



How to Write an Effective PD

Position Description Training

The University of Tennessee System

Learning Outcomes

- Identify the who, what, where, when, why and how of Position Descriptions (PD)
- Apply knowledge learned to write a concise yet descriptive Position Description
- Ability to utilize the new PD and Classification Request Forms

The Who.

Position Descriptions are required

- Regular staff
- Temporary staff
- Positions that are on a Career Path

Position Descriptions are not required

- Student positions (Undergrad & Graduate)
- Post-doctoral Research Associates
- Faculty
- Friends

The What.

A Position Description documents a specific set of essential functions and qualifications for one unique position.

It is a formal document describing how a position fits within the unit and organization.

The Where.

The Role of Compensation

- Classify regular staff positions
- Assist with departmental reorganizations
- Assist departments with creating, implementing, and updating career paths
- Process IRIS position forms

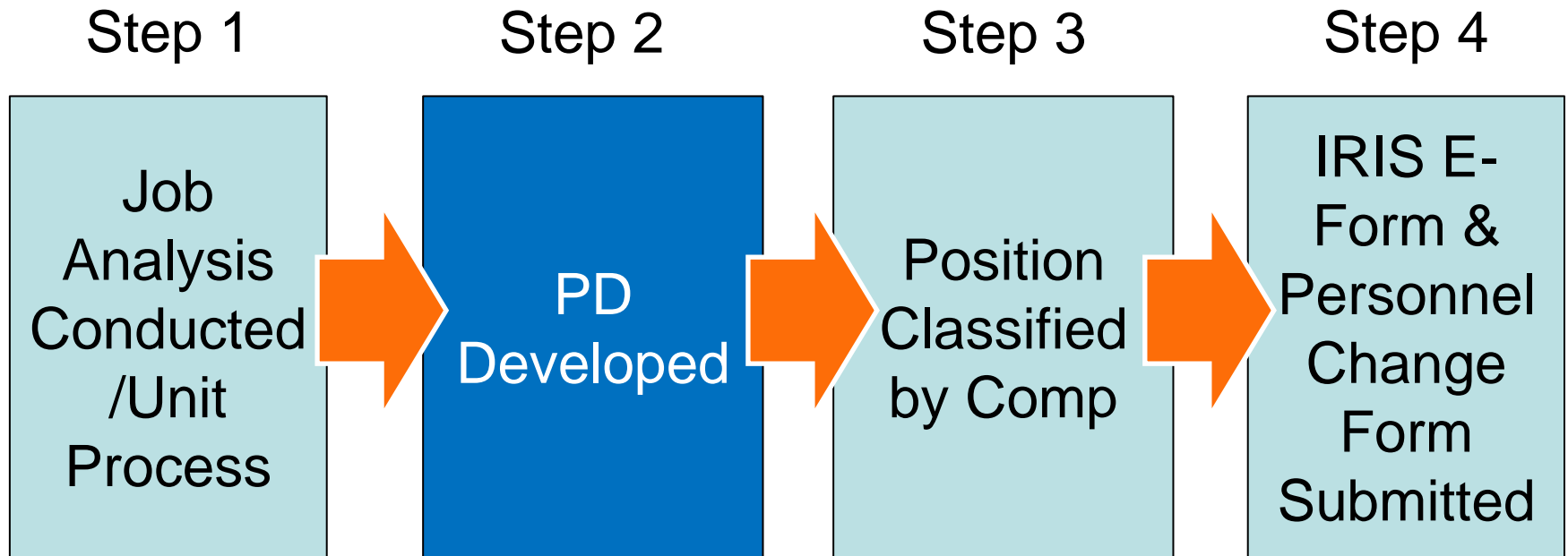
The When.

- Vacancies – prior to recruitment
- Annual review
- Significant changes to the department structure or work occur
- New work is created – establishing a Position
- Establishing a position on a career path & movement on career path
- Every 3 years

The Why.



The How: Classification Process



Pitfalls to avoid

Position not Person

- A Position Description should address the needs of the unit – not highlight the incumbent’s special skills or interests
- The minimum experience and education needed should be based on duties – not the incumbent’s qualifications or capabilities
- A PD does not measure work load, or recognize an employee’s performance or longevity
- Classification is not based on incumbent or budgeted salary

Consequences of poorly written PDs can lead to:

- Recruitment or retention problems
- Miscommunication of performance expectations
- Misclassification if importance of position is **exaggerated** or downplayed



More on
“The How”

Getting Started

- Define current business needs
- Identify goals the new position would meet
- Identify type of work necessary to meet goals and competencies needed to successfully perform work
- Identify peer positions – even other institutions – and gather information
- Identify the relationship and role within the unit, including supervisory relationships
- Identify budget for position

A Tale of Two Forms

- Position Description – a formal document that describes a unique position
- Classification Request Form – a form used to request a classification review of a Position Description

Completing the PD Form

POSITION DESCRIPTION

RESET FORM

PRINT FORM

POSITION INFORMATION		Effective Date:	
Position Number	Working Title	Campus	Cost Center
		Choose One: <input type="text"/>	
Department	Supervisor's Position Title	Supervisor's Position Number	
HR USE ONLY			
Job Title	Job Key	Pay Grade	Exemption
			Choose One: <input type="text"/>

POSITION DETAILS
Position Summary – Summarize the primary purpose of the position**Position Responsibilities – Total responsibilities must equal 100%. List essential functions in decreasing order of importance. Similar tasks should be grouped together. Any responsibility totaling less than 5% of the time should be grouped with a greater percentage of time function.**

% of Time	Job Function/Responsibilities
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% of Time	Job Function/Responsibilities
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Components of the PD

- Position Information
- Position Details including summary and functions
- Competencies/Qualifications (KSA's, education & experience)
- Supervisory/Work Direction Responsibilities
- Independence of Action/ Level of Supervision Received
- Impact of Decisions
- Budget Responsibilities
- Conditions of Employment
- Working Conditions

Position Information

POSITION INFORMATION		Effective Date:	
Position Number	Working Title	Campus	Cost Center
For new positions, please leave blank.		Choose One:	
Department	Supervisor's Position Title	Supervisor's Position Number	
HR USE ONLY			
Job Title	Job Key	Pay Grade	Exemption
			Choose One:

Working Title

- Should be based on position
- Avoid elevated titles
- Accurately reflect the nature of the job
- Generic yet self-explanatory

Position Information

POSITION INFORMATION		Effective Date:	
Position Number	Working Title	Campus	Cost Center
		Choose One:	
Department	Supervisor's P	Chattanooga	Supervisor's Position Number
		Development Foundation	
HR USE ONLY		Health Science Center	
Job Title	Job Key	Institute for Public Service	on
		Institute of Agriculture	ne:
		Knoxville	
		Martin	
		Space Institute	
		University Administration	
POSITION DETAILS			
Position Summary – Summarize the primary purpose of the position			

Position Information

POSITION INFORMATION		Effective Date:	
Position Number	Working Title	Campus	Cost Center
		Choose One:	<input type="text"/>
Department	Supervisor's Position Title	Supervisor's Position Number	
HR USE ONLY			
Job Title	Job Key	Pay Grade	Exemption
			Choose One: <input type="text"/>

HR Use Only

POSITION INFORMATION		Effective Date:	
Position Number	Working Title	Campus	Cost Center
		Choose One: <input type="text"/>	
Department	Supervisor's Position Title	Supervisor's Position Number	
HR USE ONLY			
Job Title	Job Key	Pay Grade	Exemption
			Choose One: <input type="text"/>
			Choose One:
POSITION DETAILS			Non-Exempt
Position Summary – Summarize the primary purpose of the position			Exempt - Administrative Exemption
			Exempt - Computer Exemption
			Exempt - Executive Exemption
			Exempt - Professional Exemption

Job title, job key, pay grade and FLSA exemption are assigned by the Compensation Analyst. HR completes this section.

Position Details

POSITION DETAILS	
Position Summary – Summarize the primary purpose of the position	
Position Responsibilities – Total responsibilities must equal 100%. List essential functions in decreasing order of importance. Similar tasks should be grouped together. Any responsibility totaling less than 5% of the time should be grouped with a greater percentage of time function.	
% of Time	Job Function/Responsibilities
% of Time	Job Function/Responsibilities

Position Summary

POSITION DETAILS
Position Summary – Summarize the primary purpose of the position

- Position Summary –
 - ❖ What is the main purpose of the position?
 - ❖ What does this position exist to do?
 - ❖ What is it supposed to accomplish?
 - ❖ What is the outstanding feature that makes this position different?
- A position summary statement is a concise statement or “snap shot” that provides an overview of the position.
- Used for job posting.

Sample Position Summary

Under the general direction of the Executive Director, this position conducts institutional research and analysis in support of institutional decision making. The analyst is responsible for the collection, analysis, and dissemination of information on a variety of topics including but not limited to admissions, enrollment management, student progress, program effectiveness and evaluation.

Functions/Responsibilities

Position Responsibilities – Total responsibilities must equal 100%. List essential functions in decreasing order of importance. Similar tasks should be grouped together. Any responsibility totaling less than 5% of the time should be grouped with a greater percentage of time function.

% of Time	Job Function/Responsibilities

Position Responsibilities

Method 1

- 1) Think of the job in terms of major or key responsibilities or functions (shoot for 3-5)
- 2) After establishing these, think about specific job duties for each
- 3) Assign percentage time for each function
- 4) Condense the job duties into concise action statements

Method 1 example

Budget Management

- Maintains and reconciles ledgers for four accounts.
- Prepares budget and expense reports and provides to faculty monthly.

Administrative Support

- Coordinates committee biweekly leadership meeting by scheduling, preparing agendas and taking minutes.
- Gathers data and prepares ad hoc reports for use in accreditation documentation.

Event Coordination

- Coordinates departmental events, by booking venues, scheduling speakers and arranging travel and stipends, and preparing invitations.
- Manages event operations by preparing venue set-up and acting as point-of-contact during events.

Position Responsibilities

Method 2

- 1) Brainstorm a list of all the duties – include tasks that are daily, weekly, monthly and annual
- 2) Cluster duties into 3-5 like functions/ responsibilities – determine a function title
- 3) Assign percentage time to each function
- 4) Condense the job duties in each group into concise action statements

Method 2 example

- Manages event operations by prepares venue set-up and acting as point-of-contact during events.
- Maintains and reconciles ledgers for four accounts.
- Coordinates committee biweekly leadership meeting by scheduling, preparing agendas and taking minutes.
- Prepares budget and expense reports to faculty monthly.
- Coordinates departmental events by booking venues, scheduling speakers and arranging travel and stipends, and preparing invitations.
- Gathers data and prepares ad hoc reports for use in accreditation documentation.

Method 2 example continued

Budget Support

- Maintains and reconciles ledgers for four accounts.
- Prepares budget and expense reports to faculty monthly.

Administrative Support

- Coordinates committee biweekly leadership meeting by scheduling, preparing agendas and taking minutes.
- Gathers data and prepares ad hoc reports for use in accreditation documentation.

Event Coordination

- Coordinates departmental events by booking venues, scheduling speakers and arranging travel and stipends, and preparing invitations.
- Manages event operations by preparing venues, acting as point-of-contact during events.

Step 3: Percentage of Time

<u>Percentage</u>	<u>Week</u>	<u>Year</u>
5 percent	2 hours	2 ½ weeks
10 percent	4 hours	5 weeks
15 percent	6 hours	1 ½ month
20 percent	8 hours	2 ½ months
25 percent	10 hours	3 months

Step 4: Action Statements

Condense the specific job duties into concise action statements, beginning each with a present-tense action verb. Use **Verb/Object/Explanatory Phrase** structure.

Example:

- **Audits documents** for **mathematical accuracy and policy compliance.**

*See Handout of Action Verbs

Keep it simple....



Other Language Tips

- Keep each statement in the position details crisp and clear.
- Since the occupant of the position is the subject of your sentence, it may be eliminated.
- Omit any unnecessary articles such as "a," "an," "the," or other words for an easy-to-understand description.
- Avoid using adverbs or adjectives that are subject to interpretation such as "frequently," "some," "complex," "occasional," and "several."
- Spell out acronyms at first instance.

Exercise 1

Management

Strategic Planning

Budget

- Recruits, selects and trains unit staff to perform day-to-day operations
- Establishes standards and policies for unit operations
- Manages unit by planning, coordinating, and controlling unit work and procedures
- Analyzes long-range impact of decisions and plans for use in management decisions

- Manages strategic plan by creating, reviewing and implementing annually
- Sets strategic direction by collaborating with senior administration
- Conducts comprehensive organizational review to create strategic plan

- Ensures fiscal compliance
- Prepares operating budget for unit annually
- Presents budget request and justification annually

% of Time	Job Function/Responsibilities
40%	<p>Management Recruits, selects and trains unit staff to perform day-to-day operations. Establishes standards and policies for unit operations. Manages unit by planning, coordinating, and controlling unit work and procedures. Analyzes long-range impact of decisions and plans for use in management decisions</p>
% of Time	Job Function/Responsibilities
30%	<p>Strategic Planning Manages strategic plan by creating, reviewing and implementing for unit annually. Sets strategic direction by collaborating with senior administration. Conducts comprehensive organizational review to create strategic plan.</p>
% of Time	Job Function/Responsibilities
30%	<p>Budget Prepares operating budget for unit annually. Presents budget request and justification annually to the board. Ensures fiscal compliance.</p>

Competencies/Qualifications

Competencies/Qualifications

Knowledge, Skills, and Abilities (KSAs) required to perform essential job functions. All KSAs should be related to the functions and responsibilities of the position. These statements should all contain the word "knowledge", "skill", or "ability". This is not the experience necessary to perform the essential functions.

The application of a body of information specific to the performance of a function. Examples of knowledge statements: Knowledge of proper accounting procedures. Knowledge of basic computer operations.

The skills required to perform the position's essential functions. Examples of skills statements: Advanced MS Excel skills. Analytical skills. Basic fiscal skills.

The ability to perform a behavior or task. Examples of ability statements: Ability to supervise. Ability to coordinate events. Ability to create and deliver training.

Preferred knowledge, skills, and abilities

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What are KSAs?

Knowledge is the theoretical or practical understanding of a subject.

Example: Knowledge of Lean principles.

Skills are the proficiencies developed through experience and training.

Example: MS Access skills.

Ailities are the qualities of being able to do something.

Example: Ability to learn new software.

Determining KSAs

Knowledge, skills and abilities statements should be directly tied to the functions and responsibilities.



Exercise 2

Education/Experience

Education/Experience			
<i>Education – Describe the minimum level of education necessary to perform the essential functions of the position. Where not required by law, an equivalent combination of training and experience may substitute for education</i>			
Required	Preferred	Level/Type of Education	Field of Study (indicate if a related field may be substituted)
<input type="checkbox"/>	<input type="checkbox"/>	High school diploma or GED	
<input type="checkbox"/>	<input type="checkbox"/>	Vocational or technical training	
<input type="checkbox"/>	<input type="checkbox"/>	Associate's Degree	
<input type="checkbox"/>	<input type="checkbox"/>	Bachelor's Degree	
<input type="checkbox"/>	<input type="checkbox"/>	Master's Degree	
<input type="checkbox"/>	<input type="checkbox"/>	Doctoral Degree	
<input type="checkbox"/>	<input type="checkbox"/>	Other licenses/certifications	
<i>Experience – the minimum amount/type of experience necessary to perform the essential functions of the position</i>			
Required level/type of experience and/or years of experience			
Preferred level/type of experience and/or years of experience			

Education/Experience

Required (minimum)

- Tied to duties
- Specific level or type of experience over years of experience
- Not all jobs require degrees
- Where not required by law, an equivalent combination of training and experience may substitute for education – same for certifications/licenses

Preferred

- Used to narrow the pool of applicants
- What the ideal candidate should possess
- Specific experience
- Preferred degrees

Supervisory / Work Direction Responsibilities

Supervisory/Work Direction Responsibilities	
<input type="checkbox"/>	This position has no supervisory responsibilities.
<input type="checkbox"/>	This position provides work direction to others (includes students).
<input type="checkbox"/>	This position has supervisory responsibilities and is responsible for staff performance management.

Please submit a Divisional Organization Chart. Please include detailed reporting relationships of this position in relation to others. Include subordinate positions, including students, graduate students, and consultants.

- “work direction” – May provide day-to-day guidance, training, and direction for staff in addition to other duties. May assign and review work. May make recommendations for corrective action. May lead processes or projects without assigning and reviewing work.
- “supervisory” – Provides day-to-day work direction to employees, and review progress. Hire, train, provide feedback, evaluate performance, and initiate corrective action.

Independence of Action/ Level of Supervision Received

Independence of Action/Level of Supervision Received	
<input type="checkbox"/>	Work is closely monitored by supervisor/manager; clearly stated instructions and procedures are generally provided; tasks, duties, and responsibilities are generally standardized and routine in nature; instruction, advice, and assistance readily available
<input type="checkbox"/>	Work progress is generally monitored by supervisor/manager; employee performs assigned tasks, duties, and responsibilities by following established policies and procedures; may set own priorities and organizes work within general guidelines established by supervisor/manager
<input type="checkbox"/>	Supervisor/manager defines objectives, priorities, and deadlines; existing practices are used as guidelines to determine specific work methods; carries out work activities independently; supervisor/manager is available to assist in resolving problems
<input type="checkbox"/>	In consultation with supervisor/manager, sets own priorities and goals and determines how to accomplish results with few or no guidelines to follow, although past practices may exist; keeps supervisor informed of progress, potentially controversial matters, or matters with far-reaching implications

Close – frequent and detailed review of work

General – instruction, advice and assistance available as needed

Broad – instruction, advice and assistance available upon request

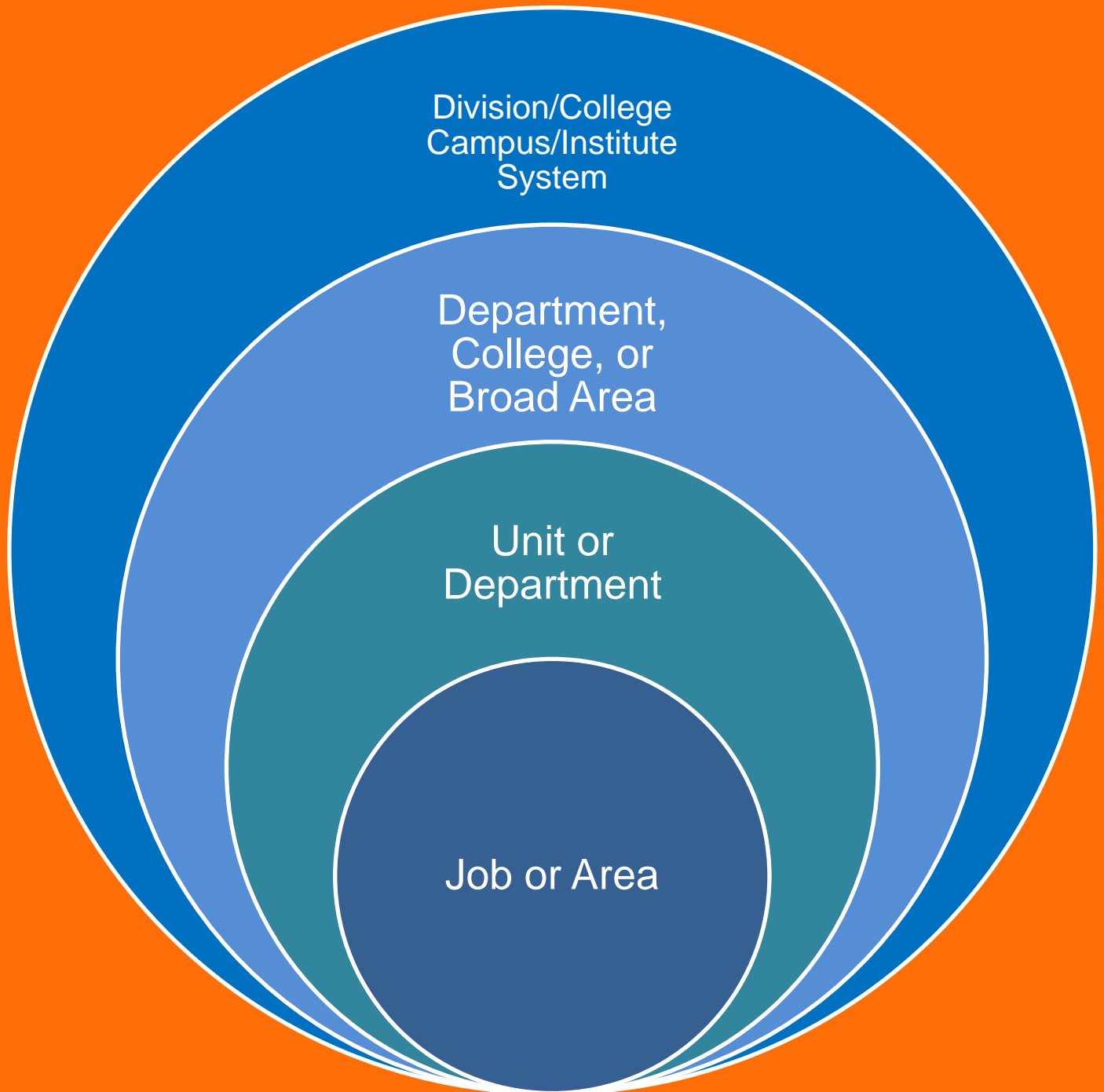
**Supervision
Received**

Administrative Direction – advice and assistance limited to accomplishment of broad objectives and policies

Impact of Decisions

Impact of Decisions	
<input type="checkbox"/>	Decisions generally impact own job or area.
<input type="checkbox"/>	Decisions impact a unit or department. May contribute to business and operational decisions that impact the department. Makes recommendations to manager/supervisor that are generally implemented/accepted.
<input type="checkbox"/>	Decisions have substantial impact on management and operations of an area within department, college or broad functional area. May contribute to important strategy, operational and business decisions which impact the department.
<input type="checkbox"/>	Decisions have a significant impact on the management and operations of a division/college/campus/institution/system. Contributes to the decisions on the overall strategy and direction of the organization.


Impact of Decisions



Budget Responsibilities

Budget Responsibilities	
<input type="checkbox"/>	No Budget Responsibilities
<input type="checkbox"/>	Monitor/maintain budgets – Processes transactions, monitors balances, and reconciles accounts
<input type="checkbox"/>	Managerial/signature budget authority – Approves and commits funds for salaries, and to acquire materials, resources, supplies, services, etc.
<input type="checkbox"/>	Full budgetary oversight – Establishes budget and has full authority to implement budget initiatives

Conditions of Employment

CONDITIONS OF EMPLOYMENT		
Choose One: 	Designated personnel for emergencies – Is this position required to report to their designated work location to ensure operation of essential campus functions or departments during an emergency, or when the University has suspended or delayed operations?	
Choose One:	Shift	
No		
Yes	Background Check Required – Select any additional background checks this position requires in addition to the basic background check	
<input type="checkbox"/>	Covered Programs Check	
<input type="checkbox"/>	Credit Check	
<input type="checkbox"/>	Drug Screening	
<input type="checkbox"/>	Security Clearance Check	
Work Schedule		
Occasional	Frequent	
<input type="checkbox"/>	<input type="checkbox"/>	Weekends
<input type="checkbox"/>	<input type="checkbox"/>	Evenings
<input type="checkbox"/>	<input type="checkbox"/>	Overnight Travel
Other Conditions of Employment required to perform essential functions of this position (i.e. the employee would lose their job if at some point they didn't meet these conditions.) e.g. Valid Driver's license, pesticide application certification		

Conditions of Employment

CONDITIONS OF EMPLOYMENT		
Choose One: <input type="checkbox"/>	Designated personnel for emergencies – Is this position required to report to their designated work location to ensure operation of essential campus functions or departments during an emergency, or when the University has suspended or delayed operations?	
Choose One: <input type="checkbox"/>	Shift	
Choose One: <input type="checkbox"/>	Work Required – Select any additional background checks this position requires in addition to the basic	
First Shift	Covered Programs Check	
Second Shift	Credit Check	
Third Shift	Drug Screening	
Rotating Shift	Security Clearance Check	
<input type="checkbox"/>		
Work Schedule		
Occasional	Frequent	
<input type="checkbox"/>	<input type="checkbox"/>	Weekends
<input type="checkbox"/>	<input type="checkbox"/>	Evenings
<input type="checkbox"/>	<input type="checkbox"/>	Overnight Travel
Other Conditions of Employment required to perform essential functions of this position (i.e. the employee would lose their job if at some point they didn't meet these conditions.) e.g. Valid Driver's license, pesticide application certification		

Conditions of Employment

CONDITIONS OF EMPLOYMENT		
Choose One: <input type="button" value="v"/>	Designated personnel for emergencies – Is this position required to report to their designated work location to ensure operation of essential campus functions or departments during an emergency, or when the University has suspended or delayed operations?	
Choose One: <input type="button" value="v"/>	Shift	
Background Check Required – Select any additional background checks this position requires in addition to the basic background check		
<input type="checkbox"/>	Covered Programs Check	Required if this position will work with minors per UT Safety Policy SA0575.
<input type="checkbox"/>	Credit Check	
<input type="checkbox"/>	Drug Screening	
<input type="checkbox"/>	Security Clearance Check	
Work Schedule		
Occasional	Frequent	
<input type="checkbox"/>	<input type="checkbox"/>	Weekends
<input type="checkbox"/>	<input type="checkbox"/>	Evenings
<input type="checkbox"/>	<input type="checkbox"/>	Overnight Travel
Other Conditions of Employment required to perform essential functions of this position (i.e. the employee would lose their job if at some point they didn't meet these conditions.) e.g. Valid Driver's license, pesticide application certification		

Working Conditions

WORKING CONDITIONS				
PHYSICAL DEMANDS				
	Amount of time			
	Not required	Seldom	Often	Frequent
Stand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Walk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talk or hear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seeing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use hands to finger, handle or feel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reach with hands and arms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Repetitive motion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Climb or balance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stoop, kneel, crouch or crawl	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Driving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lift up to 10 lbs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lift up to 25 lbs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lift up to 50 lbs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lift up to 100 lbs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Working Conditions

WORK ENVIRONMENT				
	Not required	Seldom	Often	Frequent
Work near moving mechanical parts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work in high, precarious places	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fumes, smoke, or airborne particles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Toxic or caustic chemicals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hazardous Materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Risk of electrical shock	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Risk of radiation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Operate power tools/machinery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Operate light or heavy equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Confined Spaces	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exposure to vibrations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explosive or flammable materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal protective equipment required	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Outdoor Environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extreme heat (non-weather)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wet or humid conditions (non-weather)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Potential exposure to infectious agents or blood borne pathogens	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work with human blood or cells	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work with animals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work with animal blood or cells	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Office Environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Completing the
Classification
Request Form

CLASSIFICATION REQUEST

[RESET FORM](#)
[PRINT FORM](#)

An updated Position Description and Organization Chart should accompany this request

CURRENT POSITION INFORMATION			Date of Request:
Position Number	Incumbent	Personnel Number	Campus
			Choose One: <input type="text"/>
Job Title	Department	Cost Center	
Supervisor's Name	Supervisor's Position Number	Phone	Email
Department Contact	Phone	Email	

REASON FOR EVALUATION
Choose One: <input type="text"/>

JUSTIFICATION FOR THE ACTION	
Proposed Job Title	Proposed Working Title
<p>Provide a brief summary of the reason for this request. If this request involves the assignment of new duties or re-delegation/removal of current duties, include the position information for the other position(s) affected by the change. Affected position descriptions should also be updated and reviewed.</p>	

PEER POSITIONS		
Position Number	Title	Department

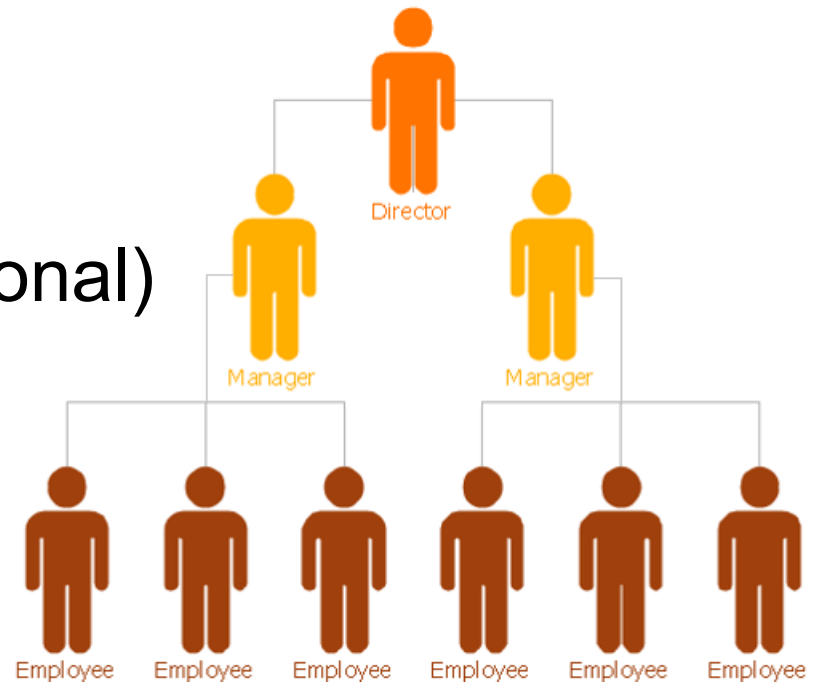
Components of the Classification Request Form

- Organization Chart
- Current Position Information
- Reason for Evaluation
- Justification for the Action
- Peer Positions

Organizational Chart

Include:

- Every position in the unit/department
- Show where they are in the organization up to the division level
- Titles for each position
- Position number
- Incumbents' name (optional)



Current Position Information

CURRENT POSITION INFORMATION			Date of Request:
Position Number	Incumbent	Personnel Number	Campus
Job Title	For new position please leave blank.		Choose One:
Supervisor's Name	Supervisor's Position Number	Phone	Chattanooga
Department Contact	Phone	Email	Development Foundation
			Health Science Center
			Institute for Public Service
			Institute of Agriculture
			Knoxville
			Martin
			Space Institute
			System Administration
REASON FOR EVALUATION			Choose One:

Current Position Information

CURRENT POSITION INFORMATION			Date of Request:	
Position Number	Incumbent	Personnel Number	Campus	
			Choose One: <input type="text"/>	
Job Title	Department		Cost Center	
Supervisor's Name	Supervisor's Position Number	Phone	Email	
Department Contact	Phone	Email		



Reason for Evaluation

REASON FOR EVALUATION

Choose One:

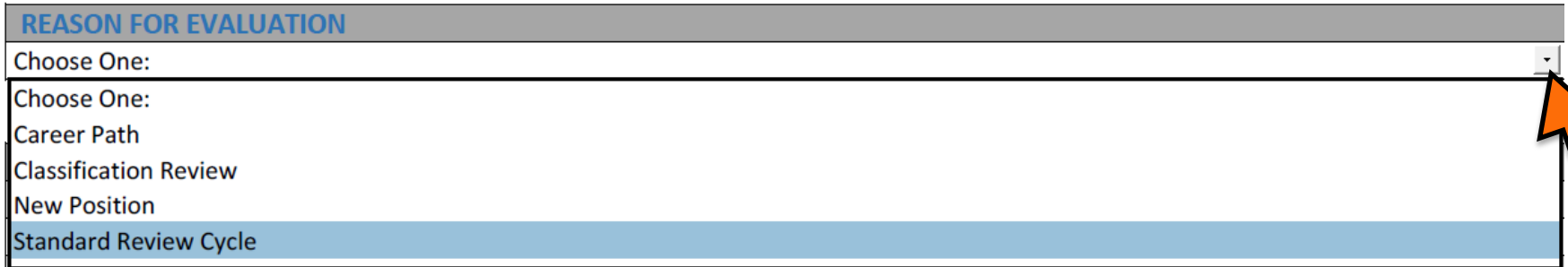
Choose One:

Career Path

Classification Review

New Position

Standard Review Cycle



Career Path

- Establishing a new position on career path
- Each move on career path

Classification Review

- Reclassification
- Reorganization
- Temporary to Regular Conversion
- Update
- Vacancy

New Position – Creating a new position

Standard Review Cycle – Statewide review

Justification for the Action

JUSTIFICATION FOR THE ACTION	
Proposed Job Title	Proposed Working Title
<p>Provide a brief summary of the reason for this request. If this request involves the assignment of new duties or re-delegation/removal of current duties, include the position information for the other position(s) affected by the change. Affected position descriptions should also be updated and reviewed.</p>	

Peer Positions

If applicable, please identify positions performing similar work within your department or within the College/Campus/University.

PEER POSITIONS		
Position Number	Title	Department

For review submit:

1. Position Description
2. Classification Request Form
3. Organizational Chart

What we covered:

- The who, what, where, when, why and how of Position Descriptions (PD)
- How to write a concise yet descriptive Position Description
- How to complete the new PD and Classification Request Forms



**Thank you for your
participation!**

Questions?