**Job Descriptions**

Job descriptions have several purposes. First, they ensure the right person is hired to meet organizational needs. A well written job description provides both employees and employers clear expectations for the role; including educational credentials and experience. Second, job descriptions guide daily activities and are used to measure performance. Accountability and success are established by clearly outlining the roles, expectations and competencies in the job description. Third, job descriptions contain goals and values important to the organization. This ensures behavioral accountability and increases commitment to the organizational mission and vision.

Many times, job descriptions are only reviewed when there is a need to hire someone to fill the vacant position. If job descriptions are not reviewed and updated on a regular basis unintentional issues can arise.

\*\*Most organizations have their own format for job descriptions even though much of the information is universal. The information below can be used to evaluate your current job description.

**Questions to guide your analysis:**

* Does your current job description ensure the right person would apply for and be hired for your position? Why or Why Not?
  + Since It has been a few years since I was hired I would say that if they were looking for a comparable employee to me they may need to update the minimum qualifications, as this position was one for a student right out of college. I believe I have now gain some domain knowledge of the data that I often interact with which would be hard to find in a new candidate as the field is very narrow. There are a few more responsibilities related to the job now that were not part of the original job description.
* Would someone looking to go into your position be able to tell what they need to know or be able to do to be successful? Why or Why Not?
  + I would say they would for the most part as most of the activities are the same, the biggest difference in the position now as compared to a few years ago would be the department name and leadership change.
* Does your current job description outline what you do on a daily basis and can it be used to measure your current performance? Why or Why Not?
  + Yes, I believe it could be used to measure at least part of my performance. As I stated before there have been some additional changes to the day to day work activity’s but omission of these tasks would not “make or break” per se a performance review.
* What information is missing or unneeded in your current job description?
  + The travel has changed and would now be labeled as <25%, mainly for conferences
  + Department name change
  + Additional daily work related tasks
  + Machine Learning experience
  + Python and R experience (data related)
* Using the principles from your readings and viewings, how could you improve your current job description?
  + I believe that the job description still fits the position pretty well even taking into account the readings. What I would assume most would say is to take out the word “psychometric” as in some since it may be esoteric jargon, but I believe ACT was truly looking for someone with knowledge within this area so their audience should know what it is and not need an interpretation.

**What is in a job description?**

**Job Summary**

**Job Title: Data Analyst**

**Department: Research/Educational Measurement  
Location/Unit: Iowa City, IA**

**Program: Psychometric and Statistical analysis  
Reports To: Director, Psychometric Research  
Leadership Position:** Yes No

**Purpose of the Position:** Under the direction of senior staff, the Data Analyst will conduct psychometric and statistical analyses for ACT products and services.

**Job Requirements**

Minimum Education, Licenses & Certifications:

• Bachelor’s degree required in related content area

• Master’s preferred

• Advanced coursework desired

Minimum Work Experience:

• Demonstrated experience in:

o Conducting data analyses

o Using computer programs

o Interpreting results

Required Skills:

• Working knowledge of psychometrics/testing and applied statistics

• Computer programming/use of computer software, including statistical software such as R, IRT, word processing, spreadsheets, database, project management, and operating systems

• SAS and VBA programming strongly preferred

• Skilled in reading and interpreting technical materials

• Skilled in writing analyses results

• Oral communication skills

• Ability to determine logical solutions to complicated problems

• Ability to set specific goals and priorities

• Ability to meet multiple deadlines

• Strong interpersonal skills and working effectively in teams

**Travel/Driving Requirements:** No Travel Required

**Preferred Qualifications, Skills, Education, Licenses, Certifications, Requirements:** None

**Essential Functions**

Essential Job Duties and Responsibilities:

• Under the direction of senior staff, conduct, compile, interpret, and present the results of various psychometric and statistical procedures, such as IRT calibrations, DIF analyses, test score distributions, item analyses, etc.

• Under the direction of senior staff, create and maintain complex data files and datasets

• Under the direction of senior staff, maintain item pools, develop test forms, and conduct post-test analyses

• Under the direction of senior staff, provide consulting support to internal and external clients

• Under the direction of senior staff, prepare technical and/or interpretive materials for programs

• Acquire additional knowledge and skills in psychometric and statistical methodology for measurement research

• Contribute to a program of research, publication, and presentations at professional conferences on issues affecting ACT’s business

• Maintain quality and security control on all projects

• Communicate effectively and efficiently with other staff members

**Functional Demands**

Activity Requirements: What are the activity requirements for the position?

* **Sedentary Work:** Continuous sitting at desk, keyboard, etc. for several hours.Occasional lifting of under 10 pounds as required.
* **Light Work:** Intermittent lifting. Must be able to lift a minimum of 10 pounds unassisted.
* **Medium Work:** Frequent lifting. Must be able to lift a minimum of 25 pounds unassisted.
* **Heavy Work:** Frequent lifting. Must be able to lift a minimum of 50 pounds unassisted.
* **Very Heavy Work:** Frequent lifting. Must be able to lift a minimum of 100 pounds unassisted.

Mental and Physical Activities: What are the specific mental and physical activities required in this position?

|  |  |  |  |
| --- | --- | --- | --- |
| Physical/Mental Requirements | **Infrequent (0-29%)** | **Occasionally (30-69%)** | **Frequently (70-90%)** |
| General Office Work |  |  | X |
| Climbing | X |  |  |
| Stooping | X |  |  |
| Kneeling | X |  |  |
| Crouching | X |  |  |
| Crawling | X |  |  |
| Turning or Twisting | X |  |  |
| Bending | X |  |  |
| Standing | X |  |  |
| Walking | X |  |  |
| Sitting | X |  |  |
| Carrying | X |  |  |
| Pushing | X |  |  |
| Pulling | X |  |  |
| Reaching | X |  |  |
| Grasping | X |  |  |
| Feeling | X |  |  |
| Verbal Communication |  | X |  |
| Verbal Comprehension |  | X |  |
| Written Communication |  | X |  |
| Written Comprehension |  | X |  |
| Hearing | X |  |  |
| Near Visual Acuity |  | X |  |
| Far Visual Acuity |  | X |  |
| Depth Perception | X |  |  |
| Color Vision |  | X |  |
| Smelling | X |  |  |
| Repetitive Motions | X |  |  |
| Problem Recognition |  |  | X |
| Problem Solving |  |  | X |
| Decision Making |  |  | X |
| Data Interpretation |  |  | X |
| Supervision | X |  |  |

Exposure to Hazards:

Types if Hazards:

* **Physical Hazards:** Includes a variety of physical conditions, such as proximity to moving mechanical parts, moving vehicles, electrical current, working on scaffolding and high places, exposure to high heat or exposure to chemicals, walking and working on slippery and uneven surfaces.
* **Atmospheric Hazards:** Subject to one or more of the following conditions that affect the respiratory system: Fume, odors, dust, mist, gases or poor ventilation. May be required to wear a respirator and will be required to remove facial hair.
* **Biological Hazards:** Is exposed to infectious diseases or other possible infectious materials including: blood, fecal matter, OPIM...

Exposure Levels:

* Minimal exposure to workplace hazards.
* Limited exposure to workplace hazards.
* Moderate exposure to workplace hazards.
* Significant exposure to workplace hazards.

Working Conditions:

* **Indoors:** Subject to inside environmental conditions. Protection from weather conditions but not necessarily from temperature changes.
* **Outdoors:** Subject to outside environmental conditions including extreme heat and cold. No effective protection from weather.
* **Background Noise:** There is sufficient noise to cause worker to shout in order to be heard above the ambient noise level.
* **Tight Spaces/Close Quarters:** Is in close quarters, narrow aisles, passageways and crawl spaces, shafts, manholes, small, enclosed rooms, small sewage and water line pipe, and other areas which could cause claustrophobia.
* **Other:**

Travel Requirements: Identify all travel conditions that the worker is subject to in performing the essential functions of the position.

* **Frequency:** Minimal/Frequent/Regular
* **Type:** In community/Within the county/Out of the county/Overnight
* **Nature of Travel:** Errands/Transport clients/patients/residents/conferences

**Organizational Expectations**

**Competencies** are measurable or observable knowledge, skills, abilities and behaviors critical to successful job performance. Competency statements are written in active voice and provide the foundation for competency checklists and performance evaluations.

Organizational Expectations and Competencies: The knowledge, skills, abilities, and behaviors all employees the organization needs to know or have.

Department/Program Specific Expectations and Competencies: The knowledge, skills, abilities, and behaviors all employees in a specific program or department need to have or be able to do. These should be the same for all positions in the department/program area, regardless of the position.

Job Specific Expectations and Competencies: Competency statements support the essential job functions by telling how essential functions are accomplished. They are used to test the possession of required skills, knowledge, qualifications, or capacity at a moment in time. These should be unique to the position.