

## Supervisor's Guide to Performance Management: Position Description

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### What is Performance Management?

Performance management focuses on the supervisor's basic responsibility of encouraging results through the efforts of other individuals and is the foundation of performance excellence. Effective performance management is an on-going process which involves the position description, performance evaluations, corrective action, and rewards and recognition through a coaching model.



### What is a Position Description?

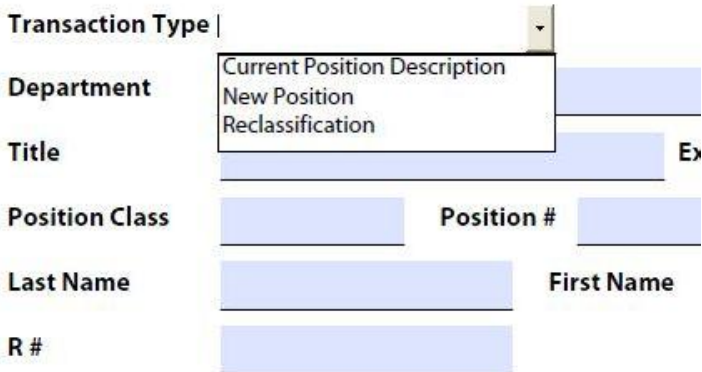
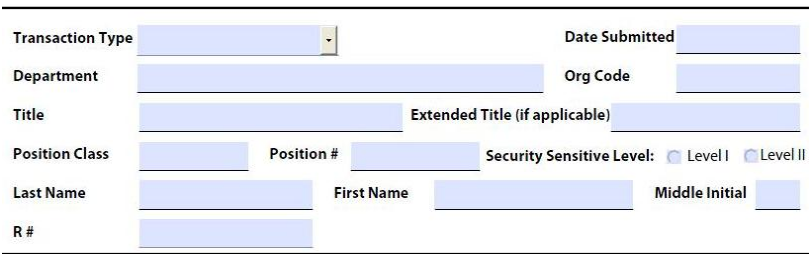
A position description is an official written list of a position's responsibilities and requirements, not the capabilities of the employee. It is designed as a resource for supervisors to:

- identify and select employees
- set expectations for the job
- provide a point of reference for employee performance accountability
- assist in leave administration
- aid in legal aspects

Texas Tech position descriptions consist of four major components:

- **Administrative Information:** information required by Texas Tech to post a new job or make changes to an existing job which includes hours/shifts, overtime or travel required and other specifics to time worked
- **Essential Functions:** summarizes the primary job duties that a qualified individual must be able to perform and details the required tasks, knowledge, skills, abilities, responsibilities, and supervisory role
- **Physical Demands:** physical requirements that must be met to perform the essential functions of the position
- **Environmental Conditions:** conditions associated with the work environment for the position

## Administrative Information

|  |  |
|--|--|
|  | <p><b>Transaction Type:</b></p> <p><b>Current Position Description</b> – Select this option when a position description is being completed on an employee for their current position.</p> <p><b>New Position</b> – Select this option when the position has been created in your department and there is not a previous position description.</p> <p><b>Reclassification</b> – Select this option when the employee is being reclassified into a different position.</p>   |
|  | <p>If there is unknown information regarding the employee's position, information is available through the links below:</p> <ul style="list-style-type: none"> <li>• <b>Texas Tech Pay Plan</b><br/>(<a href="http://www.depts.ttu.edu/hr/PayPlan/">www.depts.ttu.edu/hr/PayPlan/</a>) <ul style="list-style-type: none"> <li>- search by position</li> </ul> </li> <li>• <b>HR 121 Cognos Report</b><br/>(<a href="https://cognos.texastech.edu/">https://cognos.texastech.edu/</a>) <ul style="list-style-type: none"> <li>- search by employee name or R#</li> </ul> </li> <li>• <b>HR010 Vacant Positions by Org</b> Cognos Report<br/>(<a href="https://cognos.texastech.edu/">https://cognos.texastech.edu/</a>) <ul style="list-style-type: none"> <li>- search by Org</li> </ul> </li> </ul> |

| <div style="text-align: right; margin-bottom: 10px;">Date Submitted <input style="width: 150px;" type="text"/></div> <div style="margin-bottom: 10px;"> <input style="width: 150px;" type="text"/> Org Code <input style="width: 100px;" type="text"/> </div> <div style="margin-bottom: 10px;">Extended Title (if applicable) <input style="width: 180px;" type="text"/></div> <div style="margin-bottom: 10px;"> <input style="width: 100px;" type="text"/> Security Sensitive Level: <input type="radio"/> Level I <input checked="" type="radio"/> Level II     </div> <div style="display: flex; justify-content: space-between;"> <span>ne <input style="width: 150px;" type="text"/></span> <span>Middle Initial <input style="width: 50px;" type="text"/></span> </div>  | <p><b>Security Sensitive Level:</b></p> <p>Please refer to OP 70.20, Employment in Security-Sensitive Positions<br/> <a href="http://www.depts.ttu.edu/hr/PayPlan/">www.depts.ttu.edu/hr/PayPlan/</a><br/>         to determine if the position is a Security Sensitive Level I or II. The department will want to stay consistent with procedures followed in the past for positions throughout their department. If there are any questions or assistance needed in determining the level of a position, you may contact Human Resources at 806-742-3851.</p> |  |  |  |  |  |   |  |  |   |  |  |  |  |  |  |  |  |                                   |   |   |                                 |   |   |  |
|--|---|--|--|--|--|--|---|--|--|---|--|--|--|--|--|--|--|--|-----------------------------------|---|---|---------------------------------|---|---|--|
| <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <b>Reports To:</b><br/> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Last Name</td> <td style="width: 20%;"><input style="width: 100%;" type="text"/></td> <td style="width: 20%;">First Name</td> <td style="width: 20%;"><input style="width: 100%;" type="text"/></td> <td style="width: 20%;">Middle Initial</td> <td style="width: 20%;"><input style="width: 50px;" type="text"/></td> </tr> <tr> <td>R #</td> <td><input style="width: 100%;" type="text"/></td> <td>Title</td> <td colspan="3"><input style="width: 180px;" type="text"/></td> </tr> </table> </div>   | Last Name   | <input style="width: 100%;" type="text"/>                            | First Name                                 | <input style="width: 100%;" type="text"/>  | Middle Initial   | <input style="width: 50px;" type="text"/>                            | R #   | <input style="width: 100%;" type="text"/>                            | Title  | <input style="width: 180px;" type="text"/>    |  |  | <p><b>Reports To:</b></p> <p>If the evaluator and “Reports To” are not the same person, communication between the two is critical to provide consistent, accurate feedback for the employee.</p> |  |  |  |  |  |                                   |   |   |                                 |   |   |  |
| Last Name  | <input style="width: 100%;" type="text"/>   | First Name   | <input style="width: 100%;" type="text"/>  | Middle Initial                             | <input style="width: 50px;" type="text"/>                            |  |   |  |  |   |  |  |  |  |  |  |  |  |                                   |   |   |                                 |   |   |  |
| R #  | <input style="width: 100%;" type="text"/>   | Title  | <input style="width: 180px;" type="text"/> |  |  |  |   |  |  |   |  |  |  |  |  |  |  |  |                                   |   |   |                                 |   |   |  |
| <div style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Hours/Shift:</th> <th style="text-align: left;">From</th> <th style="text-align: left;">To</th> </tr> </thead> <tbody> <tr> <td><input checked="" type="checkbox"/> Monday</td> <td>8 <input checked="" type="checkbox"/> AM <input type="checkbox"/> PM</td> <td>5 <input type="checkbox"/> AM <input checked="" type="checkbox"/> PM</td> </tr> <tr> <td><input checked="" type="checkbox"/> Tuesday</td> <td>8 <input checked="" type="checkbox"/> AM <input type="checkbox"/> PM</td> <td>5 <input type="checkbox"/> AM <input checked="" type="checkbox"/> PM</td> </tr> <tr> <td><input checked="" type="checkbox"/> Wednesday</td> <td>8 <input checked="" type="checkbox"/> AM <input type="checkbox"/> PM</td> <td>5 <input type="checkbox"/> AM <input checked="" type="checkbox"/> PM</td> </tr> <tr> <td><input checked="" type="checkbox"/> Thursday</td> <td>8 <input checked="" type="checkbox"/> AM <input type="checkbox"/> PM</td> <td>5 <input type="checkbox"/> AM <input checked="" type="checkbox"/> PM</td> </tr> <tr> <td><input checked="" type="checkbox"/> Friday</td> <td>8 <input checked="" type="checkbox"/> AM <input type="checkbox"/> PM</td> <td>5 <input type="checkbox"/> AM <input checked="" type="checkbox"/> PM</td> </tr> <tr> <td><input type="checkbox"/> Saturday</td> <td><input type="checkbox"/> AM <input type="checkbox"/> PM</td> <td><input type="checkbox"/> AM <input type="checkbox"/> PM</td> </tr> <tr> <td><input type="checkbox"/> Sunday</td> <td><input type="checkbox"/> AM <input type="checkbox"/> PM</td> <td><input type="checkbox"/> AM <input type="checkbox"/> PM</td> </tr> </tbody> </table> </div> <div style="display: flex; justify-content: space-between;"> <div style="width: 20%;"> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <b>To</b><br/> <input type="checkbox"/> AM <input type="checkbox"/> PM<br/> <input type="checkbox"/> AM <input type="checkbox"/> PM<br/> <input type="checkbox"/> AM <input type="checkbox"/> PM<br/> <input type="checkbox"/> AM <input type="checkbox"/> PM<br/> <input type="checkbox"/> AM <input type="checkbox"/> PM<br/> <input type="checkbox"/> AM <input type="checkbox"/> PM<br/> <input type="checkbox"/> AM <input type="checkbox"/> PM         </div> </div> <div style="width: 80%;"> <div style="margin-bottom: 10px;"> <b>Is overtime required?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No<br/>           Specify: <input style="width: 150px;" type="text"/> </div> <div style="margin-bottom: 10px;"> <b>Is travel required?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No<br/>           Specify: <input style="width: 150px;" type="text"/> </div> <div style="border: 1px solid red; padding: 5px;"> <b>Other:</b> <input style="width: 180px;" type="text" value="Variable Work Schedule"/> </div> </div> </div> | Hours/Shift:  | From   | To   | <input checked="" type="checkbox"/> Monday | 8 <input checked="" type="checkbox"/> AM <input type="checkbox"/> PM | 5 <input type="checkbox"/> AM <input checked="" type="checkbox"/> PM | <input checked="" type="checkbox"/> Tuesday | 8 <input checked="" type="checkbox"/> AM <input type="checkbox"/> PM | 5 <input type="checkbox"/> AM <input checked="" type="checkbox"/> PM | <input checked="" type="checkbox"/> Wednesday | 8 <input checked="" type="checkbox"/> AM <input type="checkbox"/> PM | 5 <input type="checkbox"/> AM <input checked="" type="checkbox"/> PM | <input checked="" type="checkbox"/> Thursday   | 8 <input checked="" type="checkbox"/> AM <input type="checkbox"/> PM | 5 <input type="checkbox"/> AM <input checked="" type="checkbox"/> PM | <input checked="" type="checkbox"/> Friday | 8 <input checked="" type="checkbox"/> AM <input type="checkbox"/> PM | 5 <input type="checkbox"/> AM <input checked="" type="checkbox"/> PM | <input type="checkbox"/> Saturday | <input type="checkbox"/> AM <input type="checkbox"/> PM | <input type="checkbox"/> AM <input type="checkbox"/> PM | <input type="checkbox"/> Sunday | <input type="checkbox"/> AM <input type="checkbox"/> PM | <input type="checkbox"/> AM <input type="checkbox"/> PM | <p><b>Work Schedule:</b></p> <p>Identify the days and hours that are required for position’s regular work schedule. If the schedule varies, list all possible days and hours that the employee may be scheduled. Then state “variable work schedule” in the <b>Other</b> comment box, to the right of the work schedule box.</p> <p>Additional suggestions for <b>Other</b> include but are not limited to:</p> <ul style="list-style-type: none"> <li>Night Differential</li> <li>Variable Work Schedule</li> <li>Call Back</li> <li>On Call</li> </ul> |
| Hours/Shift:   | From  | To   |  |  |  |  |   |  |  |   |  |  |  |  |  |  |  |  |                                   |   |   |                                 |   |   |  |
| <input checked="" type="checkbox"/> Monday   | 8 <input checked="" type="checkbox"/> AM <input type="checkbox"/> PM  | 5 <input type="checkbox"/> AM <input checked="" type="checkbox"/> PM |  |  |  |  |   |  |  |   |  |  |  |  |  |  |  |  |                                   |   |   |                                 |   |   |  |
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| <input checked="" type="checkbox"/> Friday   | 8 <input checked="" type="checkbox"/> AM <input type="checkbox"/> PM  | 5 <input type="checkbox"/> AM <input checked="" type="checkbox"/> PM |  |  |  |  |   |  |  |   |  |  |  |  |  |  |  |  |                                   |   |   |                                 |   |   |  |
| <input type="checkbox"/> Saturday  | <input type="checkbox"/> AM <input type="checkbox"/> PM   | <input type="checkbox"/> AM <input type="checkbox"/> PM              |  |  |  |  |   |  |  |   |  |  |  |  |  |  |  |  |                                   |   |   |                                 |   |   |  |
| <input type="checkbox"/> Sunday  | <input type="checkbox"/> AM <input type="checkbox"/> PM   | <input type="checkbox"/> AM <input type="checkbox"/> PM              |  |  |  |  |   |  |  |   |  |  |  |  |  |  |  |  |                                   |   |   |                                 |   |   |  |

Is overtime required? ☒ Yes ☐ No

Specify: peak work season

Is travel required? ☒ Yes ☐ No

Specify: as needed

### Overtime & Travel:

If the position is non-exempt, there will always be a possibility that the position may require overtime. In the *Specify* box, describe the frequency of overtime that may be required for the position. For example, *as needed*, *weekly*, *peak work season*, *rare*, etc.

Travel may be needed for any position. In the *Specify* box describe the frequency of travel that may be required for the position. For example, *as needed*, *weekly*, *monthly*, *rare*, etc.

**TTU Pay Plan**

Click on the column codes to view all details for this position.  
Click a column heading to sort by that column. Click again to reverse the sort.

Number of rows displayed: 355

| FT Pos Code | PT Pos Code | Position Class Title              | FLSA      | Job Category                    | Pay Grade | Hourly Pay Range      | Annual Pay Range        |
|-------------|-------------|-----------------------------------|-----------|---------------------------------|-----------|-----------------------|-------------------------|
| S2515       | P2515       | Academic Advisor                  | Exempt    | Professional                    | 805       | 12.27                 | 24000 - 32000 - 40000   |
| FT 9 month  | PT 9 month  | Academic Assistant Professor      | Exempt    | Faculty                         | 800       |                       | 24000 - 35000 - 9999999 |
| FT 12 month | PT 12 month | Academic Assistant Professor      | Exempt    | Faculty                         | 800       |                       | 24000 - 35000 - 9999999 |
| E0201       | P0201       | Academic Dean                     | Exempt    | Professional                    | 800       |                       | 24000 - 35000 - 9999999 |
| FT 12 month | PT 12 month | Academic Dean                     | Exempt    | Faculty                         | 800       |                       | 24000 - 35000 - 9999999 |
| FT 9 month  | PT 9 month  | Academic Instructor               | Exempt    | Faculty                         | 800       |                       | 24000 - 35000 - 9999999 |
| S1908       | P1908       | Accountant                        | Nonexempt | Skilled Craft                   | 807       | 9.88 - 12.08 - 14.12  |                         |
| S1203       | P1203       | Account Processor                 | Nonexempt | Secretarial and Clerical        | 505       | 8.73 - 10.5 - 12.27   |                         |
| S1208       | P1208       | Accountant                        | Nonexempt | Professional                    | 807       | 13.18 - 16.87 - 18.75 |                         |
| S1123       | P1123       | Administrative Assistant          | Nonexempt | Secretarial and Clerical        | 509       | 11.45 - 13.87 - 16.28 |                         |
| S1124       | P1124       | Administrative Business Assistant | Nonexempt | Secretarial and Clerical        | 808       | 10.68 - 12.60 - 15.18 |                         |
| S0833       | P0833       | Administrator                     | Exempt    | Executive, Admin and Managerial | 803       |                       | 32000 - 43000 - 54000   |
| S2510       | P2510       | Advisor                           | Nonexempt | Secretarial and Clerical        | 810       | 12.27 - 14.68 - 17.09 |                         |

### Job Summary:

Texas Tech Human Resources provides a generic job summary for each position in the *Texas Tech Pay Plan* ([www.depts.ttu.edu/hr/PayPlan/](http://www.depts.ttu.edu/hr/PayPlan/)). To locate the position's job summary, type a keyword into the search box relating to the position. This will search the job title and description fields of all positions. For example, you can search by entering "analyst" into the search box for an Analyst position. Once your selection has been found, click on the job title to link to the position's pay plan.

**TTU Pay Plan**

**Detail View**

|                      |   |
|----------------------|---|
| FT Position Code     | S1208   |
| PT Position Code     | P1208   |
| Position Class Title | Analyst   |
| Position Description | Analyzes and coordinates office services such as personnel, budget preparation and control, fiscal affairs, equipment utilization, records control, and special management studies.     |
| Qualifications       | Bachelor's degree in job related field plus one year responsible experience. Additional specific job related experience may substitute for required education on a year for year basis. |

**JOB SUMMARY**  
Position description from Texas Tech Pay Plan ([URL HERE](#))

Analyzes and coordinates office services such as personnel, budget preparation and control, fiscal affairs, equipment utilization, records control, and special management studies.

Copy the contents of the *Position Description* from *Texas Tech Pay Plan* and paste in the *Job Summary* box on the position description form.

## Essential Job Functions

Essential job functions are the fundamental job-related duties necessary to the position. A function may be considered essential for a variety of reasons, including (but not limited to) the following items:

- The reason the job exists is to perform the function.
- There are a limited number of employees available to distribute this function among.
- The functions may be highly specialized and require specific expertise or ability.

Essential job functions are distinguished from other nonessential or marginal functions that are part of the job but are ancillary to the purpose and nature of the job. Adequate definition of and justification for the essential functions of the job provide a clear foundation for establishing job expectations and for clarifying the conditions under which the job will be performed. This information also serves as clarification when addressing ADA, FMLA or other job-related concerns.

Although most essential job functions are clear, some functions may seem to waiver between essential and non-essential. If it is difficult to classify a function as essential or non-essential, the following questions may provide a basis for determining essential job junctions.

| Essential Function Characteristics  | Determination |    |          |
|---|---------------|----|----------|
| Does the job exist to do this function?   | Yes           | No |          |
| Are there critical skills, experience, training, education, license, etc. needed to perform the function? | Yes           | No | Explain: |
| Is specialized Equipment used?  | Yes           | No | Explain: |
| Can other incumbents do this function if necessary?   | Yes           | No | Explain: |
| Would eliminating this function significantly alter the job?  | Yes           | No | Explain: |
| Does the employee spend a significant amount of time performing the function?                             | Yes           | No | Explain: |
| Based on the answers above, is the job function essential (as opposed to nonessential)?                   | Yes           | No | Explain: |

In writing essential job functions:

- Be sure to address outcomes and areas of responsibility rather than how to do the job.
- Spell out technical details so that those referring to the job description will know what it is saying.
- Samples of job descriptions and essential functions are available through O\*NET (<http://online.onetcenter.org>), the Department of Labor's tool for formulating job descriptions and essential functions.

|  |  |
|--|--|
| <p>List the essential functions of this job below. Attach separate pages if necessary for additional essential job functions.</p> <div style="border: 1px solid black; height: 100px; width: 100%;"></div> | <p><b>Essential Job Functions:</b></p> <p>State one essential job function per text box.</p> |
|--|--|

## Global Competencies

Global competencies are designed to identify an essential set of skills, attitudes, and knowledge that align employee performance with the university's standards.

|   |   |
|---|---|
| <p><b>GLOBAL COMPETENCIES</b><br/> <i>An essential set of skills, attitudes, and knowledge that align performance with the university's standards.</i></p> <ol style="list-style-type: none"> <li><b>1. Quality of Customer Service</b><br/>             Delivers high level of service which meets the needs of the customer</li> <li><b>2. Compliance</b><br/>             Complies with all university and departmental rules, laws, policies and procedures</li> <li><b>3. Staff Development</b><br/>             Attends all required training or certification programs within the specified time frames</li> <li><b>4. Planning and Organizing Work</b><br/>             Effective and efficient utilization of time and resources</li> <li><b>5. Dependability</b><br/>             Degree to which the employee can be relied upon to complete tasks in a timely manner</li> <li><b>6. Quality of Work</b><br/>             Accurate, neat, thorough</li> <li><b>7. Initiative</b><br/>             Anticipates and responds to the needs of the department</li> <li><b>8. Relationship with Others</b><br/>             Respectful, cooperative, and effective in getting along with a diverse group of employees and customers</li> </ol> <p><b>GLOBAL COMPETENCIES <i>continued</i></b></p> <ol style="list-style-type: none"> <li><b>9. Adaptability</b><br/>             Effectively adjusts to change</li> <li><b>10. Communication (oral and written)</b><br/>             Expresses ideas/information in a complete, clear, concise, organized, and timely manner; actively listens to others and is open to suggestions</li> <li><b>11. Accountability</b><br/>             Accepts responsibility for job performance</li> <li><b>12. Job Knowledge</b><br/>             Demonstrates an understanding of knowledge specific to the job</li> </ol> | <p>These competencies are common to all Texas Tech employees and will be evaluated on the Performance Evaluation. It is important that expectations are communicated to the employee for each competency.</p> <p>Global competencies should be reviewed with the potential employee during the interview process.</p> |
|---|---|

## Level of Supervision

The level of supervision required for each position is related to the essential functions as described in the previous section.

|   |  |
|---|--|
| <p><b>LEVEL OF SUPERVISION RECEIVED</b><br/> <i>Describe the amount of supervision this position receives.</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Extensive</b><br/>             Much direct supervision, work with supervisor</li> <li><input type="checkbox"/> <b>Moderate</b><br/>             Access to supervisor and/or lead coworker, when needed</li> <li><input type="checkbox"/> <b>Limited</b><br/>             Work is highly autonomous, performs independently</li> </ul> | <p>Consider essential functions, environment and equipment involved to assist in determining level of supervision.</p> |
|---|--|



## Supervising Subordinates

Supervisory responsibilities should be stated in essential functions and should be compatible with the job title.

|   |  |
|---|--|
| <p><b>SUPERVISING SUBORDINATES</b><br/><i>Describe the amount of time and type of supervision given to subordinates. List number and title of employees supervised.</i></p> <div></div> | <p>Describe the amount of time and type of supervision given to subordinates. List number and title of employees supervised.</p> |
|---|--|

## Knowledge, Skills, and Abilities

Demonstrated knowledge, skills and abilities generally required to perform the job.

|   |   |
|---|---|
| <p><b>REQUIRED KNOWLEDGE, SKILLS, AND ABILITIES</b><br/><i>The attributes required to perform the job that are generally demonstrated through qualifying service, education, or training.</i></p> <div></div> | <p><b>Required Knowledge, Skills, and Abilities:</b></p> <p>Consider required education, level and type of experience, special licenses, registrations or certificates required to perform the job. Review the Essential Functions to determine knowledge, skills, and abilities to perform the job. Refer to O*NET (<a href="http://online.onetcenter.org">http://online.onetcenter.org</a>) for job specific examples.</p> <p>Hiring managers may request that final applicants for clerical positions take skills assessments prior to or following their interview.</p> <hr/> |
| <p><b>PREFERRED KNOWLEDGE, SKILLS, AND ABILITIES</b><br/><i>Preferred knowledge, skills and abilities, in addition to the required knowledge, skills and abilities.</i></p> <div></div>                       | <p><b>Preferred Knowledge, Skills, and Abilities:</b></p> <p>Review the Essential Functions to determine preferred knowledge, skills, and abilities to perform the job. Consider preferred education, level and type of experience, special licenses, registrations or certificates desired.</p>  |

## Qualifications

TTU Pay Plan

Detail View

|                      |  |
|----------------------|--|
| FT Position Code     | S1208  |
| PT Position Code     | P1208  |
| Position Class Title | Analyst  |
| Position Description | <p>Analyzes and coordinates office services such as personnel, budget preparation and control, fiscal affairs, equipment utilization, records control, and special management studies.</p>     |
| Qualifications       | <p>Bachelor's degree in job related field plus one year responsible experience. Additional specific job related experience may substitute for required education on a year for year basis.</p> |
| FLSA                 | Nonexempt  |

REQUIRED QUALIFICATIONS

Qualifications from the Texas Tech Pay Plan ([URL HERE](#))

Bachelor's degree in job related field plus one year responsible experience. Additional specific job related experience may substitute for required education on a year for year basis.

PREFERRED QUALIFICATIONS

Qualifications in addition to the required qualifications.

Required Qualifications:

The Texas Tech Pay Plan ([www.depts.ttu.edu/hr/PayPlan/](http://www.depts.ttu.edu/hr/PayPlan/)) provides a generic list of qualifications required for the job. To locate the position's qualifications, type a keyword into the search box relating to the position. Once your selection has been found, click on the job title to link to the position's pay plan.

Copy the contents of the Qualifications box from Texas Tech Pay Plan and paste in the Required Qualifications box on the position description form.

Preferred Qualifications:

In addition to the Required Qualifications, consider preferred education, level and type of experience, special licenses, registrations or certificates desired.

## Work Context

How important are the following skills and abilities in accomplishing the essential job functions?

| WORK CONTEXT  | Not Important         | Fairly Important      | Important             | Very Important        | Extremely Important   |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <i>How important are the following skills and abilities in accomplishing the essential job functions?</i> |                       |                       |                       |                       |                       |
| Public Speaking   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Face-to-Face Communication  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Telephone Communication   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Write Letters, Emails, and Memos  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Develop and Implement Policies and Procedures   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Meet Strict Deadlines   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Responsibility for Outcomes and Results   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Develop Objectives and Strategies, Strategic Planning   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Evaluate Information to Determine Compliance  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Deductive Reasoning, Make Decisions and Solve Problems  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Manage Processes, Resources, and People   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Coordinate or Lead Projects and Teams   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Are these skills and abilities essential or non-essential to the job? Would failure to perform a function have adverse affects on the job?



## Physical Demands

The physical demands listed in this section will represent those that must be met by the employee to successfully perform the essential functions of the position. Upon hiring a candidate for a position, the physical demands should be discussed during the interview allowing the candidate to see if they can perform the essential functions of the position.

Appropriately considering and evaluating the physical demands required to meet the essential functions of the position are important steps towards considering and making reasonable accommodations to enable individuals with disabilities to perform these functions. It additionally provides a basis for deciding what duties an employee can or cannot perform should they be placed on modified duty.

The physical demands are listed on the left side of the form and responses are listed to the right of each demand. There are 5 choices for each demand ranging from 0 to 6+ hours per day (broken down in 2 hour increments). If the physical demand is not a part of an essential job function, then N/A (not applicable) should be selected.

| PHYSICAL DEMANDS<br><i>In an average workday, employee is required to:</i> |     | Approximate Amount of Time per Day (in hours) |                                       |                                     |                                    |                          |
|--|-----|---|---------------------------------------|-------------------------------------|------------------------------------|--------------------------|
|  |     | 0-2   | 2-4                                   | 4-6                                 | 6+                                 | N/A                      |
| Sit  |     | <input type="checkbox"/>                      | <input type="checkbox"/>              | <input type="checkbox"/>            | <input type="checkbox"/>           | <input type="checkbox"/> |
| Stand  |     | <input type="checkbox"/>                      | <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"/>           | <input type="checkbox"/> |
| Drive  |     | <input type="checkbox"/>                      | <input type="checkbox"/>              | <input type="checkbox"/>            | <input type="checkbox"/>           | <input type="checkbox"/> |
| Bend, Stoop, or Twist  |     | <input type="checkbox"/>                      | <input type="checkbox"/>              | <input type="checkbox"/>            | <input type="checkbox"/>           | <input type="checkbox"/> |
| Climb Ladders or Step Stools (ascend/descend)                              |     | <input type="checkbox"/>                      | <input type="checkbox"/>              | <input type="checkbox"/>            | <input type="checkbox"/>           | <input type="checkbox"/> |
| Stairs (ascend/descend)  |     | <input type="checkbox"/>                      | <input type="checkbox"/>              | <input type="checkbox"/>            | <input type="checkbox"/>           | <input type="checkbox"/> |
| Reach Outward, Above and Below Shoulder                                    |     | <input type="checkbox"/>                      | <input type="checkbox"/>              | <input type="checkbox"/>            | <input type="checkbox"/>           | <input type="checkbox"/> |
| Squat, Crouch, Kneel, or Crawl   |     | <input type="checkbox"/>                      | <input type="checkbox"/>              | <input type="checkbox"/>            | <input type="checkbox"/>           | <input type="checkbox"/> |
| Balance  |     | <input type="checkbox"/>                      | <input type="checkbox"/>              | <input type="checkbox"/>            | <input type="checkbox"/>           | <input type="checkbox"/> |
| Push or Pull   |     | <input type="checkbox"/>                      | <input type="checkbox"/>              | <input type="checkbox"/>            | <input type="checkbox"/>           | <input type="checkbox"/> |
| Usual amount   | lbs | <input type="checkbox"/>                      | <input type="checkbox"/>              | <input type="checkbox"/>            | <input type="checkbox"/>           | <input type="checkbox"/> |
| Max amount   | lbs | <input type="checkbox"/>                      | <input type="checkbox"/>              | <input type="checkbox"/>            | <input type="checkbox"/>           | <input type="checkbox"/> |
| Lift   |     | <input type="checkbox"/>                      | <input type="checkbox"/>              | <input type="checkbox"/>            | <input type="checkbox"/>           | <input type="checkbox"/> |
| Usual amount   | lbs | <input type="checkbox"/>                      | <input type="checkbox"/>              | <input type="checkbox"/>            | <input type="checkbox"/>           | <input type="checkbox"/> |
| Max amount   | lbs | <input type="checkbox"/>                      | <input type="checkbox"/>              | <input type="checkbox"/>            | <input type="checkbox"/>           | <input type="checkbox"/> |
| Carry  |     | <input type="checkbox"/>                      | <input type="checkbox"/>              | <input type="checkbox"/>            | <input type="checkbox"/>           | <input type="checkbox"/> |
| Usual amount   | lbs | <input type="checkbox"/>                      | <input type="checkbox"/>              | <input type="checkbox"/>            | <input type="checkbox"/>           | <input type="checkbox"/> |
| Max amount   | lbs | <input type="checkbox"/>                      | <input type="checkbox"/>              | <input type="checkbox"/>            | <input type="checkbox"/>           | <input type="checkbox"/> |
| Is employee able to change positions?                                      |     | <input type="checkbox"/> Never                | <input type="checkbox"/> Occasionally | <input type="checkbox"/> Frequently | <input type="checkbox"/> As Needed |                          |
| Use feet for repetitive movements as in operating foot controls:           |     |   |                                       |                                     |                                    |                          |

**Sit / Stand / Walk:** Several of these demands are implied as part of the essential job functions. For example, most positions may require the employees to sit, stand, or walk throughout the day; it as an essential part of the job.

**Drive:** While almost all of our employees drive to and from work, this area should only be considered an essential job function if the position requires approval as a driver for TTU.

**Bend, Stoop, or Twist:** Many of these functions may be implied in all positions.

**Climb Ladders or Step Stools:** Only consider that which is essential to the job function.

**Stairs:** Only consider that which is essential to the job function. Facilities equipped with elevators should not necessarily consider use of stairs.

**Reach Outward, Above and Below Shoulder:** Many of these functions may be implied in most positions.

**Squat, Crouch, Kneel, or Crawl:** Many of these functions may be implied in most positions.

**Balance:** Only consider that which is essential to the job function.

**Push or Pull / Lift / Carry:** Only consider that which is essential to the job function.

**Ability to Change Positions:** This refers to the frequency the employee is able to move from the position they most often assume.

**Use Feet for Repetitive Movements as in Operating Foot Controls:** Only consider that which is essential to the job function.

## Dexterity Requirements

These are much like physical demands, but focused on use of hands. These requirements are also important in making determinations for reasonable accommodations and modified duty decisions. These requirements also directly correspond to essential job functions and are required in most positions.

| DEXTERITY REQUIREMENTS   |                              |                             |                              |                             |
|--|------------------------------|-----------------------------|------------------------------|-----------------------------|
| <i>Employee must use hands and wrist motion for repetitive action such as:</i> |                              |                             |                              |                             |
|  | Right                        |                             | Left                         |                             |
| Simple grasping  | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Firm Grasping  | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Fine Manipulation  | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Picking or Pinching  | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

**Simple Grasping:** Picking-up, holding and using items or supplies that do not require significant strength to hold or use.

**Firm Grasping:** Picking-up, holding and using items or supplies that require more significant strength to hold or use effectively.

**Fine Manipulation:** This refers to activities that require fine motor skills using fingers and hands. Typing is an example of fine manipulation.

**Picking or Pinching:** This is the ability to pick up small items.

## Environmental Conditions

This section provides the environmental conditions associated with the position and assists with identifying potentially dangerous or harmful conditions with prevention in mind. Additionally, these factors may be necessary when considering reasonable accommodations or modified work schedules.

The supervisor should be aware of the environmental conditions that the position will be exposed to. This section should be discussed at the time of the interview so the prospective employee can determine if they will be able to meet these requirements of the position.

The Occupational Safety and Health Administration (OSHA) provides employees with numerous rights including the right to request information from the employer on safety and health hazards in the work area. Further, employers are responsible for providing a safe work environment.

| ENVIRONMENTAL CONDITIONS                              | Approximate Amount of Time per Day (in hours) |                          |                          |                          |                          |
|---|---|--------------------------|--------------------------|--------------------------|--------------------------|
|   | 0-2   | 2-4                      | 4-6                      | 6+                       | N/A                      |
| Stand on concrete                                     | <input type="checkbox"/>                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Walk on uneven or slippery surface                    | <input type="checkbox"/>                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Exposure to electrical hazards                        | <input type="checkbox"/>                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Exposure to dust, smoke, fumes, odors, grease, oil    | <input type="checkbox"/>                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Exposure to distracting or unpleasant noise or sounds | <input type="checkbox"/>                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Exposure to chemicals or toxic materials              | <input type="checkbox"/>                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Exposed to vibration                                  | <input type="checkbox"/>                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Works in cramped quarters or congested areas          | <input type="checkbox"/>                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Works in extreme temperatures                         | <input type="checkbox"/>                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Works indoors, may or may not have natural light      | <input type="checkbox"/>                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Works outdoors, exposed to weather conditions         | <input type="checkbox"/>                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Works at heights                                      | <input type="checkbox"/>                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Works with moving machinery or heavy machinery        | <input type="checkbox"/>                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Works with others                                     | <input type="checkbox"/>                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Works alone   | <input type="checkbox"/>                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Works with office equipment                           | <input type="checkbox"/>                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

The environmental conditions are listed on the left side of the form and responses are listed to the right of each condition. There are 5 choices for each conditions ranging from 0 to 6+ hours per day (broken down in 2 hour increments). If the environmental condition is not a part of an essential job function, then N/A (not applicable) should be selected.

## Sensory Demands

These demands should only be checked if they are an essential function of the job and the requirement for such should be identifiable in the essential job functions section. These demands may be necessary when considering reasonable accommodations or modified work schedules.

| SENSORY DEMANDS                  |                                       |                                       |   |
|----------------------------------|---------------------------------------|---------------------------------------|---|
| <i>Check all that apply.</i>     |                                       |                                       |   |
| <input type="checkbox"/> Hearing | <input type="checkbox"/> Touch        | <input type="checkbox"/> Near Vision  | <input type="checkbox"/> Depth Perception   |
| <input type="checkbox"/> Speech  | <input type="checkbox"/> Smell        | <input type="checkbox"/> Night Vision | <input type="checkbox"/> Spatial Perception |
| <input type="checkbox"/> Taste   | <input type="checkbox"/> Color Vision | <input type="checkbox"/> Far Vision   |   |

## Acknowledgement

After reviewing the position description with the employee, both the supervisor and employee must sign the form. The employee should be aware that their position description is not an exhaustive list of all of their responsibilities and management has the right to assign or reassign these duties at any time.

| ACKNOWLEDGEMENT  |            |
|--|------------|
| The above position description is intended to describe the general nature and level of work being performed. It is not intended to be construed as an exhaustive list of all responsibilities, duties, skills, work schedule, overtime, or travel for the position. Nothing in this position description restricts management's right to assign or reassign duties and responsibilities at any time. |            |
| <div style="border: 1px solid black; height: 20px; width: 100%;"></div> Signature of Employee  | Date _____ |
| <div style="border: 1px solid black; height: 20px; width: 100%;"></div> Signature of Supervisor  | Date _____ |

## Position Descriptions should be completed or revised when:

- A position is created
- A position is reclassified
- An employee starts a position
- A position's job responsibilities change (including change in work schedule)

**Note:** When an employee is hired into an existing position, a position description must be completed, even if there are no changes to the position's responsibilities. All employees should have a position description on file that reflects their current job responsibilities.

## Completed Position Descriptions:

After the position description is completed or revised, a copy of the form will be distributed to:

- **Employee**
- **Human Resources** - email copy to [hr.positiondescription@ttu.edu](mailto:hr.positiondescription@ttu.edu)

The original copy of the position description is maintained in the department.

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The **Staff Position Description Form**, **Supervisor's Guide to Performance Management: Position Description**, and **Staff Position Description Sample** can be located on the TTU HR website under *Forms/Performance Management* ([www.depts.ttu.edu/hr/forms](http://www.depts.ttu.edu/hr/forms)).

**Please contact Human Resources Talent Management at 742-3650 for any questions or assistance.**

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# Position Description

|                        |   |
|------------------------|---|
| Transaction Type _____ | Date Submitted _____  |
| Department _____       | Org Code _____  |
| Title _____            | Extended Title (if applicable) _____  |
| Position Class _____   | Position # _____ Security Sensitive Level: <input type="radio"/> Level I <input type="radio"/> Level II |
| Last Name _____        | First Name _____ Middle Initial _____   |
| R # _____              |   |

## Reports To:

|                 |                  |                      |
|-----------------|------------------|----------------------|
| Last Name _____ | First Name _____ | Middle Initial _____ |
| R # _____       | Title _____      |                      |

| Hours/Shift:                       | From   | To   |
|------------------------------------|--|--|
| <input type="checkbox"/> Monday    | ____ <input type="checkbox"/> AM <input type="checkbox"/> PM | ____ <input type="checkbox"/> AM <input type="checkbox"/> PM |
| <input type="checkbox"/> Tuesday   | ____ <input type="checkbox"/> AM <input type="checkbox"/> PM | ____ <input type="checkbox"/> AM <input type="checkbox"/> PM |
| <input type="checkbox"/> Wednesday | ____ <input type="checkbox"/> AM <input type="checkbox"/> PM | ____ <input type="checkbox"/> AM <input type="checkbox"/> PM |
| <input type="checkbox"/> Thursday  | ____ <input type="checkbox"/> AM <input type="checkbox"/> PM | ____ <input type="checkbox"/> AM <input type="checkbox"/> PM |
| <input type="checkbox"/> Friday    | ____ <input type="checkbox"/> AM <input type="checkbox"/> PM | ____ <input type="checkbox"/> AM <input type="checkbox"/> PM |
| <input type="checkbox"/> Saturday  | ____ <input type="checkbox"/> AM <input type="checkbox"/> PM | ____ <input type="checkbox"/> AM <input type="checkbox"/> PM |
| <input type="checkbox"/> Sunday    | ____ <input type="checkbox"/> AM <input type="checkbox"/> PM | ____ <input type="checkbox"/> AM <input type="checkbox"/> PM |

Is overtime required? ☐ Yes ☐ No

Specify:

Is travel required? ☐ Yes ☐ No

Specify:

Other:

## JOB SUMMARY

Position description from [Texas Tech Pay Plan](#)

## ESSENTIAL JOB FUNCTIONS

A job function is essential if removal of that function would fundamentally change the job. Things to consider when determining functions that are essential: Does the job exist to perform that function? Can the function only be performed by a limited number of employees? Does the employee spend a significant amount of time performing this function? If you answered yes, then it is likely to be considered an essential function. If failure to perform a function has adverse affects, it is also likely to be an essential function.

**List the essential functions of this job below. Attach separate pages if necessary for additional essential job functions.**

## ESSENTIAL JOB FUNCTIONS *continued*

|  |
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## GLOBAL COMPETENCIES

*An essential set of skills, attitudes, and knowledge that align performance with the university's standards.*

### **1. Quality of Customer Service**

Delivers high level of service which meets the needs of the customer

### **2. Compliance**

Complies with university and departmental rules, laws, policies and procedures

### **3. Staff Development**

Attends all required training or certification programs within the specified time frames

### **4. Planning and Organizing Work**

Effective and efficient utilization of time and resources

### **5. Dependability**

Degree to which the employee can be relied upon to complete tasks in a timely manner

### **6. Quality of Work**

Accurate, neat, thorough

### **7. Initiative**

Anticipates and responds to the needs of the department



## GLOBAL COMPETENCIES *continued*

### 8. Relationship with Others

Respectful, cooperative, and effective in getting along with a diverse group of employees and customers

### 9. Adaptability

Effectively adjusts to change

### 10. Communication (oral and written)

Expresses ideas/information in a complete, clear, concise, organized, and timely manner; actively listens to others and is open to suggestions

### 11. Accountability

Accepts responsibility for job performance

### 12. Job Knowledge

Demonstrates an understanding of knowledge specific to the job

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## LEVEL OF SUPERVISION RECEIVED

*Describe the amount of supervision this position receives.*

☐ **Extensive**

Much direct supervision, work with supervisor

☐ **Moderate**

Access to supervisor and/or lead coworker, when needed

☐ **Limited**

Work is highly autonomous, performs independently

---

## SUPERVISING SUBORDINATES

*Describe the amount of time and type of supervision given to subordinates. List number and title of employees supervised.*

## REQUIRED KNOWLEDGE, SKILLS, AND ABILITIES

*The attributes required to perform the job that are generally demonstrated through qualifying service, education, or training.*

## PREFERRED KNOWLEDGE, SKILLS, AND ABILITIES

*Preferred knowledge, skills and abilities, in addition to the required knowledge, skills and abilities.*

## REQUIRED QUALIFICATIONS

*Qualifications from the [Texas Tech Pay Plan](#)*

## PREFERRED QUALIFICATIONS

*Qualifications in addition to the required qualifications.*

## WORK CONTEXT

How important are the following skills and abilities in accomplishing the essential job functions?

|  | Not Important         | Fairly Important      | Important             | Very Important        | Extremely Important   |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Public Speaking  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Face-to-Face Communication                             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Telephone Communication                                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Write Letters, Emails, and Memos                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Develop and Implement Policies and Procedures          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Meet Strict Deadlines                                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Responsibility for Outcomes and Results                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Develop Objectives and Strategies, Strategic Planning  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Evaluate Information to Determine Compliance           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Deductive Reasoning, Make Decisions and Solve Problems | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Manage Processes, Resources, and People                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Coordinate or Lead Projects and Teams                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

## PHYSICAL DEMANDS

In an average workday, employee is required to:

### Approximate Amount of Time per Day (in hours)

|   | 0 - 2                 | 2 - 4                 | 4 - 6                 | 6+                    | N/A                   |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Sit   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Stand   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Walk or Move About                            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Drive   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Bend, Stoop, or Twist                         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Climb Ladders or Step Stools (ascend/descend) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Stairs (ascend/descend)                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Reach Outward, Above and Below Shoulder       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Squat, Crouch, Kneel, or Crawl                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Balance                                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Push or Pull                                  |                       |                       |                       |                       |                       |
| Usual amount _____ lbs                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Max amount _____ lbs                          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Lift  |                       |                       |                       |                       |                       |
| Usual amount _____ lbs                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Max amount _____ lbs                          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Carry   |                       |                       |                       |                       |                       |
| Usual amount _____ lbs                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Max amount _____ lbs                          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Is employee able to change positions? ☐ Never ☐ Occasionally ☐ Frequently ☐ As Needed

Use feet for repetitive movements as in operating foot controls:

Right: ☐ Yes ☐ No Left: ☐ Yes ☐ No Both: ☐ Yes ☐ No

## DEXTERITY REQUIREMENTS

Employee must use hands and wrist motion for repetitive action such as:

|                     | Right                     |                          | Left                      |                          |
|---------------------|---------------------------|--------------------------|---------------------------|--------------------------|
| Simple grasping     | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> Yes | <input type="radio"/> No |
| Firm Grasping       | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> Yes | <input type="radio"/> No |
| Fine Manipulation   | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> Yes | <input type="radio"/> No |
| Picking or Pinching | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> Yes | <input type="radio"/> No |

## ENVIRONMENTAL CONDITIONS

### Approximate Amount of Time per Day (in hours)

|   | <u>0 - 2</u>          | <u>2 - 4</u>          | <u>4 - 6</u>          | <u>6+</u>             | <u>N/A</u>            |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Stand on concrete                                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Walk on uneven or slippery surface                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Exposure to electrical hazards                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Exposure to dust, smoke, fumes, odors, grease, oil    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Exposure to distracting or unpleasant noise or sounds | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Exposure to chemicals or toxic materials              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Exposed to vibration                                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Works in cramped quarters or congested areas          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Works in extreme temperatures                         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Works indoors, may or may not have natural light      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Works outdoors, exposed to weather conditions         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Works at heights                                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Works with moving machinery or heavy machinery        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Works with others                                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Works alone   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Works with office equipment                           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

## SENSORY DEMANDS

Check all that apply.

|                                |                                       |                                       |   |
|--------------------------------|---------------------------------------|---------------------------------------|---|
| <input type="checkbox"/> Hear  | <input type="checkbox"/> Touch        | <input type="checkbox"/> Near Vision  | <input type="checkbox"/> Depth Perception   |
| <input type="checkbox"/> Speak | <input type="checkbox"/> Smell        | <input type="checkbox"/> Night Vision | <input type="checkbox"/> Spatial Perception |
| <input type="checkbox"/> Taste | <input type="checkbox"/> Color Vision | <input type="checkbox"/> Far Vision   |   |

## ACKNOWLEDGEMENT

The above position description is intended to describe the general nature and level of work being performed. It is not intended to be construed as an exhaustive list of all responsibilities, duties, skills, work schedule, overtime, or travel for the position. Nothing in this position description restricts management's right to assign or reassign duties and responsibilities at any time.

|                                  |                           |
|----------------------------------|---------------------------|
| _____<br>Signature of Employee   | Date <input type="text"/> |
| _____<br>Signature of Supervisor | Date <input type="text"/> |
|                                  | R# <input type="text"/>   |

## DISTRIBUTION

Original - Department File

Copy - Employee

Copy - Human Resources ([hr.positiondescription@ttu.edu](mailto:hr.positiondescription@ttu.edu))