

## POSITION DESCRIPTION WRITING GUIDE

A position description summarizes the essential responsibilities, activities, qualifications, and skills for a role and describes the type of work performed.

### JOB PROFILE

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<b>Job Function</b>	Select the job function from the drop-down menu.
<b>Job Family</b>	Select the job family from the drop-down menu, these options are more specific.
<b>Job Type</b>	Select the most appropriate option, the position is either regular (full-time, benefits-eligible) or temporary (non-benefits eligible).
<b>FTE</b>	Full-time equivalent. 100% FTE = full time, 50% FTE = part-time
<b>Campus Authority</b>	Campus Security Authority – does this position have significant responsibility for student/campus activities? If yes – please indicate that this position is a Campus Security Authority.
<b>Pay Group</b>	Indicate if this position is classified as staff, faculty, or a student-worker.

### REASON FOR REQUEST

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Provide a succinct justification for your reason for requesting this position, as well as any critical responsibilities.

### JOB SUMMARY

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The General Summary should be no longer than four to seven sentences. It is intended to be a brief general summary of the position. Summarizes the main points of the position and is used in the job posting.

Use the following format for the first sentence of the General Summary: "The [insert position title] is responsible for..."

### EDUCATION & EXPERIENCE

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**Required Education and Experience:** The minimum qualifications of education, experience, license/certification, and secretarial skills for acceptable performance of the essential functions of the job upon hire.

*Example: Minimum two years of experience including supervisory in admission processing/university admissions or related setting; Experience with transfer credit evaluation; Experience in residency decisions; Demonstrated functional and technical experience with computer applications, workflow management, and database systems including Student Information System.*

**Preferred Education and Experience:** The secondary qualifications that you would prefer in an applicant or incumbent, but are not required for performance of the essential functions.

*Example: Senior-level experience and leadership in higher education with decision-making authority; Document imaging software experience; Experience in budget formulation and management.*

## JOB LEVEL

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### Knowledge, Skills, and Abilities:

KSAs are knowledge, skills, and abilities that a person must possess to perform the duties of his or her position. KSAs are listed on each position's job description and serve as a guide for applicants, employees, and departments to evaluate and assess a person's likelihood for success in a job.

**Knowledge** – the subjects, topics, and items of information that an employee should know at the time he or she is hired or moved into the job. Knowledge represents bodies of information that are applied directly to the performance of work functions.

**Skills** – technical or manual proficiencies usually learned or acquired through training. Skills should be measurable and observable.

**Abilities** – the present demonstrable capacity to apply several knowledge and skills simultaneously to complete a task or perform an observable behavior. Abilities may also relate to personal and social attributes which tend to be innate or acquired without formal instructions. Abilities are enduring talents that can help a person do a job.

- Indicate the knowledge, skills, and abilities required to perform the job. Consider knowledge of functions (Accounting, Advising, etc.), technical skills (word processing, etc.), and abilities (communicate orally and in writing, maintain confidentiality, etc.).
- Avoid using the incumbent's qualifications as they may exceed the requirements.

### Examples:

Clerical	Knowledge of records administration and maintenance techniques and procedures. Skill in data entry with minimal errors. Ability to accurately prepare and maintain records, files, and reports.
Communication	Skill in talking to others to convey information effectively. Ability to communicate effectively in both oral and written form.
Critical Thinking	Skill in using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems. Ability to exercise sound judgment in making critical decisions.
Financial/Accounting & Budget:	Ability to compile, organize, interpret, and communicate accounting data and results concisely. Ability to manage a budget and work within the constraints of that budget.
Managerial/Supervisory:	Skill in monitoring/assessing the performance of self, other individuals, or organizations to make improvements or take corrective action. Ability to plan, implement, and evaluate programs.
General:	Skill in completing assignments accurately and with attention to detail. Ability to work under pressure and meet close deadlines.
Strategic Plan	Ability to align functions and duties with University level and Divisional Strategic Objectives and Initiatives to enhance the student experience, improve University recognition and image, align resources with priorities, and improve business operations.

## JOB RESPONSIBILITIES

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The Job Duties section is the foundation of the Job Description. It conveys a job's complexity, scope, and level of responsibility. Due to the significance of this section, it is important to accurately, concisely, and completely describe the duties and responsibilities of a job.

- The Job Duties section should contain 3 - 5 essential job duties.

- Begin statements with an action verb (see list of functional verbs).
- Include 2 - 3 concise statements for each job duty. The statements should expand upon that particular area of responsibility as well as the role and complexity of the position.
- Write the duties in terms of what the position requires, not based upon the capabilities of any individual.
- Do not include duties that are no longer performed or those that may be required in the future.
- Determine an accurate percentage of time the incumbent should spend on the duties over a year. The combined percentage should equal 100%.
- Identify 5% for other related duties as assigned.

## Strategic Plan Statements

The Job Duties section should also include statements that incorporate the department and division Strategic Plan initiatives to convey the department's commitment to implementing the Tier 2 Strategic Plan.

Examples:

- ...aligns all staff duties with University and Divisional level Strategic Objectives and Initiatives.
- ... the development and reporting of all relevant metrics associated with the Divisional and University Strategic Plan.
- ... Ability to align functions and duties with University level and Divisional Strategic Objectives and Initiatives to enhance the student experience, improve University recognition and image, align resources with priorities, and improve business operations.

## EXEMPTION STATUS

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Select the level of supervision this position will receive, options vary from direct supervision to administrative direction. This indicates the level of supervision this position will provide to any direct reports. The hiring manager will also need to determine the level of discretion this position will hold considering decision-making, level of responsibility, and independence. Hiring managers can also indicate how often the position works with internal and external customers.

## PHYSICAL DEMANDS & PRE-EMPLOYMENT

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Indicate the physical demands of the position, and if the position requires any amount of travel. All hires will undergo a criminal history check, depending on the nature of the position, other background checks may be required. For example, a motor vehicle record test will be required if the position requires the incumbent to drive a University vehicle.

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**Before writing a job description, here are some helpful hints to consider:**

**DO:**

- Refer to the Job Description Writing Guide
- Base the job description on the department's needs
- Write an accurate, concise, and complete job description
- Use complete sentences
- Keep sentence structure as simple as possible, omitting unnecessary words that do not contribute pertinent information.
- Begin each duty/task with an action verb (see action verbs list).
- Be consistent when using terms like "may" and "occasionally." (These should be used to describe tasks that are performed occasionally or tasks that only some employees perform.)
- Refer to job titles rather than incumbents, i.e., "Reports to \_\_\_\_\_ Manager" instead of "Reports to Mary Smith."

- Be precise. This is critical for accurate job evaluation and analysis.
- Focus on critical activities.
- Use a logical sequence in describing duties and responsibilities (Key Responsibility first, followed by the corresponding duties)
- Communicate with Human Resources for guidance.

**DON'T:**

- Use the narrative form when writing a job description.
- Base the content of the job description on the capabilities, skills, and interests of the incumbent.
- Write the job description based on the desired job classification.
- Write the job description as step by step guide on how to do the job.
- Include minor or occasional tasks, which are not unique to a specific job.
- Use numerical values for required years of service or Preferred years of service.

## Action Verbs

accommodate	communicate	draft	interface	recruit
achieve	compile	edit	interpret	reduce
acquire	complete	eliminate	interview	regulate
address	compose	enforce	investigate	report
adjust	compute	establish	issue	research
administer	conduct	evaluate	lift	resolve
advise	confer	execute	maintain	review
allocate	consolidate	expand	manage	schedule
analyze	construct	explore	monitor	Search
apply	consult	facilitate	motivate	select
appoint	control	formulate	negotiate	solve
approve	coordinate	furnish	observe	specify
arrange	correspond	generate	operate	strategize
assess	counsel	guide	organize	streamline
assign	create	handle	participate	strengthen
assist	customize	hire	perform	summarize
audit	delegate	identify	plan	support
augment	deliver	illustrate	predict	teach
authorize	demonstrate	implement	prepare	train
budget	design	improve	present	translate
calculate	develop	improvise	process	troubleshoot
circulate	devise	incorporate	program	update
clarify	direct	increase	provide	validate
clear	disseminate	inform	quantify	verify
collaborate	distinguish	initiate	recognize	
collect	distribute	instruct	recommend	
combine	document	interact	record	