as it currently exists. (If you experience access issues please speak with your HR team to help guide you through the process)
2. Select “my org chart” and then continue to select the Leader’s “org chart” until you have all the areas within the department. Or the search function can be used to find the same information.

3. Next, use Microsoft Word or PowerPoint to create your org chart. (Instructions below)

Organizational Chart Templates
Using Microsoft Word

1. Under “layout”, change the orientation to “landscape”. This makes the page wider to accommodate larger organizational charts.
2. Under “insert”, choose SmartArt.

3. Choose any of the options in the “hierarchy” category.

4. Enter the information retrieved from PeopleSoft in the appropriate hierarchical order.
Using Microsoft PowerPoint

1. Search “organizational chart” in the templates. Any of these options can be used.

2. Enter the information retrieved from PeopleSoft in the appropriate hierarchical order.

Example: