OLD DOMINION UNIVERSITY
POSITION DESCRIPTION INSTRUCTIONS

PART I: ORGANIZATION INFORMATION

1. **Name:** If this is a position redefinition or a role change, supply your name. If this is a new position, leave this line blank.

2. **Date:** Show the date it is to be effective.

3. **Class Title:** If the position is already established, insert the current State title. If this is a new position, leave the space blank.

4. **Position Number:** Insert the current five digit number if the position is already established.

    Hourly position numbers begin with the letters "HR" and end in four numbers.

    Faculty Administrator position numbers start with the letters "FA" if the position is Commonwealth funded or "GA" if it is auxiliary funded.

    Faculty Professional position numbers start with the letters "FP" if Commonwealth funded or "GP" if auxiliary funded.

5. **Working Title if Different:** Insert the position's In-House Title.

6. **Agency:** Old Dominion University

7. **Work Location (City) and Location Code:** Norfolk 710

8. **Agency Code:** 221

9. **Title and Position Number of Immediate Supervisor:** Show Supervisor's position title and number.

10. **Organization Unit:** Show the Budget Unit name to which the position is charged the Budget Code Number.

PART II: POSITION INFORMATION

11. State the **chief objective** of this position in a brief statement. Begin with the word "To" and explain why the job exists.

POSITION DESCRIPTION
TASK FORMAT

12.   Task statements and the percentage of time spent on the tasks are important in making role title determinations. Good task statements can also make the job of writing performance appraisal plans easier. Use the following format for writing each task statement.

Each task should have the following five parts:

A.   Action Verb
B.   Object of Verb
C.   Purpose or why action is performed
D.   Resources used to accomplish task action
E.   Essential tasks

A&B.   You probably have a verb and object of the verb, since all old job descriptions had them. But, you must have an action verb. If the verb is vague (such as maintain, assist, perform, process, or handle), then you must explain the vague verb using action verbs (such as type, verify, post, distribute, analyze, collect, reconcile, operate, compare, or insert).

EXAMPLE: Maintain financial data by posting expenses to ledgers, verifying ledgers to financial/budget printouts, notifying supervisor of accounts where expenditures versus budgeted amount problems may occur, and discussing discrepancies with Accounts Payable or similar offices to solve problems.

C.   The **Purpose** or **Why** usually begins with "To" and gives some understanding of the goal of the task.

Example: To ensure the department manages all fiscal resources.

D.   The **Resources** can be a wide variety of things. Some examples are listed below.

Equipment - such as calculators, computer, types of vehicles, types of saws, buffers, tape recorders, movie projectors, TV cameras, VCR's, DVD players.

Policies/Procedures - such as payroll procedures; personnel procedures; purchasing procedures; Finance Office procedures; travel procedures; departmental procedures such as filing, drop/add, graduation certification or space assignment; types of procedural manuals or University policy manuals, etc.

Software Systems - such as IFIS & ISIS (automated financial and student software systems), SAFE, HRIS, etc. The initials should be followed by a description of the system.

Principles - such as GAAP (General Accepted Accounting Principles) and Classification factors.

Laws such as Equal Employment Opportunity Law.

Computer Languages - such as BASIC, COBOL, FORTRAN.

E.	**Essential Tasks:** For Hourly positions, note each task which you consider essential by placing an "E" after the percentage of time spent on the task. Every position has at least one task which could be assigned to another position without changing the position concept. Non-essential tasks are left blank after the percent amount.

EXAMPLE: Using our same example, the task might look like this:

25%E Maintain financial data to ensure department manages all fiscal resources using a calculator, IFIS automated financial software system and Finance Office Procedures Manual by:

1.	Posting expenses to ledgers;
2.	Verifying ledgers to financial/budget printouts;
3.	Notifying supervisor of accounts where expenditures versus budgeted amount problems may occur; and
4.	Discussing discrepancies with Accounts Payable or similar offices to solve problems.

You may continue on another page if space is insufficient to write all of the tasks

13.	**INDEPENDENT WORK AND DEPENDENT WORK:** Explain which tasks are done independently and which ones require assistance from your supervisor.

14.	**PERSONAL CONTACTS:** List the titles or types of people that you communicate with that are not in your office. Examples are students, Department Chairs, Vice Presidents, State Department of Accounts managers, NCAA officials, parents, applicants, vendors, programmers, etc.

Explain why you communicate with them. **Be Specific.** Don't say, "To obtain information." Instead, say something like, "To obtain accounts receivable explanations for budget print-out problems."

Describe "How Often" in general terms such as daily, weekly, several times per month, 4 or 5 times a year, etc. Don't say, "As needed."

If the personal contacts are Commonwealth employees, indicate that by the term "inside." If the personal contacts are not Commonwealth employees, indicate that by the term "outside."

ADDITIONAL COMMENTS BY EMPLOYEE: This is the place that the employee can write anything about the job that is left to say. Some examples are: Statistics that show usual accomplishments (Office processes 1,000 applications per month or Budget size is $1.6 million), Impact of errors such as, Errors in maintaining up-to-date rosters to the NCAA can result in the forfeit of a game; Failure to use pesticides can result in loss of life; or Errors in conference logistics could cause the University embarrassment.

PART III: SUPERVISOR'S PAGE

15. **SUPERVISOR'S COMMENTS:** This provides space for the supervisor to explain anything about the job that is left to say. It is similar to the Employee's Comment space. Statistic such as budget size, or annual report items are helpful. The consequence of error is also helpful. An example would be, "Errors in the DD224 report can affect the prompt payment record of the University, the auditors report, and ultimately Commonwealth funding levels."

16. **MOST IMPORTANT SERVICE OR PRODUCT OF THIS POSITION:** This explains the one or two most important services or products expected from the position. It should be somewhat similar to the #11 Objective and the first two or three tasks in item #12.

17. **SIMILAR POSITIONS:** If there are a number of positions in your department that do exactly the same job, list them. Otherwise, leave this blank.

18A. **KNOWLEDGE, SKILLS, AND ABILITIES (KSA):** This provides the entry level qualification requirements for the position. They are used in recruitment advertising, class title determination, faculty level determinations, and lay-off bumping and recall. Each KSA must relate to one of the tasks in item #12. Use adjectives to describe the level or amount of knowledge, skill, typing, and experience. Do not use numbers to explain the level needed. For example, use good typing skill rather than 50 words per minute typing speed or several years experience in something rather than 2 years experience.

Knowledge refers to mastery of an academic area, or an identifiable body of practices or principles. It can be measured objectively. Some adjectives used to identify the level are "some knowledge, working knowledge, considerable knowledge, or comprehensive knowledge. "

Skill refers to a present, observable, competence to perform a learned psychomotor act. It has observable, quantifiable, and measurable rates of performance. Skill is mostly used in industry, but is also associated with typing and keyboarding or automation/ computers.

Considerable Skill - Fully proficient application permitting the principles and practices of the subject duties to be mastered.

Working Skill - Sufficient application, permitting mastery of the basic or fundamental principles and practices of their duties.

Ability - A present competence to perform an observable behavior or a behavior which results in an observable product. **All abilities are DEMONSTRATED ABILITIES TO DO SOMETHING.** The Americans With Disabilities Act requires that mental abilities be clearly shown. The demonstrated ability to read, write, analyze, compose, calculate math or statistics, explain, understand, and summarize complex laws, procedures, guidelines, etc. would describe some mental abilities.

18B. **Special Licenses, Certification** - Nurses license, drivers license with insurable driving record, and typing certification are examples. Remember, that any requirement MUST relate to a task in item #12.

18C. **Education or Training** - Remember this is at the entry level. Use general terms such as, Post high school training; Prefer Master's degree in human resources, psychology, counseling, or related field; Training in clerical areas including WordPerfect, d-Base, Lotus, Pixie, and related software; and an apprenticeship in carpenter or electrical work.

18D. **Level and Type of Experience** - Remember this is at the entry level and numbers are not used. Suggested levels of experience are: basic experience in something, several years experience in something, some experience, considerable experience, extensive experience, and comprehensive experience.

PART IV: SIGNATURE LINES

19. If position is vacant, leave employee's signature line blank. Otherwise, the employee must sign on the first line and date it.

    The signature of the supervisor attests to the accuracy of the position description and the duties he/she has assigned.

20. **ATTACH AN UP-TO-DATE ORGANIZATION CHART.** Be sure the chart has this position on it, and has position numbers for all faculty administrator/professional, classified, and hourly positions. Student and Foundation positions should also be included even though they do not have position numbers. Each position number should also have the State title and incumbent's name. The Chart also needs the University's Name, Department Name, and DATE. In-house position titles are optional.

THE AMERICANS WITH DISABILITIES ACT requires information describing the physical abilities required for each job. To comply with this requirement, a PHYSICAL REQUIREMENTS WORK-SHEET must be completed and attached to the position description.

Essential tasks must also be indicated in item #12, and mental abilities must be shown in item #18.

For assistance in completing the Americans with Disabilities Act requirements or any position description items, you may phone your Human Resources Manager.

REV. 05/21/07