

## Quick Reference:

# Writing and Revising the Position Description (PD)

### Position Description Overview:

The position description (PD) is a multi-functional tool that serves as a foundation for the job classification, compensation, hiring and performance management processes because it helps:

- define the roles, responsibilities and expectations associated with a position,
- evaluate a position,
- establish a salary,
- recruit candidates to fill a position, and
- evaluate the employee's performance annually.

A well-written, up-to-date PD should communicate an overall picture of the nature of the work, essential duties, experience and behaviors as well as the physical requirements and working conditions required of the job.

It is the responsibility of the supervisor to create, review and update PDs. It is critical for supervisors to ensure the PD accurately reflects the position; if not, the tasks above cannot be completed accurately. PDs should be reviewed on an annual basis.

Position descriptions are required for Full Time Equivalent (FTE), Temporary Grant (TGP), Time Limited (TLP), Temporary, and Intermittent positions at the University.

### Position Description Sections

- Page 1: Current Position Information and Requested Action
- Page 2: Job Summary and Job Duties
- Page 3: Minimum Requirements and Preferred Qualifications
- Page 4: Supervisory and Budgetary Responsibilities
- Page 5: Physical Requirements and Working Conditions
- Page 6: Competencies

### Current Position Information and Requested Action Sections

It is the responsibility of the supervisor to complete the position information and requested action sections. The Office of Human Resources can assist with any position information fields that are unknown, but these fields should not be left blank.

Select the requested action (if applicable) that indicates the reason for the PD creation or revision.

**Once the PD is finalized, save two versions of the finalized PD: (1) a signed PDF and (2) an editable, unsigned PDF. Share the PD with your employee (if revising a current PD) and send to the Office of Human Resources to initiate next steps.**

This section should only be completed by the Office of Human Resources.

### Position Number:

#### Current Position Information

|                 |                               |
|-----------------|-------------------------------|
| Employee Name:  | Budget Center Name:           |
| Employee ID:    | Budget Center Number:         |
| Business Title: | Department Name:              |
| Job Code:       | Department Number:            |
| State Title:    | Supervisor's Name:            |
| Band:           | Supervisor's Position Number: |
| Full/Part Time: | Supervisor's State Title:     |
| FLSA Status:    | Supervisor's Job Code:        |
| Standard Hours: |                               |

Requested Action:  Update  Job/Position Change  New Position  
Business Title:

Supervisor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor's Name (please print) \_\_\_\_\_

Agency Code: \_\_\_\_\_ Job Code: \_\_\_\_\_ Effective Date: \_\_\_\_\_

Action Approved:  Update  Job/Position Change  New Position

SCEIS Pos Number: \_\_\_\_\_ Tiger Title Code: \_\_\_\_\_

Approved State Title: \_\_\_\_\_ FLSA: \_\_\_\_\_

Approval Signature: \_\_\_\_\_ Date Approved: \_\_\_\_\_

Approver's Name (please print) \_\_\_\_\_

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### Job Summary Section

Develop a 2-3 sentence job summary for the position.

Start each sentence of the job summary with an action verb (verbs to denote what is done in relation to the functions performed). The Action Verb List is available [here](#).

This section must include the statement "Performs other duties as assigned."

The job summary is a brief two - three sentence, high level overview of the position. The focus for job duty is the scope of work and not the task; think broadly in terms of outcomes, responsibilities and accountabilities, rather than simply listing tasks and duties.

A well-written job summary statement should contain the following elements:



Action

- what duties are performed and action expected

End result

- why the job duties or actions are performed

**Example:** *Establishes relationships with prospective students, parents, and other constituencies to promote and recruit the best possible students to attend Clemson University. Evaluates and processes application materials of prospective students to make admission decisions. Performs other duties as assigned.*

**Action:** *Establishes relationships with prospective students, parents, and other constituencies*

**End result:** *to promote and recruit the best possible students to attend Clemson University*

**Action:** *Evaluates and processes application materials of prospective students*

**End result:** *to make admission decisions*

There should be consistent language with like positions (i.e. Academic Advisors, Extension Agents, etc.).

### Individualized PD for Position:

|   |                                 |                                   |
|---|---------------------------------|-----------------------------------|
| <b>Job Summary:</b> <i>Provide a brief, 2 to 3 sentence overview of the purpose of the position. Include statement: "Other duties as assigned."</i> |                                 |                                   |
| <b>Job Duties:</b> <i>3-5 job duties totaling 100%; Lead with action words that best describe the essence of each job duty.</i>                     | <b>% of Time</b>                | <b>Essential or Non-Essential</b> |
|   | <input type="text" value=""/> % | <input type="text" value=""/>     |
|   | <input type="text" value=""/> % | <input type="text" value=""/>     |
|   | <input type="text" value=""/> % | <input type="text" value=""/>     |
|   | <input type="text" value=""/> % | <input type="text" value=""/>     |
|   | <input type="text" value=""/> % | <input type="text" value=""/>     |

% of Time must equal 100%

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### Job Duties

Define the three to five (maximum) major functions of the position using the Job Duties section.

Indicate whether the job responsibility is essential or non-essential. Essential duties are the fundamental functions of a position: the duties an individual in the job must be able to successfully perform. Essential duties are required to be performed, with or without reasonable accommodation.

Supervisors must provide a job duty title for each function that briefly describes the job duty.

- Examples include Project Coordination, Training and Compliance and Fiscal Management.

The job duties consist of brief statements indicating what the duty is and why it is critical to the job's existence and success. Each job duty should consist of three to five responsibilities. This section is intended to provide a brief description of essential accountabilities, NOT a comprehensive list of duties or competencies.

Job duties should be listed **in order, based on priority and the expected percentage of time** the job duty will be performed.

- The expected percentage of time should be between 10 – 50% per job duty, ensuring the full list adds up to 100%
- It is helpful to think of percentage of time as how many days of the week will be spent on this duty (i.e. in a five day workweek, one day is the equivalent of 20% if five job duties are listed)
- List in descending order (from largest percentage of time to smallest percentage of time)

Each job duty should begin with a present tense action verb (verb list available [here](#)). The action verbs should reflect the scope and complexity of the position but should not be overstated.

Supervisors should be mindful to use verbiage that is easily understood and recognized i.e. avoid university-specific acronyms, as the PD is also used as a job advertisement for prospective employees.

#### Example: Account/Fiscal Management

*Maintains all aspects of the department-level budgets, including all sub-units related to the departments. Partners with the Business Office on budget matters for all E&G, self-generated, gifts, endowed funds, including all transactional work for individual departmental accounts, reporting for Department Chairs, financial preparation for quarterly meetings, and other analysis as assigned by the Department Chair or College.*

### Individualized PD for Position:

|  |                                 |                                   |
|--|---------------------------------|-----------------------------------|
| <b>Job Summary:</b> Provide a brief, 2 to 3 sentence overview of the purpose of the position. Include statement: "Other duties as assigned." |                                 |                                   |
| <b>Job Duties:</b> 3-5 job duties totaling 100%; Lead with action words that best describe the essence of each job duty.                     | <b>% of Time</b>                | <b>Essential or Non-Essential</b> |
|  | <input type="text" value=""/> % | <input type="text" value=""/>     |
|  | <input type="text" value=""/> % | <input type="text" value=""/>     |
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|  | <input type="text" value=""/> % | <input type="text" value=""/>     |

% of Time must equal 100%

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### Minimum Requirements and Preferred Qualifications

Define the minimum requirements and preferred (optional) qualifications of the position. The position description provides space for both the minimum requirements and preferred qualifications with the preferred section being optional.

**Minimum Requirements** are the minimum amounts of education or experience and the minimum level of knowledge, skills, abilities, licensures, certifications and other job-related requirements that must be met for a position.

Supervisors can set the minimum requirements higher but cannot set the minimum requirements lower than the state minimum requirements for the position. Information on the state minimum requirements is available on [State OHR Website](#) – your HR generalist can assist with this information.

- This information is used to screen applications for vacant positions. Supervisors should be careful not to make the minimum requirements too specific and potentially eliminate a qualified candidate that has comparable experience for the position.
- Minimum requirements should be clear, measurable, and job related.
- Certifications may include, for example, specific technological certifications, commercial driver's license, license to practice field of work within specific geographical location, etc.

### Preferred Qualifications

Preferred qualifications are optional and should be used to illustrate what an ideal candidate would possess. This criteria can be used by the hiring manager during the recruitment process as selection criteria but must be applied equally to all candidates. *Examples: PMP, SPHR, MBA degree i.e. certifications or educational achievements that show excellence in the position but are not required to be successful.*

#### Example: Systems Programmer / Developer I

Minimum Requirements: A high school diploma and work experience in computer programming

Preferred Qualifications: A bachelor's degree in a related field with at least three years of experience in programming and database management

Click [here](#) for additional guidance on selecting and identifying requirements and qualifications.

### Minimum Requirements

|   |  |
|---|--|
| <b>Minimum Education:</b><br><a href="#">Need Help?</a> |  |
| <b>Minimum Experience:</b>                              |  |
| <b>Licenses &amp; Certifications:</b>                   |  |

### Preferred Qualifications (Optional)

|   |  |
|---|--|
| <b>Preferred Education:</b>                     |  |
| <b>Preferred Education Area:</b>                |  |
| <b>Preferred Experience:</b>                    |  |
| <b>Preferred Licenses &amp; Certifications:</b> |  |

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### Supervisory and Budgetary Responsibilities

Select the supervisory and budgetary responsibilities necessary to perform the job. These include:

- Depth and breadth of knowledge
- Type and scope of supervisory responsibilities
- Level of fiscal responsibility

Supervisory and budgetary responsibilities selected must align with job duties in scope and complexity as well as the education and experience required for the position. For example, if entry-level minimum requirements are listed, then “fundamental working knowledge of concepts, practices and procedures and ability to apply in varied situations” should be selected for depth and breadth of knowledge.

#### Example: Job Duty – Supervision and Management

*Develop, implement, assess and manage a comprehensive student services program, policies, and procedures for COB undergraduate students that support student retention, graduation and academic achievement. Coordinate with departmental student services teams (staff and faculty) to align student services programs and outcomes and continuously improve policies and procedures. Manage the General Business Advising team, coordinating initiatives set forth by the Associate Dean for Undergraduate Studies.*

For this example, “Manages work of others including hiring, terminating, training and developing, providing constructive feedback, establishing and reviewing employee complaints, recommending rewards and recognition and administering corrective action for staff. Plans organizational structure and job content.” would be selected as the scope of supervisory responsibilities.

### Supervisory and Budgetary Responsibilities:

|   |   |
|---|---|
| Indicate the depth and breadth of knowledge within the job's field or specialty that is required to effectively perform the duties and responsibilities of this job.  | <input type="radio"/> Comprehensive knowledge of theories, concepts and practices and ability to use in complex, difficult and/or unprecedented situations.<br><input type="radio"/> Firm working knowledge of concepts, practices and procedures and ability to use in varied situations.<br><input type="radio"/> Fundamental working knowledge of concepts, practices and procedures and ability to apply in varied situations.  |
| Indicate the type and scope of supervisory responsibilities of this job. Check only one box. Note: this refers to supervision of other employees, not programs or tasks.<br><br><small>NOTE: If supervising employees be sure to also select the Supervision and Management competency.</small> | <input type="radio"/> Manages work of others including hiring, terminating, training and developing, providing constructive feedback, establishing and reviewing employee complaints, recommending rewards and recognition and administering corrective action for staff. Plans organizational structure and job content.<br><input type="radio"/> Supervises work of others and may offer recommendations for hiring, termination and pay adjustments but does not have responsibility for making these decisions.<br><input type="radio"/> Acts as a Lead by guiding the work of others who perform essentially the same work.<br><input type="radio"/> Supervises Student workers only<br><input type="radio"/> Not responsible for supervising employees. |
| Indicate any fiscal responsibilities for the department's budget, including but not limited to, financial planning and managing fund allocation:  | <input type="radio"/> Responsible for developing one or more departmental budget(s).<br><input type="radio"/> Provides input into the budgeting process, and manages fund allocation.<br><input type="radio"/> Doesn't provide input but is responsible for monitoring the departmental budget and may manage fund allocation.<br><input checked="" type="radio"/> No fiscal responsibility for the department's budget.  |

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### Physical Requirements

List the essential physical requirements of the position. Essential functions are the primary tasks in the position and must be performed with or without accommodation.

Define the percentage of time needed for each of these physical requirements; percentage of time guidance is available [here](#).

Essential physical requirements must be selected for every position description. Physical requirements are critical because they:

- Define for the prospective employee and current employee what is physically required for the position with or without accommodation
- Provide the University with documentation to support medical or performance accommodations (ADA)

### Working Conditions

Select the working conditions/environment to which an employee will likely be exposed while performing the job. If applicable, the supervisor may include additional comments.

Define the percentage of time needed for each of for these working conditions. Percentage of time guidance is available [here](#).

### Physical Requirements

Check if physical requirements are essential to job:

|  |   |     |
|--|---|-----|
| <input type="checkbox"/>                               | Stand for prolonged period  | ▼ % |
| <input type="checkbox"/>                               | Sit (stationary position) for prolonged period  | ▼ % |
| <input type="checkbox"/>                               | Walk or move about  | ▼ % |
| <input type="checkbox"/>                               | Use hands or feet to operate or handle machinery, equipment, etc.   | ▼ % |
| <input type="checkbox"/>                               | Ascend or descend (i.e. stairs, ladder)   | ▼ % |
| <input type="checkbox"/>                               | Position self to accomplish task (i.e. stoop, kneel, crawl)   | ▼ % |
| <input type="checkbox"/>                               | Communicate, converse, give direction, express oneself  | ▼ % |
| <input type="checkbox"/>                               | Recognize or inspect visually   | ▼ % |
| <input type="checkbox"/>                               | Move, transport, raise or lower<br>*Weight requirement if applicable (per activity, i.e. raise 10 lbs. move 50 lbs.): | ▼ % |
| <input type="checkbox"/>                               | Extends hands or arms in any direction  | ▼ % |
| <input type="checkbox"/>                               | Use taste or smell to detect or determine particular flavors or odors   | ▼ % |
| <input type="checkbox"/>                               | Perceive, observe, clarity of vision  | ▼ % |
| Comments/Explanation of requirements marked Essential: |   |     |

\* A person in this job must be able to complete the requirements of the job with or without reasonable accommodation.

### Working Conditions

Check if regularly exposed to conditions below, and include percentage of time exposed:

|                          |   |     |
|--------------------------|---|-----|
| <input type="checkbox"/> | Exposure to heat or cold                            | ▼ % |
| <input type="checkbox"/> | Exposure to dust/fumes                              | ▼ % |
| <input type="checkbox"/> | Wet and or humid                                    | ▼ % |
| <input type="checkbox"/> | Noise   | ▼ % |
| <input type="checkbox"/> | Vibration   | ▼ % |
| <input type="checkbox"/> | Mechanical hazards                                  | ▼ % |
| <input type="checkbox"/> | Chemical hazards                                    | ▼ % |
| <input type="checkbox"/> | Electrical hazards                                  | ▼ % |
| <input type="checkbox"/> | Radiant hazards                                     | ▼ % |
| <input type="checkbox"/> | Burn hazards  | ▼ % |
| <input type="checkbox"/> | Overnight travel:                                   | ▼ % |
| <input type="checkbox"/> | Exposure to bio-hazards (i.e. blood, bodily fluids) | ▼ % |
| <input type="checkbox"/> | Other:  | ▼ % |
| Comments:                |   |     |

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### Competencies

Select at least three but no more than five competencies from the list.

Competencies define the behaviors or characteristics that are critical to being able to perform the job. Competencies are based on:

- The level of the position within the organizational structure
- Job duties and supervisory and budgetary responsibilities
- Similarity of positions in the same job code

If "manages the work of others" or "supervises the work of others" is selected in the Supervisory and Budgetary Responsibilities section, Supervision and Management must be selected as one of the competencies for the position.

Competencies selected may also be referenced and utilized as an evaluation factor in the performance management process when determining an overall rating for the employee.

### Competencies

Select 3 to 5 competencies most appropriate for the position

- |  |  |
|--|--|
| <input type="checkbox"/> Communication:                  | Effectively shares/disseminates information; listens to others and incorporates/integrates information. Uses oral, written and interpersonal communication skills to achieve role objectives.  |
| <input type="checkbox"/> Customer Service Focus:         | Effectively and efficiently meets the needs of customers; delivers high quality service and makes customer service a priority by seeking ways to improve service through innovation.   |
| <input type="checkbox"/> Technical Knowledge/Competence: | Demonstrates the necessary knowledge to effectively perform job and ability to apply learning to job responsibility. Acquires new skills, knowledge and abilities as required by the job.  |
| <input type="checkbox"/> Problem Solving:                | Identifies problems, seeks solutions and effectively solves problems.  |
| <input type="checkbox"/> Teamwork:                       | Works effectively and cooperatively with others to achieve organizational goals.   |
| <input type="checkbox"/> Managing Self:                  | Works with minimal supervision and manages own time effectively.   |
| <input type="checkbox"/> Supervision and Management:     | Structures and directs the work efforts of others. Coaches, develops and evaluates the performance of others. Promotes equal opportunity in areas such as hiring, promotion, or placement and demonstrates a level of personal and organizational commitment to equal opportunity. |
| <input type="checkbox"/> Leadership:                     | Can be relied upon to guide others to the accomplishment of objectives/responsibilities, to promote teamwork and to resolve problems.  |
| <input type="checkbox"/> Decision Making:                | Able to make sound decisions and demonstrate decisiveness.   |
- NOTE: If supervision of employees is selected above, this competency must be selected.

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### Related Guidance

| Position Experience Levels Guidance |                     |  |
|-------------------------------------|---------------------|--|
| Type                                | Years of Experience | Example Knowledge  |
| Entry-level                         | 0-3 years           | Fundamental working knowledge of concepts, practices and procedures and ability to apply in varied situations.                             |
| Mid-level                           | 3-5 years           | Firm working knowledge of concepts, practices and procedures and ability to apply in varied situations.                                    |
| Senior-level                        | 5-7 years           | Firm working knowledge of concepts, practices and procedures and ability to apply in varied situations.                                    |
| Director-level                      | 7-10 years          | Comprehensive working knowledge of theories, concepts, practices and ability to use in complex, difficult and/or unprecedented situations. |
| Executive-level                     | 10+ years           | Comprehensive working knowledge of theories, concepts, practices and ability to use in complex, difficult and/or unprecedented situations. |

| Frequency of Time Guidance |   |                      |
|----------------------------|---|----------------------|
| Frequency                  | Definition  | Percent of Time      |
| Occasional                 | Occurring, appearing, or done infrequently and irregularly  | 0-10% of the time    |
| Periodic                   | At regularly occurring intervals, or for a significant amount of time during a short period i.e. seasonal | 11 – 34% of the time |
| Frequent                   | Occurring or done on many occasions   | 35 – 65% of time     |
| Continual                  | Continually recurring; always happening   | 66 – 100% of time    |