

## **Job Description Rewrite**

### **Intro**

The Job Description Rewrite Task is a collaborative effort of the job incumbent and supervisor. There are a total of 12 steps for completing the task per the specific steps/directions that follow on the next page. Some steps are performed by the job incumbent, some by the supervisor and others jointly --- all as indicated in the task steps/directions.

If everyone follows the task steps, then the result will be standardized, specific, accurate and concise job descriptions. The design exercises collaboration and fosters a synergistic effect thus ensuring a thorough and well rounded view of the position necessary for an accurate job description.

The Job Factors assessment hard copy document is four pages in length. Directions for its completion is at the top of the document. Be sure to complete all of the identifier information at the top of the assessment. This document is to be completed three times: 1) by the incumbent, 2) by the supervisor, and 3) by the next level above supervisor (as applicable).

### **What you will need**

- For the position being reviewed a copy (or copies) of the old job description and any task list that might already exist. The job description of record (formal one) can be copied from the v-drive site, HR folder, Job Descriptions. (The folder contains subfolders whereby the needed job description can be found by several methods: its Position Number, its Department, or its Grade/Level.)
- Quiet uninterrupted time. Private meeting place when collaborating on the details (job incumbent and supervisor).
- Specific Task Steps/Directions sheets (supplied).
- Aids, as noted in the Task Steps/Directions (supplied).
- Computer, access to appropriate position Job Description template on the HR intra-net site for inputting the collaborated revised draft Job Description (see Steps/Directions-Step 10 and its Aid).
- Job Factors hard copy document.

### **What assistance/support is available?**

- Documentation (directions, aids, etc.)
- HR

## TASK: Rewriting/Revising Job Descriptions (13 Steps)

Step	Action	Responsibility of:	Aids, More Information
1.	Create JOB Key Task List; group tasks in attempt to create duties	Job Incumbent	See Aid 1.0 for samples of Verbs, how to group Tasks into Duties
2.	Per Job Description Template: draft "General Summary", Knowledge, Skills & Abilities Required"	Job Incumbent	
3.	Review & agree on: Tasks & possible Groups as Duties; Discuss %s to assign to Duties General Summary Knowledge, Skills & Abilities Required	Job Incumbent & Supervisor	See Aid 1.0 See Aid 2.0
4.	Create "Duties/Responsibilities" by grouping Tasks	Supervisor	See Aid 1.0
5.	Assign %s to "Duties/Responsibilities"	Supervisor	See Aid 2.0
6.	Review & agree on "Duties/Responsibilities" and their %s	Supervisor & Job Incumbent	

<b>Step</b>	<b>Action</b>	<b>Responsibility of:</b>	<b>Aids, More Information</b>
7.	Complete Financial Accountability section	Supervisor	See Aid 3.0
8.	Complete Account Size & Make-Up section	Supervisor	See Aid 4.0
9.	Review completed & revised JD (draft).	Supervisor & Job Incumbent	
10.	Input all JD elements into the electronic JD template (to complete draft). SAVE.	Job Incumbent	See Aid 5.0: Directions for Completing Step 9
11.	Print new/revised JD. Sign and obtain next level signature as appropriate. (Signature represents preliminary approval of drafted JD.)	Supervisor	
12.	Complete the Job Factors Assessment hard copy document.	Incumbent, Supervisor & next level	(Directions found on the JF document)
13.	Send to HR (hard copies): a. Signed/approved new/revised Job Description b. Task list c. Job Factors (3 sets)	Supervisor	

## AID 1.0: Verb List and Samples on How to Group Tasks (Supports Steps, 3 & 4)

Tasks and especially Duties must begin with a verb accurately describing the level of responsibility the job incumbent must use to complete that in how that task or duty. For instance: Produce the end of year fiscal report; Assist in the production of the end of year fiscal report; Coordinate the production of the end of year fiscal report. Note that each verb used in this example describes a different general level of responsibility or action.

Expert Job Descriptions do not list tasks they list Duties. Tasks need to be grouped or rolled up to create a Duty or Duties. Note: Key Tasks lists ARE valuable and should be kept by the supervisor and job incumbent because they detail the duties. However, the job description lists duties.

### Sample Verb Starter Words for DUTIES

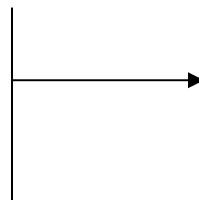
Manage Create Assist Coordinate Responsible Produce Support Plan	Execute Facilitate Develop Ensure Represent Direct Administer
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**The JD template will permit only 12 duties. Duties must be arranged by weighted value in descending order.** Weighted value means that the first duty is the one the job incumbent spends the most amount of time doing over the entire typical work year.

Example of Tasks Rolled up to a Duty:

**Tasks:**

- Mow the lawn
- Trim the bushes
- Weed the gardens
- Fertilize the gardens & lawn
- Edge the lawn



**DUTY**

Maintain lawn & landscape

## **SAMPLE 1: Task List to Duties**

### **Tasks:**

1. Provide receptionist and secretarial activities, answer telephones, handle routine office matters, and communicate effectively and courteously with students and public in person and via phone.
2. Word process letters, reports, memoranda and minutes from handwritten or types copy, and prepare forms as needed, distributing as required.
3. Establish and maintain filing and record keeping system for office.
4. Maintain office supplies, including monitoring inventory and reordering as needed.
5. Copy and collate materials and set up meetings and meeting rooms.
6. Maintain calendar of events for supervisor including setting appointments, coordinating meetings and speaking engagements, and making travel and follow-up arrangements as necessary.
7. Assist supervisor with preparation and monitoring of secretarial budgets.
8. Coordinate master schedule of classes with Senior Staff Assistant; assist in preparation/proofreading of schedule tabloid.
9. Coordinate schedule change request with Senior Staff Assistant.
10. Assist during evening registration hours as required.
11. Coordinate textbooks; supplement orders, additions, modifications, and deletions each term with Senior Staff Assistant.
12. Coordinate employment paperwork for new faculty and staff; maintain historical listing.
13. Provide final check of Class/Office Schedule for teaching and contact hours for full-time instructors.
14. Update curriculum changes for catalog and submit to supervisor.
15. Maintain file of current syllabi and related academic materials for all courses taught in the Arts and Sciences division.
16. Prepare and submit list of adjunct instructors, each term, to Human Resources for submission to Board of Trustees.
17. Prepare adjunct list for Annual Personnel Report for Research Coordinator.
18. Provide assistance with Convocation and Adjunct Orientations as needed at the beginning of fall term.
19. Prepare correspondence to Curriculum Committee members regarding scheduled meetings. Record, prepare and distribute minutes.
20. Assist in planning and implementation of Annual Pathfinder Academy function.
21. Assist with preparation of Curriculum Change forms for submission to the Curriculum Committee for consideration and other pre and post curriculum committee work.
22. Assist supervisor with college committee assignment.
24. Perform other related duties as assigned or requested.

### **Rolled-Up (Converted to) Duties**

1. Provide secretarial support to the -----and maintain office..
2. Coordinate scheduling of classes, schedule change requests, and textbook orders with departmental staff.
3. Update curriculum changes for publication in catalog
4. Provide assistance to adjunct Instructors as needed
5. Assist with evening registration as needed
6. Serve as support staff for ----- Committee.
7. Provide assistance in the planning and/or implementation of events involving departmental full-time and Adjunct Instructional Faculty.
8. Performs other duties as assigned.

## **SAMPLE 2: Task List to Duties**

### **Tasks:**

1. Receive, store, issue and deliver materials, supplies, equipment and mail, internally.
2. Maintain proper security and confidentiality of test and examination material at all times as set forth by applicable security procedures.
3. Assist mail clerk in processing outgoing mail and postal parcels.
4. Assist mail clerk with duplicating projects and minor maintenance on all mailroom equipment.
5. Operate metering machine and maintain mail log.
6. Inspect goods received and report shortages and/or defective items in accordance with prescribed policies and procedures.
7. Prepare and ship materials, supplies, and equipment as required.
8. Perform other related duties as assigned.

### **Rolled-Up (Converted to) Duties:**

1. Maintain ----- area.
2. Assist with processing incoming and outgoing mail and parcels.
3. Receive goods and inspect following prescribed policies and procedures.
4. Assist with duplicating projects following applicable security procedures.
5. Complete minor maintenance of equipment.
6. Perform other duties as assigned.

### **SAMPLE 3: Task List to Duties**

#### Tasks:

1. Conduct publicity, promotion, and marketing of special projects, promotional events, and fund-raisers of the Foundation.
2. Assist with public relations activities and arrange special events for the Foundation.
3. Coordinate all aspects of the Performing Arts series including performances, tickets, programs, receptions, press releases, and related correspondence.
4. Coordinate the scheduling and coordination of the Magnolia Room.
5. Produce publications on desktop publishing system for in-house production as well as outside printing.
6. Coordinate and supervise student ambassadors for Foundation and college activities.
7. Serve as backup in the absence of other department positions when requested.
8. Supervise volunteer personnel in the implementation of all special event activities.
9. Perform general duties related to special events such as: correspondence, telephone contacts, public inquiries, and other duties as necessary.
10. Attend Board of Director meetings, Performing Arts Committee meetings, Fund-Raising Committee meetings and any other meetings requested by the Executive Director.
11. Assist with bulk mailings and any related materials for mailing.
12. Assist Executive Director with developing, publicizing, and organizing promotional events, special events, and fund-raisers.
13. Assist Executive Director in establishing good public relations with Board of Directors, the College, the community, and present of future donors.
14. Must request prior approval from the Executive Director for leave of absences.
15. Maintain strict confidentiality of all Foundation business.
16. Perform other duties as assigned.

#### **Rolled-Up (Converted to) Possible Duties: ??????**

## AID 2.0: Determining/Assigning %s to Duties

(Supports Steps, 1 & 2)

As a reminder....

**The JD template will permit only 12 duties. Duties must be arranged by weighted value in descending order.** Weighted value means that the first duty is the one the job incumbent spends the most amount of time performing/accomplishing. The view of this should be looked at from an entire year's perspective.

### **STEPS TO COMPLETE:**

A) Begin by arranging the duties (no more than 12) in their weighted descending order. In other words the first duty listed is the duty the incumbent spends the greatest amount of time doing over the entire typical work year. The second duty would be less, the third lesser and so on.

Before assigning %s to the duties now listed in weighted order, here are some rules to follow:

#### RULES for Assigning %s to Duties:

- All percents assigned must tally to 100
- No more than 5 percents can be assigned to the entire list – hence grouping will be necessary
- Percents can NOT be in decimals/fractions, i.e. 10.5%, 20.75%
- Percents must be in multiples of 5%, i.e. 5%, 10%, 15%, 20%, 25%, etc....  
(not 27%, 38%, etc.)
- Listed percents can not be smaller than 10%

B) Assign the first duty or first two duties a percentage amount reflective of the full (100%) of the job. (Thinking of the job with its duties in the form of pie diagram might help.)

#### Example of Assigned %s to Duties:

60%	1. XXXXXXXXXXXX
	2. YYYYYYYYYYYY
	3. DDDDDDDDDD
20%	4. RRRRRRRRRR
	5. PPPPPPPPPP
	6. OOOOOOOOOO
	7. MMMMMMMMMM
10%	8. LLLLLLLLLLLL
10%	9. WWWWWW

10. JJJJJJJJJJ
11. PPPPPPP
12. Other Duties as assigned.

Explanation or Reasoning Check point of the example:

What the example depicts is that:

- duties 1-3 together account for 60% of the work in this position; and that duty #1 takes up most of that 60% etc.
- duties 4-7 together account for 20% of the work in this position; and similarly duty 4 takes up most of that 20%, with duty 5 less, etc.

Aside: No doubt one can see that assigning %s can assist job incumbents and supervisors being clear about the job, specifically how energy and time are consumed. The information also helps in establishing exempt or non-exempt status. Lastly, this information is valuable in pay for performance compensation practices, etc.

## AID 3.0: Completing Financial Accountability

*(Supports Step 7)*

Two dimensions of accountability exist: 1) direct and 2) indirect. A position may be accountable for one and or both as appropriate.

Direct is the value in hard dollars of a budget and/or grant(s) over a typical fiscal year for which the position is responsible/accountable. **Populate this field ONLY if the position is a budget or grants “manager of record”.** (Manager of record” means formal authority over the expenditure of funds within the budget or grant.)

Indirect is the approximate value (in estimated dollars) over resources the individual is responsible for or can affect with his/her work actions.

- monitors, protects, affects, coordinates, handles
- uses, maintains, or purchases

The amount should be estimated for significant LSCC resources.

Examples: maintaining & controlling specific equipment; controlling or protecting library materials/acquisitions; coordinating/handling bill payments; handling payroll; uses building or custodial supplies, etc.

### **STEPS TO COMPLETE:**

A) Determine and state the amount in hard dollars for Direct (per guideline above). Indicate if budget, grant(s) or both as appropriate.

Examples: Direct: \$10K (budget)  
Direct: \$20K (grants)

B) Determine and state approximate amount in soft (estimated) dollars for Indirect (per guideline above). Indicate specific type(s) included.

Examples: Indirect: \$30K (computer equipment & supplies)  
Indirect: \$60K (library new acquisitions)

## **AID 4.0: Completing Account Size & Make-Up** (Supports Step 8)

Account Size & Make-Up is information about the “customer sets” a job position interacts with, supports and/or supplies products/services to. This information portrays the scope and level of interaction for which the position is typically responsible.

Two dimensions of accounts may exist: 1) Primary customer set; and, 2) Secondary or Tertiary customer set.

Primary customer set is the main set of people to whom the position is most accountable or responsible. Usually this set is small in number but at the highest position or value level amongst other customer sets.

Secondary/Tertiary customer set is other valuable sets of people to whom the position is accountable or responsible. If there are several sets, then this information is shown in descending order. Usually these sets are in higher numbers and lower in position level or value than the Primary customer set.

### **STEPS TO COMPLETE:**

- A) Determine and state the name of the primary (main) customer set followed by the total number of individuals comprising that set.

Example:

Primary: VP/Deans/Chairs (8)

- B) Determine and state in descending order the names of the secondary or auxiliary customer sets followed by their respective number of individuals comprising that set.

Example:

Secondary/Auxiliary: Faculty (50); Student Svcs. Staff (8);  
Students (1200)

- C) Go on to Step #9 by returning to the main set of Directions/Steps.

## **AID 5.0: Directions for Entering Job Description Info Into the Position's JD Electronic Template**

*(Supports Step 10)*

With the all of the above steps there should now exist a draft revised job description for the position. Armed with this draft the info can be entered electronically into the respective position's job description template. A specific template exists for every position. The appropriate template for a position can be located on the HR intra-net site under the file: Templates by Position Number. The link is: <V:\Forms - HR\HR\Job Descriptions\Templates Managerial-Tech-Administrator>

Only certain fields are open on the template for populating information.

### **STEPS TO COMPLETE DATA ENTRY INTO POSITION JD TEMPLATE:**

- A) Armed with your draft position job description, go to the HR intra-net JD site: <V:\Forms - HR\HR\Job Descriptions\Templates Managerial-Tech-Administrator>
- B) Open the "By Position Number" folder.
- C) Locate your JD template by Position Number. (Refer to Position Numbers Job Aid if you do not know the number).
- D) Per the draft populate the data into the template one field at a time. Tab to each field.

Note: Certain fields are already populated. These populated fields can not be changed/edited. If data in one of these protected fields is incorrect, or you have a strong preference as to what it should say, then indicate such on your printout copy that you send to HR, per the last step #13.

- E) After populating all fields with the appropriate data from the revised draft job description, then
  - Print
  - Save the file (It must be titled as it was originally. **Do NOT re-title.**)
- F) Go on to the next step, #11, by returning to the main set of directions/steps.

# LSCC JOB FACTORS ASSESSMENT

Your Name as assessor: (print) \_\_\_\_\_

Are you the:  Job Incumbent  Supervisor  Executive

Position # Being Assessed: 999 \_ Date: \_\_\_\_\_

Position Title Being Assessed: \_\_\_\_\_

Department: \_ \_\_\_\_\_

**Directions: 1) Check only ONE item in each Category that BEST describes the job/position OVERALL. 2) Send completed form to HR.**

## 1. Change Rate (within Job)

Definitions:

**Internal Influences** are supervisors/administrators/executives, departments, divisions inside of College

**External Influences** are community agencies, private sector organizations, professional agencies/affiliations, state & federal government departments or agencies

- Changes in job (tasks, duties) are little to none.
- Changes in job (task, duties) are frequent by internal influences only.
- Changes in job (tasks, duties) are frequent by external influences only.
- Changes in job (tasks, duties) are frequent by internal and external influences.  
Conflict between the two influences does not happen typically.
- Changes in job (tasks, duties) are frequent by internal and external influences.  
Conflict between the two influences occurs and must be addressed.
- Changes in job (tasks, duties) are routine by internal and external influences.  
Conflict occurs between them and must be addressed.

## 2. Complexity of Job

Definitions:

**Steps** are linear actions leading to an outcome

**Methods** are a set of steps as different approaches leading to a similar outcome or a different outcome

**Functions** are a set of integrated methods leading to a complex outcome or set of related outcomes

- Tasks are clear cut and easily mastered. Typically no decision-making.
- Tasks involve related steps requiring employee to recognize different steps.
- Tasks involve unrelated methods, employee must recognize them and choose based upon relationships.
- Tasks involve unrelated methods, employee must assess approach.
- Tasks involve unrelated methods, decisions deal typically with uncertainty.
- Tasks involve broad functions; decision making involves undefined issues.

### 3. Creation and Development (of Job Outputs)

Definitions:

**Outputs** are single products such as memos, reports, repaired item, filed items, meetings

**Projects** are several or multiple outputs or events connected to produce a larger final outcome such as a theatre production, renovation of a room/bldg., revision of a work process, management of a task force, completion of a policy handbook, development of a budget or grant

**Programs** are multiple projects or events connected to produce a final set of major outcomes such as a training program, commencement, grant-funded program, a year's Theatre Production schedule of plays, etc.

- Produce single outputs which are routine or standardized.
- Produce outputs that require 30% or more deviation from standardized development.
- Create specialized outputs tailored to specific needs.
- Produce project(s) following a general standardized approach or format.
- Produce project(s) that require 30% or more deviation from a standardized approach or format.
- Create specialized project(s) tailored to specific needs.
- Produce new program(s) following a general standardized approach or format.
- Create from "scratch" new program(s) by synthesizing approaches or methods into a tailored plan.

### 4. Guidelines (Used in Job Execution)

Definition:

A **guideline** is information on how to: complete a task or set of tasks, and/or a procedure for administering a rule. A guideline may be in written or verbal form. A **policy** is a rule or set of rules to be followed.

- Guidelines are specific and detailed. Employee follows them strictly.
- There is a list of guidelines; employee chooses most appropriate guideline.
- Guidelines are not always applicable; employee uses judgment in adapting them.
- Guidelines are scarce, but policies are stated; employee may deviate from traditional methods and develop new methods.
- Guidelines are broadly stated; employee is a technical authority in the development of guidelines.

### 5. Information Gathering & Availability (Necessary for Job Execution)

- 90-100% of information necessary for job execution is resident within the department.
- 25% or more of the information necessary for job execution must be obtained outside of the department but within the VP organization.
- 25% or more of the information necessary for job execution must be obtained outside the VP organization but within the College.
- Job necessitates acquiring 25% or less of information outside of the College. Information typically does not conflict.
- Job necessitates acquiring large amounts (40% or more) of information from multiple internal and external College sources. Information typically conflicts requiring further appropriate action (to resolve, clarify, etc.).

## 6. Knowledge Level (Necessary for Job Execution)

- Knowledge to perform simple tasks; requires little to no previous education/training.
- Knowledge of commonly used procedures; requires some previous training.
- Knowledge of standardized rules; requires considerable training or experience.
- Knowledge of extensive rules in a generic field to perform a wide variety of tasks.
- Knowledge of specialized, complicated techniques; BA/BS degree or experience necessary.
- Knowledge of a wide range of professional methods; Graduate study or experience necessary.
- Knowledge of a wide range of concepts/principles; extended graduate study or experience necessary.
- Mastery of a professional field to apply experimental theories/new developments.
- Mastery of a professional field to develop new hypotheses and theories.

## 7. Personal Contacts (Required to Execute Job)

- Contacts are with employees in immediate office or with public; highly structured situations.
- Contacts are with employees in same establishment (in/or out of office) or with public in moderately structured situations.
- Contacts are with individuals/groups outside the organization. Each contact is different.
- Contacts are with high ranking officials in unstructured situations/settings.

## 8. Purpose of Making Contact(s) Overall in Executing Job

- My purpose is to obtain, clarify or give facts/information.
- My purpose is to plan, coordinate, or advise on work efforts.
- My purpose is to influence, motivate, interrogate, or control other persons or groups.
- My purpose is to justify, defend, negotiate, or settle matters involving significant or controversial issues/situations.

## 9. Physical Demands of Job/Work

- Work is sedentary.
- Work requires physical exertion.
- Work requires considerable and strenuous physical exertion.

## 10. Scope and Effect of Work

- Work has little impact beyond immediate department.
- Work impacts future processes.
- Work affects the operation of the department.
- Work affects wide range of department activities or operations of other departments.
- Work affects the outputs (work) of other experts or development of major organizational programs.
- Work is essential to the mission of the College.

## 11. Supervisory Duties of Job

- No supervisory responsibility.
- Non-supervisory position. However, employee shows others in group how to perform work tasks. Considered to be lead worker.
- Directs staff through face to face meetings. Typically first level supervisor.
- Directs staff through other supervisors who direct specific functions.
- Executives. Plan, coordinate and direct major functions. Reports to President.

## 12. Supervision Received (to Execute Job)

- Supervisor makes specific assignments; employee is closely monitored.
- Employee handles ongoing assignments; supervisor makes decisions.
- Supervisor provides objectives/goals/deadlines; employee plans tasks and executes. Work/outcomes reviewed based on conformation to policy(ies).
- Supervisor sets objectives/goals; employee sets deadlines and plans tasks. Work/outcomes reviewed based upon meeting requirements.
- Supervisor defines "mission" and employee develops objectives and is responsible for all planning. Work/outcomes reviewed in terms of meeting program objectives.

## 13. Work Environment (Overall Safety)

- Work involves every day risks – normal safety precautions.
- Work involves moderate risk – special safety precautions.
- Work involves high risk.

End of Assessment.