

## Guidelines for Writing a Position Description

**Formal Education** This factor identifies the minimum position requirements in terms of formal education which are required of the position in order for it to be performed satisfactorily. Knowledge may have been acquired through a formal diploma/degree program, training, or a combination of both. This is a measure of the level of education for the position and not necessarily a measure of the incumbent's own level.

**Work Experience** This factor evaluates the time normally required for a person with the necessary educational background to develop the required skills and abilities to perform a specific job. *Note: The factors of education and experience should be evaluated independently. However, it is recognized that when recruiting staff, these factors may be used interchangeably (i.e. a candidate may qualify for employment by supplementing the level of formal education with significant position-related experience).*

**Planning** This refers to the scope, time frames, breadth and complexity of ongoing planning typically required in the position and explores how far into the future a person is required to plan their highest level of work activities.

**Impact of Actions on Budgets, Revenues and Grants/Impact of Decisions** This factor evaluates the impact the position has on operating budgets, revenues and grants. Budgetary responsibilities involve the amount of control over decisions regarding allocation of the University's available spending in the current fiscal year. Revenue impact refers to the amount and degree of effect over generating incoming funds of the University. Grant Funds are those resources generated through external sources typically used for research purposes. It also measures the amount of dollars impacted by the job and identifies the impact of the position's decisions on functions of the University. Impact is measured by the importance of decisions or final recommendations the position typically renders.

**Complexity** This is measured in terms of the nature of the tasks performed and reliance on policies and procedures, the extent of problem solving capabilities necessary, the level of analytic and organizational abilities required.

**Decision Making** Decision Making is measured in terms of the opportunity for independent action, the level of direction and supervision received, as well as the variety, type and frequency of decision making.

**Problem Solving** This factor evaluates the level of problem solving required in the job ranging from problems of low impact that can typically be solved by following standard procedures to solving problems that require establishing new and non-standard approaches.

**Communications** This factor identifies the responsibility for working with or through other persons to obtain results. The contacts or relationships may be inside or outside of the department and/or University. A measure of this factor considers why the contact is necessary, the importance and frequency of the contact(s), the amount of tact and persuasion typically required and whether the position must handle confidential information.

**Managerial Skills** This factor identifies the responsibility for directing others including selecting staff, structuring and assigning work, guiding and advising staff and staff evaluation. It also considers the level of the supervisory responsibility and the nature of the work supervised.

**Job-Related Knowledge** This factor evaluates the depth and breadth of knowledge required by the position and measures the knowledge from the most basic skills to advanced knowledge in multiple professional disciplines.

**Innovation/Creativity** This measures to what extent the job requires developing or improving procedures, policies, systems, products, teaching methods and/or technologies in order to create competitive advantages for the University.

**Working Conditions** This provides information on the environment where the work is performed and the physical effort needed to perform the work.