

Public Service of Tonga Job Description Guide

A guide to writing effective Job Descriptions
within the Government of Tonga Public Service

23 January 2020

V1.00



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1 INTRODUCTION

This user manual has been prepared as a guide to assist in the writing of job descriptions for the Public Service of Tonga. It identifies information to be collected, how to organise the information once collected, and how to use the Tonga job description format. The format of the job description is in [Appendix A](#).

A job description is a written statement of facts about the scope, responsibilities and organisational relationships of a job. A well written, up-to-date job description should communicate an overall picture of the nature of work performed and the job's role in the organisation. It should help to determine the kind of work, level of difficulty, responsibilities and working conditions required of the job. It should focus on the requirements of the job rather than any specific incumbent who might fill the job. When writing the job description, focus on the role and not the attributes of a person that may currently be filling the role.

The job description should be written to describe the job as it currently exists, rather than what it may entail in the future, whether planned or not.

A job description provides a factual summary of:

- The purpose of the job;
- The scope of the job;
- The main responsibilities of the job;
- The unavoidable, externally imposed working conditions under which the work must be performed, and which create hardship for the incumbent; and
- The knowledge, skills and abilities required to fulfil those responsibilities.

An approved organisational chart must accompany each job description to identify the reporting relationships relevant to the job and other jobs that may have an impact on the work being described.

1.1 What are job descriptions used for?

Job descriptions are used to:

- Assign responsibilities to a job;
- Establish appropriate salary band through the evaluation of the job using the Hay Methodology;
- Recruit capable and competent staff to perform the job;
- Set performance expectations; and
- Conduct human resource planning and resource allocation.

1.2 Who is involved in writing job descriptions?

The employer has the right to assign responsibilities to a job. This is done through the development of a job description.

Job descriptions are prepared when a job is established. Existing job descriptions should be revised when the duties, responsibilities, or organisational relationships of a job have significantly changed. Significant changes to duties and responsibilities may result in a change to the job's Hay evaluation (and possibly pay), and result in the job being classified as a "NEW" job. Under the merit process, all "NEW" jobs must be advertised.

A supervisor often identifies the need to update a job description and takes the lead in developing the new or revised job description. This work is done in consultation with the Human Resources (HR) division of the Ministry. The Ministry's HR division representative discusses the nature of the work with the supervisor and may involve staff from the Public Service Commission remuneration division when advice or additional assistance is required. Additional assistance could include job description writing guidance.

Once a job description has been developed to the satisfaction of the supervisor and HR representative, it is sent (along with a Job Evaluation Request Form and relevant organisational chart) for approval and sign-off by the Ministry's CEO. These approved documents are then forwarded with the appropriate organisational chart to the PSC remuneration division, for consideration and evaluation under the Hay methodology.

1.3 Why should job descriptions be kept current?

Organisations, and therefore jobs, are dynamic and must be responsive to the priorities and needs of the government. It is therefore imperative that managers review job descriptions regularly to ensure they remain current.

Some instances that should result in the immediate review and/or revision of job descriptions include:

- A "NEW" job is established;
- Significant changes in responsibilities;
- Restructuring of the unit, division or Ministry which involves the job;
- Changes in working conditions;
- Changes in technology; and
- Periodically reviewed.

It is important to realise that not all jobs can be described or re-described in isolation of other jobs within the unit, division, or Ministry. Changes to one job may significantly impact other jobs and those jobs must also be reviewed and re-described to reflect the changes in responsibility.

Affected jobs should be reviewed at the same time to avoid overlapping duties, to ensure responsibilities are assigned in the most effective and efficient manner, and to avoid labour relations issues.

2 HEADER

This information is required to properly identify the job's place within the organisation and provide information for systems and record purposes.

2.1 Ministry

State the title for the Ministry, Agency or Board in which this job is located.

2.2 Division

State the name of the division within the organisation such as Corporate Services or other division in which the job is based.

2.3 Location

State the location of the job. This could be Vava'u, Tongatapu, Nuku'alofa or similar.

2.4 Job Title

A job or job title should be appropriate to the job and serve to identify the job by the nature of the work performed. When determining the appropriate job titles, consider:

- Using titles that are brief, descriptive, and gender-neutral;
- Using titles consistent with the PSC Classification of Jobs and/or similar jobs, as recommended by Human Resources representatives;
- Changing the job title if the responsibilities change and the title no longer reflects the primary purpose of the job (A "NEW" job).
- Asking does the title reflect the nature of work and responsibility level of the job?

2.5 Position Number

The position number is a unique number that is assigned through the Job Evaluation process or the PSC approval process. It is the number assigned to the job in the Register of Established Positions.

If the position is new, enter the Ministry and the word NEW (e.g. Public Service Commission-NEW). A position number will be assigned by the PSC once the position has been evaluated using the Hay methodology.

Each position must have its own job description – even if there are multiple identical positions. For positions with standardised job descriptions (e.g. Drivers) – please consult your Human Resource representative regarding bundled or generic JD's.

2.6 Reports to

This is the position of the jobs supervisor who has responsibility for the day to day management of the employee. This should be the position that conducts the staff members performance review.

2.7 Band

Enter the Band designation as per the Job Evaluation outcome.

2.8 Salary Range

Enter the Salary Range of the Band above.

2.9 Examples

Below are two worked header examples for an accounts clerk and a human resources officer.

Ministry:	Ministry of Revenue and Customs
Division:	Corporate Services
Location:	Nuku'alofa
Position:	Accounts Clerk
Position Number:	CR/CD/021
Reports to:	Administration and Accounts Supervisor
Band:	N
Salary:	\$11,760 - \$17,640

Ministry:	Ministry of Health
Division:	Corporate Services
Location:	Nuku'alofa
Job Title:	Senior Human Resource Officer
Position Number:	H/CD/065
Reports to:	Head of Human Resources and Workforce Development
Band:	L
Salary:	\$19,490 – \$29,230

3 JOB PURPOSE

The job purpose is a specific statement intended to give an immediate impression of what the job does, within what parameters and the overall end results expected. Why the job exists is the ultimate accountability or the overarching accountability for the job. Alternatively, you might want to document two or three major purposes of the job. The statement should be two or three sentences in length and clearly distinguish the job from others.

Three components should be included in this section to briefly describe why the job exists:

- What the job does;
- What the overall context of the job is; and
- What the overall end result (outcome) is expected to be.

Questions to ask:

- What is the main reason this job exists?
- How does this job contribute to the bigger picture? Think about your Ministry and the Government as a whole
- What is the main goal of the job?
- What gap does it fill?

Remember:

- Describing the job accurately will attract the right candidates. There is no need for a fancy introduction.
- Write 2-3 sentences in paragraph format.
- Focus on the job, not the department.
- Do not include specific job duties – this will be done in the section below.

Use the following sentence as a guide:

The “full job title” is responsible for “overall purpose/function of the job” within “general context” to ensure “stated end result”.

Sample Purpose

The Finance Clerk is responsible for providing financial support services to the Ministry in accordance with Ministerial policies and procedures to ensure timely, relevant and accurate information when managing budgets and exercising spending authority.

Check List

- Is the overall purpose clearly stated?
- Is the overall parameter stated?
- Is the overall end result stated?
- Is it one paragraph in length?

Common Errors

- Contains specific impacts that should be in Accountabilities.

- Contains responsibilities in addition to the overall reason.
- What the job does is not clear.

A key feature of our job description is the distinction between duties and accountabilities. This distinction is highlighted at the beginning of the job description by focusing on purpose. For example, a secretary’s job doesn’t exist to type, that’s a duty. The purpose of a secretary job in a lawyer’s office might be to produce accurate documents on a timely basis to help the lawyer serve the firm’s clients.

The purpose of a division secretary, for example, might be to provide responsive and timely customer service to citizens, staff members and the CEO, to ensure that the office functions smoothly on a daily basis by performing a wide variety of clerical and administrative support tasks for the Ministry.

Managers: A standard purpose might be to ensure the success of X (where X is the name of their division) or, the purpose might be defined in terms of ensuring execution of the Ministries mission (with the mission being stated explicitly).

3.1 Examples

Below are two job purpose examples for the accounts clerk and human resources officer.

Accounts Clerk

<p>Job Purpose</p>	<p>The Ministry of Revenue and Customs contributes to the economy of Tonga through security of our borders and the collection of customs revenues.</p> <p>The purpose of this job is to assist in the collection and reconciliation of customs related revenue from a variety of sources. This job will also assist in the preparation of financial administrative tasks and registers.</p>
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Senior Human Resources Officer

Job Purpose	<p>The Ministry of Health is one of the largest Ministries in the Government and responds to the health needs of the citizens of Tonga and delivers a wide range of health and allied services.</p> <p>The purpose of this role is to be the primary contact for continuing professional development (CPD) requirements for our professional staff so they maintain their registrations and qualifications. The role is responsible for identifying and delivering (or coordinating delivery) of training requirements and producing development plans for individuals and teams. The role is also responsible for continuous checking of qualifications of new Ministry staff to ensure standards are met.</p>
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4 ACCOUNTABILITIES / OUTCOMES

This is the most important part of the job description, where you will describe the responsibilities of the job. Accountability-based job descriptions focus on the overall goals and objectives of the job.

4.1 Major Accountabilities:

A key distinguishing feature of our approach to job descriptions is the purposeful linking of duties and the associated accountabilities or performance expectations.

It is recommended that you bundle the related tasks and list duties or areas in order of importance.

Accountabilities are statements of the end results of the job. They are the standards by which the employee's performance can be evaluated. It is what the employee is held accountable for accomplishing, NOT what they do. For example, in the sentence: Ensure that assigned areas of the workplace are clean and appealing in appearance to our customers by executing custodial tasks such as sweeping, washing, waxing ... there is an accountability measure (ensuring clean area that meets the customer's standards) related to the specific duties.

Accountabilities, like purpose, should be worded so that they will almost automatically lead to thoughts of measurement. While they may not contain measures themselves, they will suggest what an appropriate measurement might be.

There are various ways to approach accountabilities. One approach would be to specifically identify accountability for each task or group of bundled duties. Another approach is to identify the performance expectation(s) or accountabilities that apply to the list of duties that follow. You should choose an approach that makes the most sense to you. The idea behind this approach is that the job description should contain definitions of performance expectations to provide the **foundation** for the performance management process.

For help in making these statements, use action verbs that are in the attached [Job Description Glossary](#).

ASK YOURSELF:

- What outcomes, deliverables, and end-results are the job **ultimately** responsible for?

HEADINGS

Tips and tricks:

- Think of headings as subtitles or buckets of key accountabilities.
- Headings should group main functions of the job into categories using one or two words, such as Administration, Customer Service, Staff Management, etc.
- Group duties together in order of importance, starting with the group of duties that is most closely linked to the overall goals and objectives of the job.

ACCOUNTABILITIES

Tips and tricks:

- Each duty should begin with an action verb in present tense (from the associated JD glossary) such as assists, coordinates, leads, etc.
- Use clear, concise, and gender-neutral language to ensure that readers can easily understand the responsibilities.
- Describe the job based on current or imminent needs, not long-term, future or past needs. Consider what the job will look like in the next 6 to 12 months; if changes to the job are imminent, or the incumbent is actively being trained to take on new accountabilities, these should be captured in the job description.
- If a duty can potentially fit under multiple headings, choose where it fits best. If you notice some repeated overlap, consider modifying your headings in a way that combines these duties under the same heading.
- Be sure to include all duties that require a specific skillset or have a significant impact, even if they are not performed often.

Things to avoid:

- Descriptions of specific steps taken, tasks performed, or software, tools, and equipment being used as these things may change more frequently.
- Subjective or descriptive words that are open to interpretation and may be linked to performance. For example, “*Responds to client inquiries effectively in a cheerful and positive manner*” should be captured as “*Responds to client inquiries*”. The words effectively, cheerful, and positive have been removed to focus on the duty being described.
- Industry jargon, buzzwords, overly technical terms, and acronyms or abbreviations as these may not be common knowledge. If you must use acronyms or abbreviations, use the full term the first time, followed by the acronym or abbreviation in brackets, before using it throughout the rest of the document.
- Overstating or understating job duties – focus on describing the job accurately to get the most out of your job description.

Other duties that are not performed often and are not an essential function of the role can be left out and covered with a generic statement at the end of the job description such as “*Performs other duties and assists with special projects as assigned*”. Although you should limit the use of these statements where possible.

4.2 Examples

Below are two accountabilities/outcome examples for the accounts clerk and human resources officer.

Accounts Clerk

Accountabilities / Outcomes	<ul style="list-style-type: none">• Assist in processing and reconciling revenue and associated paperwork in a timely and accurate manner• Assist in processing administrative paperwork for the section.• Ensure all transactions adhere to relevant financial, regulatory and policy guidelines.• Maintain accurate records.• Ensure revenue collected is secured in night banking.• Deal with clients, individuals and others in a professional manner.• Performs other duties and assists with special projects as assigned
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Senior Human Resource Officer

Accountabilities / Outcomes	<ul style="list-style-type: none">• Conduct ongoing Training Needs Analysis and organise training for professional staff.• Liaise with other teams to organise, plan and deliver essential training for other staff.• Maintain professional association registers and ensure staff qualifications and experience are correct, and that registration is maintained.• Liaise with World Health organisation for staff fellowships and document outcomes.
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5 SKILLS AND ABILITIES

Skills and abilities are generally broken up into mandatory and desirable. A mandatory skill is a skill or ability that a person **must** have to do a job. These form the baseline minimum requirements for the job. A desirable skill or ability is one that would be nice to have, but not essential to do the role.

For example, to fulfil the job of a doctor, a person must be registered as a doctor with the relevant professional body/board. However, a doctor does not need to possess a good bedside manner to fulfil the job of a doctor. That skill would be desirable. In other words, it would greatly enhance the opportunity of employment if the doctor did possess a good bedside manner over a doctor that did not.

5.1 Skills

Skills describe the acquired measurable behaviours and may cover manual aspects required to do the job. These are typically competencies and functional skills required for the job such as verbal and written communication skills, time management skills, conflict resolution skills, etc.

Hard skills are teachable abilities or skill sets that are easy to quantify. Examples of hard skills include:

- Proficiency in a foreign language
- A degree or certificate
- Typing speed
- Machine operation
- Computer programming
- Knowledge of specific tourist attractions

Soft skills, on the other hand, are subjective skills that are much harder to quantify. Also known as “people skills” or “interpersonal skills,” soft skills relate to the way you connect and interact with other people. Examples of soft skills include:

- Teamwork
- Communication
- Flexibility
- Patience
- Time management
- Motivation
- Active Listening
- Positive Attitude

5.2 Abilities

Abilities describe natural talents or developed proficiencies required to perform the job. These are an acquired or natural talent to perform an action, complete a task, or exhibit a specific behaviour in certain situations, such as demonstrated ability to manage a high volume of work with conflicting priorities and deadlines; demonstrated ability to exercise judgment and discretion when handling confidential information, etc.

A skill is more goal-directed because it can allow a person to attain a higher level of performance, whereas possessing abilities does not necessarily equate to exceptional performance.

There is a persistent thought that the word ability implies an inborn talent that can't be acquired. This is not true as abilities can be developed and improved. Ability is the power to do things well.

Some examples of abilities are:

Analysis: The ability to organise, model and assess information. For example, a business analyst who collects and documents requirements for a system project.

Rational Thought: The ability to develop arguments and ideas that reasonable peers would view as rational. For example, a student who gets high marks on essays due to their talent for developing an argument.

Decision Making: The ability to make reasonable decisions in a timely manner.

Problem Solving: Troubleshooting problems to find a solution. For example, an aircraft mechanic who quickly identifies the root cause of problems by leveraging their years of experience.

Emotional Intelligence: The ability to navigate social situations by reading and using emotion. For example, a customer service representative who recognises that an angry customer is feeling stressed and works to help the customer, as opposed to taking the customer's negative demeanour personally.

Implementation: The ability to make designs a reality. For example, a software developer who can write the code required to implement a software design.

Design Thinking: The ability to apply design to areas that aren't traditionally viewed as design problems. For example, a manager who uses design to improve team productivity and culture.

Systems Thinking: The ability to think through the end-to-end impact of things to develop elegant solutions to complex problems. For example, a waste is food solution to an environmental issue.

Management: The ability to direct people and control resources. For example, a team manager who controls a budget and manages the commitments and performance of a team.

Leadership: The ability of getting people moving in the same direction to achieve goals such as a senior software developer who acts to unify the efforts of a development team.

Communication: The ability to communicate information verbally and visually.

5.3 Examples

Below are two worked skills / abilities examples for the accounts clerk and human resources officer.

Accounts Clerk

Skills and Abilities	Mandatory: <ul style="list-style-type: none">• Sound knowledge of computer systems and programs used for administrative and financial purposes.• Sound knowledge of financial management.• Demonstrated excellence in customer service skills.• Fluency in Tongan and English.• Good written and oral skills.• Demonstrated ability to work as part of a cohesive team.• Ability to deal with difficult customers. Desirable: <ul style="list-style-type: none">• Knowledge of customs revenue systems.• Proven problem-solving skills.• Ability to rapidly acquire knowledge of current legislation and rapidly understand changes to current legislation.• Knowledge of, or the ability to acquire knowledge of office equipment maintenance and contracts.
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Senior Human Resource Officer

Skills and Abilities	Mandatory: <ul style="list-style-type: none">• Demonstrated skills in using business computer programs such as Microsoft Office, Human Resource Information Systems and other enterprise software.• Data analysis, modelling and reporting.• Ability to communicate easily with people from differing cultures and backgrounds.• Ability to write comprehensive but easy to understand reports.• Proven Human Resources professional, preferably in organisational development.
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	<p>Desirable:</p> <ul style="list-style-type: none">• Ability to positively influence workplace culture and change for the better.• Knowledge of CPD requirements for health professionals.• Knowledge of change management principles.• Knowledge of health-related functions and professions.
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6 QUALIFICATIONS & EXPERIENCE

This section summarises the qualifications and experience required to perform the duties of the job. Again, these are broken up into mandatory and desirable.

Ask yourself:

- What qualifications and experience would be reasonably required in order for an incumbent to perform the essential functions of the job? Make sure you consider a natural learning curve.
- Which qualifications are must-haves, and which ones are nice-to-haves?

Mandatory versus desirable – what’s the difference?

Qualifications should focus on the minimum requirements that an incumbent must have in order to be able to perform the essential functions of the job (these are mandatory qualifications).

Use desirable qualifications to identify any other qualifications that an ideal candidate may bring to the role. Ensure that mandatory (or minimum) requirements have been stated first and that any preferred qualifications are clearly identified under the desirable heading. If you are having trouble deciding whether a qualification is mandatory or desirable, ask yourself ‘Would I hire a candidate who does not meet this requirement?’. Include formal education, as well as any certifications, designations, additional programs/courses, and/or licenses. Adding a statement such as *“Equivalent combination of education and experience will be considered for candidates with extensive work experience who may not possess the required credentials”*, should be used when applicable.

Some requirements may seem neutral and non-discriminatory, but exclude, restrict, or prefer some candidates over others. Examples of potentially discriminatory requirements include inflated requirements such as recent graduates or students, frequent travel, driver’s license, specifying personality traits, and non-essential physical demands etc.

Discriminatory requirements can be included if they are necessary to perform the essential functions of the job. These are known as bona-fide occupational requirements. For example, Truck Drivers are required to have a valid Driver’s Licence.

Ineffective example (long text paragraph is hard to follow):

Bachelor’s degree in a field appropriate to the area of assignment and five (5) years of related administrative experience, including three (3) years of supervisory experience; OR, Nine (9) years of related administrative experience, including three (3) years of supervisory experience; OR, any equivalent combination of education and/or experience from which comparable knowledge, skills and abilities have been achieved.

Effective example (dot pots are clear and to the point):

- Relevant Bachelor’s degree, or equivalent combination of education and experience
- Five years of related administrative experience
- Three years of supervisory experience

6.1 Examples

Below are two worked qualifications and experience examples for the accounts clerk and human resources officer.

Accounts Clerk

Qualifications and Experience	Mandatory: <ul style="list-style-type: none">• Certificate level studies in a related field such as accounting, economics or business.• Work experience in a financial management or related field. Desirable: <ul style="list-style-type: none">• Bachelor's degree in accounting, economics or business.• Knowledge of, or the ability to rapidly acquire knowledge of, the Government of Tonga Customs system and related legislation.
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Senior Human Resource Officer

Qualifications and Experience	Mandatory: <ul style="list-style-type: none">• Relevant degree related to Organisational Development with relevant work experience. Desirable: <ul style="list-style-type: none">• Master's degree in human resources and / or Organisational Development.• Health and/or Allied Health related experience.• Training qualification such as Trainer and Assessor Course.• HR experience in a large complex organisation.
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7 FOOTER

The footer is the last part of the job description and serves an administrative purpose.

7.1 Authorised by

This is where the Job description is authorised by the CEO, Head of Department and Supervisor as being an established job within the ministry that has been authorised and evaluated by the Public Service Commission.

7.2 Employee

This is where the employee signs that they understand and are capable of carrying out the tasks described in the job description and that they meet the minimum requirements for the job.

8 GLOSSARY

JOB DESCRIPTION ACTION WORDS

Action Word	Definition	When To Use
Administers	Initiates or guides the execution of services, projects, or programs.	Operational and administrative roles that have responsibility for the successful execution of services, projects, or programs but are not responsible for the development, long term planning, or strategy.
Advises	Provides counselling, advice, recommendations, or an expert opinion on the best course of action.	Roles that utilize acquired knowledge, which cannot be easily learned by others and is typically gained through education, specialized training, and/or experience, to provide advice. Also used when a job is responsible for the interpretation of accessible information such as policies, procedures, laws, and best practices. If a job responds to inquiries by providing information to others, consider using 'informs'.
Advocates	Speaks, pleads, or articulates a point of view on behalf of someone else.	Social support service roles that represent the interests of defined groups or individuals such as students and employees. Also used for management, senior technical, and subject matter expert roles that participate in cross-functional projects with responsibility for understanding and representing the business needs of others.
Analyzes	Examines data or information to provide explanations or solutions.	Data analytics roles with responsibility for interpreting and drawing conclusions from data to provide information. Also used for roles that have responsibility for understanding and interpreting existing information.
Approves	Officially sanctions or makes final decisions.	Roles that have formal or final decision-making authority over the matter. If a job is one step in a chain of approvals, consider using 'reviews' instead, if applicable.
Assigns	Designates tasks to be performed by others.	Roles with the decision-making authority to determine the work to be carried out by others, in accordance with the accountabilities defined in their job description. If a job designates tasks on behalf of oneself or a superior, consider using 'delegates'.
Assists	Provides aid or helps to accomplish a task.	Roles that aid others in the achievement of their day-to-day objectives or independently provides services to clients or customers. If a role aids with projects and long-term initiatives, consider using 'supports'.
Coordinates	Adjusts or focuses the related actions of others to work towards a common goal.	Roles that organize or facilitate activities between individuals or units. If duties are focused on ensuring understanding between parties, consider using 'liaises'.

Counsels	Gives advice or recommendations.	Roles that are advising on sensitive matters or matters that require demonstrated empathy.
Delegates	Designates tasks and dissimilates work to others on behalf of oneself or a superior.	Roles with direct reports that grant the ability to act on behalf of themselves or a superior. If a role determines the work of others, in accordance with the duties outlined in their job description, consider using 'assigns'.
Directs	Guides or handles work operations by enacting and enabling objectives, practices, and methods.	Senior leadership roles that focus on providing and setting a strategic direction. Typically used when a role is responsible for the integration of various functions or units. If the role is accountable for the operational management of each unit consider using 'manages'.
Ensures	Makes certain that something will occur or get done.	Most effectively used in combination with another action word. e.g. Reviews information to ensure compliance.
Executes	Carries out; follows through to the end; completes.	Roles that are focused on the successful delivery of a service, program, or initiative.
Implements	Carries out; performs tasks essential to the execution of a plan or program.	Roles that initiate and put into action a change resulting from a project or other work initiative. Typically involves the use of a new process or system.
Informs	Tells; relays information.	Roles that respond to questions and inquiries by providing existing information to others or redirecting them to the appropriate sources.
Leads	Is in charge of; presides over.	Roles that are given decision-making authority over a unit, project, program or work initiative and are looked to by others for guidance and direction.
Liaises	Acts between parties to find an understanding or work out differences.	Roles that facilitate communication between others and require regular interaction between parties to ensure mutual understanding. If duties are focused on the successful execution of activities between parties, consider using 'coordinates'.
Manages	Plans, organizes, and leads an operation, unit, or project and is responsible for the output.	Leadership roles accountable for the performance and operation of a defined unit or function. Also used for project management roles that have responsibility for the successful completion of project deliverables and outputs.
Monitors	Periodically checks on the performance of a unit to ensure goals are being met.	Roles that are responsible for regularly checking on the progress or performance of a unit or project to ensure they are on track to meeting objectives, deadlines, or quotas. This includes looking over statistics, data, feedback, budgets, etc. It may also involve occasionally stepping in if a problem arises or to ensure progress is moving forward smoothly. If a role watches over an operation but does not get involved in the process consider using 'oversees'.

Negotiates	Exchanges views and proposals with an eye to reaching agreement by sifting through possibilities, proposals, pros and cons.	Roles with responsibility for reaching an agreement between parties that results in a tangible outcome such as a contract, a price, or a written agreement. If the job deals with disagreements between groups and individuals consider using 'counsels' or 'facilitates'.
Oversees	Watches over an operation or people to ensure efficiency or completion.	Roles that ensure the effective operation and achievement of objectives for defined functions or units. Typically used when a job does not participate in the day-to-day work being done. If a role checks in regularly and occasionally gets involved with the work consider using 'monitors'.
Recommends	Suggests courses of action or procedures to people with the authority to carry out said action or procedure.	Roles that present ideas for approval to those with decision-making authority on the matter. Used when ideas pertain to projects, programs or other work initiatives and are proposed for the purposes of implementation. If the role regularly provides advice and opinions on a range of inquiries, consider using 'advises' or 'counsels'.
Supports	Provides service or assistance to another person or division.	Roles that aid others in the achievement of their objectives or contribute to a defined step or component of a larger process, project or initiative. If the job helps others complete their day-to-day work, consider using 'assists'.

9 APPENDIX A – JOB DESCRIPTION TEMPLATE

Ministry:	See section 2.1 in Guide
Division:	See section 2.2 in Guide
Location:	See section 2.3 in Guide
Job Title:	See section 2.4 in Guide
Position Number:	See section 2.5 in Guide
Reports to:	See section 2.6 in Guide
Band:	See section 2.7 in Guide
Salary:	See section 2.8 in Guide
Job Purpose	See section 3 in Guide
Accountabilities / Outcomes	See section 4 in Guide
Person Specification	
Skills and Abilities	Mandatory Desirable See section 5 in Guide
Qualifications and Experience	Mandatory Desirable See section 6 in Guide
Authorised by	See section 7.1 in Guide
Employee	See section 7.2 in Guide