

JOB DESCRIPTION REDESIGN

TAKING YOUR JOB DESCRIPTION TO THE NEXT LEVEL

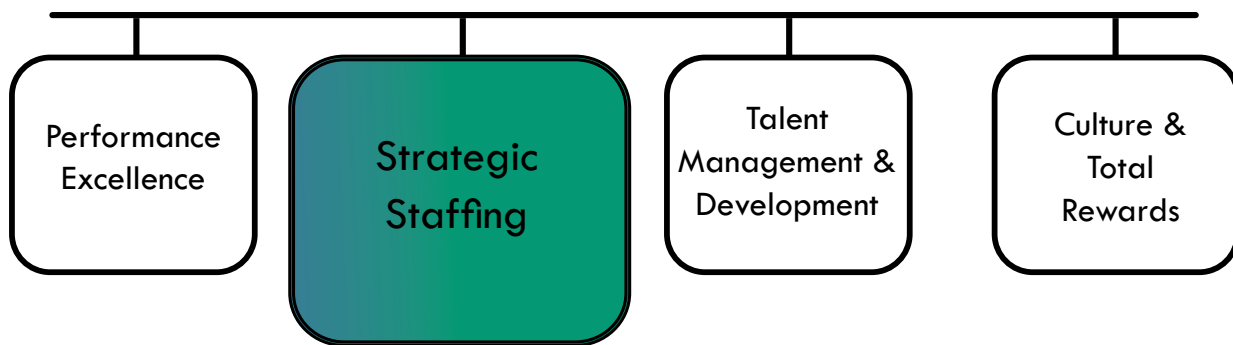


TABLE OF CONTENTS

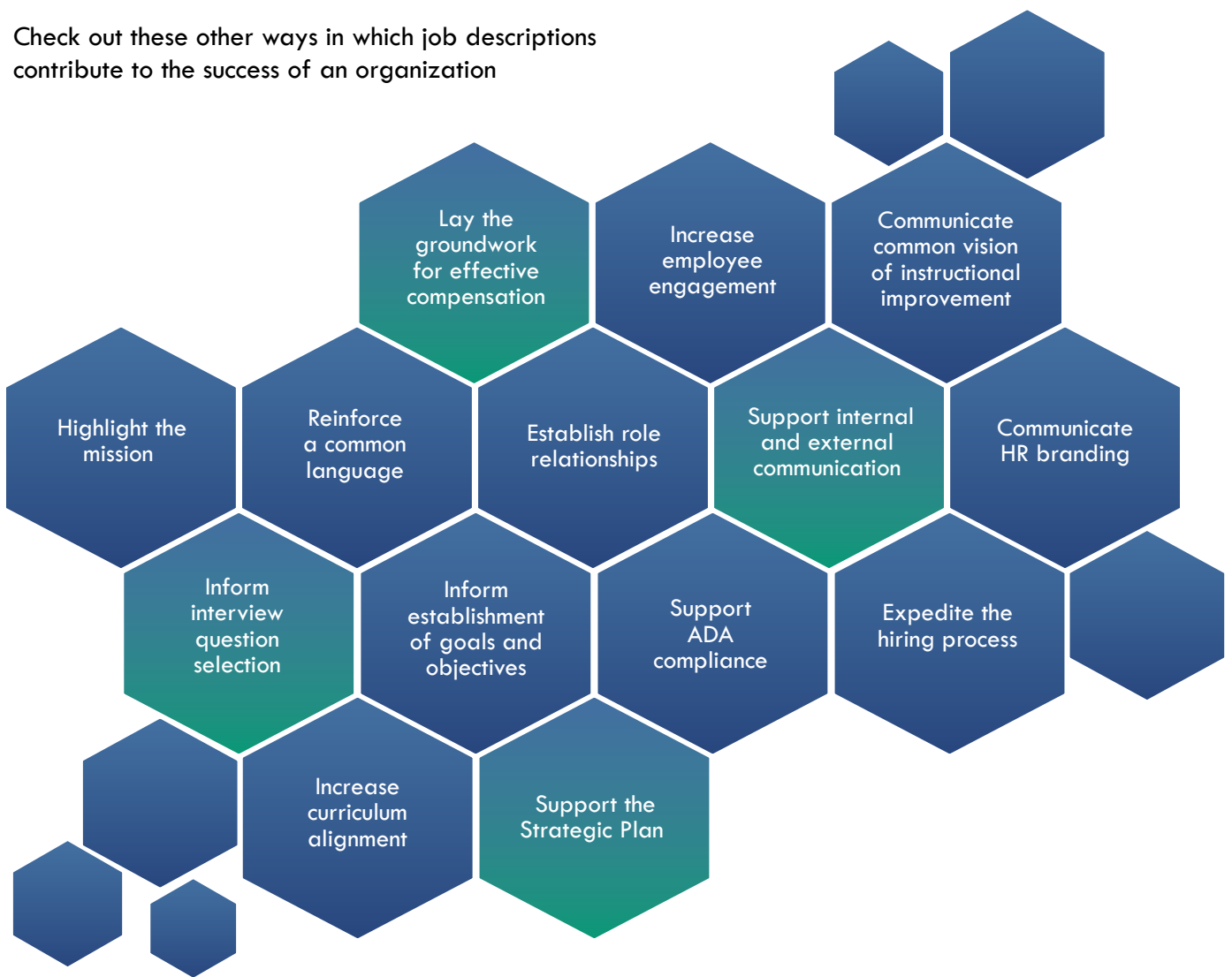
The Why	Page 2
Section 1: What Should a Job Description Include?	Page 3
1. Job Title	
2. Position Overview	
3. Essential Duties and Responsibilities	
4. Qualifications/Requirements	
5. Knowledge, Skills, & Abilities (KSAs), and Competencies	
6. Working Conditions	
7. Salary Range	
8. Supervision Structure	
9. Other Job Information	
10. Other Possible Inclusions to Elevate your Job Descriptions	
Section 2: Best Practices to Consider	Page 8
1. Conduct frequent job description reviews	
2. Base the job description on the department’s needs	
3. Involve current employees in writing job descriptions	
4. Keep bias in check	
5. Add disclaimer language	
6. Include an “other duties as assigned” statement	
7. Aim for increased readability	
8. Standardize the job description format	
9. Eliminate minor/occasional tasks which are not unique to a specific job	
10. Make sure essential job functions align with classification decision	
11. Customize the role to the mission	
12. Check the voice or tone of the job description	
13. Customize use of verbs	
14. Consider use of key competencies	
15. Review job descriptions through the lens of the Job Characteristics Model	
Section 3: Important Notes	Page 13
A Note on HCLE Professional Standards	
A Note on HR Branding	
Appendix A: Core Competency Information	Page 16
Appendix B: Additional Sources Reviewed to Inform this Document	Page 19

 [Click to jump to each section!](#)

THE WHY

It's time to elevate job descriptions to the prominent position they deserve! The job description is a tool that can be utilized throughout the employment lifecycle. Compelling job descriptions catch the attention of promising candidates, increase employee engagement, inform hiring, selection, and placement processes, inform training opportunities, and serve as a foundational tool related to compensation and performance management. Job descriptions also set a tone for a school district and are opportunities to communicate about culture, vision, mission, and goals. Finally, job descriptions are a great way to communicate performance competencies required to be successful in each position..

Check out these other ways in which job descriptions contribute to the success of an organization



SECTION 1

What Should a Job Description Include?

-  1. Job Title
-  2. Position Overview
-  3. Essential Duties and Responsibilities
-  4. Qualifications/Requirements
-  5. Knowledge, Skills, & Abilities (KSAs), and Competencies
-  6. Working Conditions
-  7. Salary Range
-  8. Supervision Structure
-  9. Other Job Information
-  10. Other Possible Inclusions to Elevate your Job Descriptions

 [Click to jump to each section!](#)

1. JOB TITLE

The job title is the first thing that a candidate will focus on and the most likely component to feed into a keyword search. It should represent the role of the job and the level of responsibility. The job title should also make people want to go on to read the full description.

Things to Consider:

- Will the job title attract the appropriate audience?
- Use key words to help applicants have more productive searches.
- Consider how the position will be viewed internally as well as externally.
- Does the job title make candidates think of gender or age? If so, reconsider the title.
- Does the job title overstate what the job really is?
- Stay away from vague job titles, as well as super specific job titles.

If you're seeking a "Customer Service Rep," do not title the position "Client Happiness Wizard."

2. POSITION OVERVIEW

(also known as Job Summary, Job Overview, Role Objective)

This is a brief, high-level summary that provides a general overview of the position and describes the purpose of the job. Use this space to be inspiring and describe the impact this position will have! It can also be the section to describe the position's responsibility level (e.g., "works under the supervision of the HR director"). This is a perfect place to make a connection to school district objectives and why the position is important to the district.

Things to Consider:

- Focus on what the ideal candidate will accomplish, not what tasks they will do.
- Candidates will have a more exciting, goal-oriented view of what they'll be tasked to fulfill.

- Does the position overview prepare them for what they will see in the specific responsibilities?
- Has the overview captured what the work of this position will result in?

3. ESSENTIAL DUTIES AND RESPONSIBILITIES

(also known as Job Duties, Essential Job Tasks, Essential Job Functions)

This section serves as the foundation of a job description. The complexity and scope of the position can be conveyed in this section, as well as the level of responsibility. The identified duties and responsibilities are those that must be performed in order for the position to exist. Marginal job functions, which may be performed on some occasions but are incidental to the primary responsibilities of the position, are not considered essential job tasks.

Things to Consider:

- Be concise,
- Avoid acronyms and overly academic language.
- List tasks in order of importance or in order of time consumed.
- Can the duties and responsibilities be measured?
- Begin each line with an action verb.
- Only list essential duties; use your Job Analysis to inform this.
- Will candidates who have done these tasks in prior roles recognize them and feel confident they're a fit for the position?
- Refrain from including minor or occasional tasks which are not unique to a specific job.

Include duties and responsibilities which each account for more than 5% of an employee's time or are critical to the successful performance of the position.

4. QUALIFICATIONS/REQUIREMENTS

(also known as Minimum Required Qualifications; Requirements; Performance Competencies)

A quality job description needs to articulate the requirements for a position. This section is focused on attributes (not tasks or actions) a candidate must possess at the time of hire in order to enter into the position. If a skill is a “nice-to-have” but not required, make it clear in this section. One way to approach this is to include a Qualifications section that includes the following sub-headings: (1) Minimum education and/or experience; (2) Specialized training and/or certifications; (3) Preferred education and/or experience.

“Some candidates will make up for a lack of prior knowledge with high adaptability and eagerness to learn.”

Minimum Education and/or Experience

Things to Consider:

- Include the minimum degree requirements necessary to perform the job successfully.
- Include the minimum amount of experience and type of experience required.
- Are your requirements specifically related to the position?
- Are your selected attributes those that are necessary (not preferences) for the candidate to successfully perform in the position?

Specialized Training, Certifications, and/or Other Special Requirements

Things to Consider:

- Include certifications and licenses required to perform the job.
- Is there any industry-specific experience needed?
- Is there a requirement to work with specific equipment, processes, or software?

Exclusion of applicants based on qualifications that are not actually needed for successful performance of the job may expose an employer to a disparate impact discrimination claim.

Preferred Education and/or Experience

Preferred qualifications are a useful tool in searching for the right candidate and can increase flexibility in the selection process. They should not be a tool for screening out candidates. Instead, they should be used to screen candidates in and to help narrow down the selection process.

Things to Consider:

- Listing preferred qualifications can have an unintended consequence of decreasing the candidate pool.
- Preferred qualifications are looked at as not essential to carrying out the day-to-day functions of the job.
- There is a myth that preferred means required which is not true. Preferred qualifications will distinguish the “nice to have” from the “need to have.”

Some job seekers will refrain from applying if they don't have all of the preferred qualifications.

5. KNOWLEDGE, SKILLS, & ABILITIES (KSAs) AND COMPETENCIES

This section is where you can dive deeper into what you need a candidate to bring to the job. A person possessing a set of skills and abilities from a perhaps unrelated experience may still be a great fit for your organization. Consider more specific skills that may relate to successful implementation of the items you listed in the Essential Duties section. List 3-4 Competencies to look for during interviewing: intrinsic traits, as opposed to learned skills; patterns of thinking, feeling, and acting.

Things to Consider:

- When including KSAs, think in terms of knowledge of, skilled in, or ability to.
- KSAs can be organized in the job description under those labels to increase clarity.
- This is an opportunity to dig deeper and identify key competencies that get at the disposition necessary for success in a position (e.g., adaptability, inclusiveness, customer/quality focus, flexibility).

6. WORKING CONDITIONS

Statements under working conditions can help a job-seeker understand elements of the work environment and the physical demands of the position.

Things to Consider:

- List any special physical requirements (e.g., lifting; standing for long periods of time).
- There are some ways to phrase these that are more inclusive. See Best Practices section beginning on page 9.
- Indicate any unique or special working conditions outside of a typical office environment.
- List unusual work or social environments (e.g., confined work areas, travel).
- Describe the physical activities required to perform the job (e.g., mobility, dexterity, visual, or communication requirements).
- Do you want to include information on working hours, start times, overtime requirements, lunch and breaks, travel requirements, pace of work, temperature, scents and odors, number of distractions, etc.?

7. SALARY RANGE

Providing insight on earning potential in a job description will please job seekers. Inclusion of this type of information will also ensure there is alignment in expectations from the very start of the hiring process.

Things to Consider:

- What type of information does your organization want to provide? Will you provide a range, a generic phrase, or the exact salary?
- Will you refer to a document that can be located on a website?
- Providing compensation information can save time in the hiring process because it will weed out job seekers who have different salary expectations.

8. SUPERVISION STRUCTURE

Applicants will be able to get a better understanding of the level of the position when the supervision structure is clear.

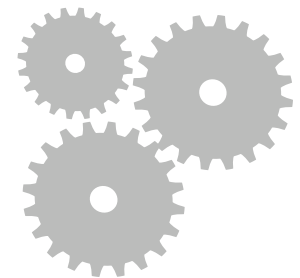
Things to Consider:

- Do you want to have a separate heading just for this; or do you want to embed it somewhere else in the description?
- Include the position (not the name) of who the employee will report to.
- Many job descriptions use the terms “supervision exercised” and “supervision received”.

9. OTHER JOB INFORMATION

What other elements do you need to include on your job description template? Your organization may have specific requirements for what to include. The list below provides some examples

- Job code
- Job family
- Exemption status
- FLSA status
- Pay grade
- Effective date
- Governing Board approval date
- Version number
- Employer
- Division
- Reporting
- Shift
- Department
- Location



10. OTHER POSSIBLE INCLUSIONS TO ELEVATE YOUR JOB DESCRIPTIONS

As you consider whether to include the types of items below into your job description, you may also want to think about job posting practices. A job posting can make or break a job seeker's view of your organization. The actual job posting might be able to accommodate some information that could not make it into the job description.

Company Description

A brief overview of the organization is a good way to conclude your job description. It is also a place where you could describe your cultural philosophy, vision, mission statement, and values so candidates know what type of organization they're considering.

Benefits

Listing both standard and unique benefits may attract job seekers. Consider listing benefits like health insurance, time off, and retirement programs, along with unique programs available (e.g., employee wellness incentives, fitness programs, local discounts, office amenities, career and learning advancement benefits, etc.). This type of information also communicates about the culture of the organization. Additional types of information related to benefits include whether there are opportunities to learn, career advancement opportunities, and/or support of work/life balance.

Diversity/Inclusion Statement

Many job descriptions contain a standard diversity statement. Elevating that to a compelling statement from the heart of the organization will stand out to job seekers.

Bring Your Whole Self to Work

We're passionate about creating an inclusive workplace that promotes and values diversity. Companies that are diverse in age, gender identity, race, sexual orientation, physical or mental ability, ethnicity, and perspective are proven to be better companies. More importantly, creating an environment where everyone, from any background, can do their best work is the right thing to do.

~ Hubspot

Employer Value Proposition (EVP)

The EVP is a main component of an HR branding program. Job seekers want to know why you are a great place to work, and why your organization is a better spot for them than another. What are the unique policies, programs, rewards, and benefits that you offer candidates? For example, some organizational values educators might stay for include: (1) Inspiring every student to achieve; (2) We are all learners; and (3) The education of our children is a shared responsibility among our community (Note: These examples are from Phoenix Elementary School District #1).

Embedding these ideas in the job description can not only attract quality candidates, it can also increase their engagement and retain them in the organization. It will answer questions like:

- Why should the candidate work for your company rather than another?
- What's in it for the candidate?
- Why is your company a great place to work?
- What can you offer candidates that other companies can't?

A "What You'll Love About Us" Section

Give job seekers a few reasons to consider joining the organization. If you don't have a separate benefits section, this is a great place to highlight a benefits package. You can also work in references to the culture, EVP, mission, vision, and goals, etc..

Example:

We are in the heart of hip Phoenix.
We are educating the future leaders of Phoenix.
We are accessible by Phoenix Light Rail.
Transforming lives is our passion.
We want you to relax and refuel with healthy vacation time.
Our University partners offer discounted tuition.

Map/Location Information

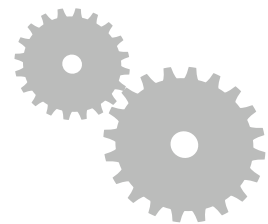
Adding a map and location can make your job description stand out. It also provides additional context for job seekers unfamiliar with the area.

SECTION 2

Best Practices

- 1 Conduct Frequent Job Description Reviews
- 2 Base the Job Description on the Department's Needs
- 3 Involve Current Employees in Writing Job Descriptions
- 4 Keep Bias in Check
- 5 Add Disclaimer Language
- 6 Include an "Other Duties as Assigned" Statement
- 7 Aim for Increased Readability
- 8 Standardize the Job Description Format
- 9 Eliminate Minor/Occasional Tasks Which are not Unique to a Specific Job
- 10 Make Sure Essential Job Functions Align with Classification Decision
- 11 Customize the Role to the Mission
- 12 Check the Voice or Tone of the Job Description
- 13 Customize Use of Verbs
- 14 Consider Use of Key Competencies
- 15 Review Job Descriptions Through the Lens of the Job Characteristics Model

 [Click to jump to each section!](#)



1. Conduct Frequent Job Description Reviews

As part of the job evaluation process, institute a cycle of review for all job descriptions. For example, select several job families to review and update descriptions every 1-3 years (annually is ideal). This keeps the process of updating job descriptions simpler and less daunting. Aim to have job descriptions that are never more than three years out-of-date. In many cases, few changes will need to be made. That said, if an employee has been in a position for a lengthy time, the job description may not reflect how the position has evolved.

Regularly reviewing job descriptions is a way to ensure employer and employee expectations remain fair and clear.

2. Base the Job Description on the Department's Needs

Focus on the position, not the person. It is best to not base the content of a job description on an incoming candidate's capabilities, skills, or interests. In addition, focus on the ideal future state of that role. For example, just because a current administrative assistant has 20+ years of experience doesn't mean that same level of experience is required to successfully perform in that position.

Separate the emotional attachment to the incumbent.

3. Involve Current Employees in Writing Job Descriptions

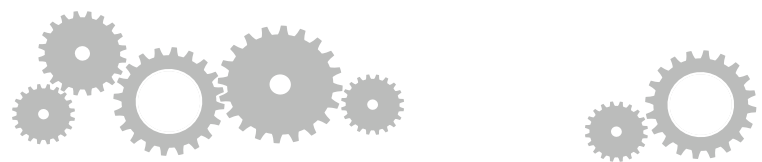
Someone who doesn't understand the job, should not be writing the description. Engaging with current employees in this task will increase accuracy of the specific duties and responsibilities of a position, as well as provide insight into team dynamics. Consider conducting a Job Analysis to collect information about the duties and responsibilities for a specific position.

4. Keep Bias in Check

This also boosts your HR branding. Include gender-neutral language. For example, some words come across as more feminine (e.g., "support," "collaborate") or masculine (e.g., "drive," "success"). Also watch out for age, race, and disability bias. When communicating about years of experience needed for a position, be careful to not exclude younger or older workers unintentionally. When including physical demands in the job description, try and use more inclusive words such as "stationary position" instead of "stand" or "sit" (e.g., Must be able to remain in stationary position 50% of the time).

5. Add Disclaimer Language

Include compliance-required information on the *second page*. Duties, responsibilities, and activities may change, or new ones may be assigned at any time with or without notice. You need to reserve the right to revise the job description at any time. Another point to make is that the employee must be able to perform the essential functions of the position satisfactorily and that, if requested, reasonable accommodations may be made to enable employees with disabilities to perform the essential functions of their job, absent undue hardship.



6. Include an “Other Duties as Assigned” Statement

This standard statement is important because it conveys that not *everything* is included in the job description; it’s merely a tool used by managers and employees to guide activities and set goals. It provides flexibility for the employer and supports things like cross-training and team work. In the end, this statement is meant to refer to minor tasks related to a specific position. If appropriate, revising that phrase to be a little more specific can make this phrase more meaningful and boost your HR brand. Listed below are some examples.

- Other duties as assigned by the HR department
- Perform other job-related duties as assigned
- Perform related duties as assigned, within your scope of practice
- And any other duties needed to help drive to our vision, fulfill our mission, and abide by our organization’s values

On another note, make sure you are not utilizing “other duties as assigned” instead of identifying essential functions/tasks.

7. Aim for Increased Readability

Readability of a job description contributes to its branding. Formatting is key. Include clean section headings and “eye breaks.” Job seekers might reject a job description where the text goes on and on with no breaks. Also, reducing use of adverbs can shorten sentences. Don’t overuse adverbs (e.g., properly, primarily, closely, creatively, accordingly).

8. Standardize the Job Description Format

All of the job descriptions within an organization should be standardized so that they have the same appearance across an organization. This ensures consistent internal and external communication. It is also an opportunity to think about HR branding (e.g., inclusion of company description, diversity statement, benefit information).

Have you optimized your template to ensure compatibility with mobile devices?

9. Eliminate Minor/Occasional Tasks Which are not Unique to a Specific Job

Including minor or occasional tasks might contribute to lengthening a job description which can turn off a job seeker. It can also reduce the clarity of roles and responsibilities. In addition, marginal job functions, which may be performed by some incumbents on some occasions but are incidental to the primary responsibilities of the position, are not considered essential job tasks.

You don’t want your job description to look like you cut and pasted from other job descriptions.

10. Make Sure Essential Job Functions Align with Classification Decision

The verbs used in job descriptions should reflect the level of the position and will be utilized as such when the determination is made for the classification (e.g., exempt vs non-exempt). For example, a supervisory position might contain verbs such as: manage, direct, authorize. A non-supervisory position might contain verbs such as: support, collaborate, assist.

11. Customize the Role to The Mission

Describe how the role ties into your organization’s mission and culture. This will help you attract candidates who will do well in your workplace. For example, a mission might be: “Inspiring Every Child to Achieve!” Adding something to the job description about how the role supports that mission can be very helpful to a job seeker.

“Every member of our family from our top leadership team to our bus drivers and nutrition team to our nurses and teachers and technology gurus and more, is shaping the lives of our students every day.”

12. Check the Voice or Tone of the Job Description

When the job description is complete, check the voice or tone. Is it consistent throughout your description? Does it portray what you want it to? This is a time to make sure it is jargon-free if that is a goal, or you might want to adopt a formal tone to match the environment.

13. Customize Use of Verbs

Verb usage can support HR branding and also the “voice” of the job description. For example, you could use verbs like “shape” instead of “manage.” Instead of “oversee projects,” you could say “enables their success.” One word can offer a refreshing viewpoint that attracts job seekers. Verb usage is also referenced in Section 1 (#3) and Section 2 (#7, #10).

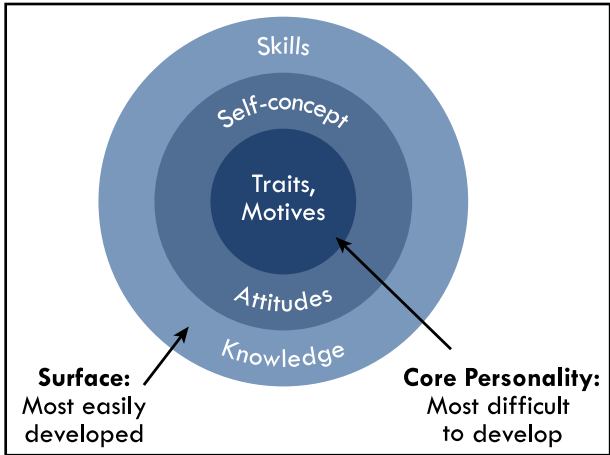
14. Consider Use of Key Competencies

Many job descriptions approach competencies in terms of KSAs (knowledge, skills, and abilities). When engaged in job description redesign, it is an opportunity to think deeper about core competencies in order to enhance your job descriptions. Competencies raise the bar on employee performance and they focus on an organization’s culture and values. Competencies can be thought of as habits or behavior that help predict how employees will do their jobs. They can also close skill gaps within an organization and help avoid creating a staff of people who are too much alike. Focusing on key competencies also supports the hiring and training processes to ensure new hires are truly the right fit for the position and receive the onboarding support needed to ensure success.

Additional Information from Competencies at Work (Spencer and Spencer, 1993):

“The type or level of a competency has practical implications for human resource planning. Knowledge and skill competencies tend to be visible, and relatively surface, characteristics of people. Self-concept, trait, and motive competencies are more hidden...and central to personality.”

According to Spencer and Spencer, “surface knowledge and skill competencies are relatively easy to develop” and “training is the most cost-effective way to secure these employee abilities.” On the other hand, core motive and trait competencies “are more difficult to assess and develop; it is most cost-effective to select for these characteristics.”



Source: Spencer & Spencer, *Competence at Work*, 1993, p. 11.

Once you have determined the appropriate competencies to assign to a given role, it is critical to include them in the interview and hiring process. Consider using a rubric to track evidence of candidates' demonstration of competencies during different interview stages (e.g., cover letter, in-person interview, performance task).

Example Competencies:

FLEXIBILITY	The ability to adapt one's approach to the requirements of a situation and to change tactics. (Public Impact)
INCLUSIVENESS	Fosters respect for all individuals and points of view. Demonstrates a personal commitment to create a hospitable and welcoming environment. (Nebraska)
INITIATIVE AND PERSISTENCE	The drive and actions to do more than is expected or required in order to accomplish a challenging task. (Public Impact)
INTERPERSONAL UNDERSTANDING	Understanding and interpreting others' concerns, motives, feelings and behaviors. (Public Impact)
MANAGING CONFLICT	Dealing effectively with others in an antagonistic situation; using appropriate inter-personal styles and methods to reduce tension or conflict between two or more people. (Harvard)
NAVIGATING AMBIGUITY	Maintains focus and productivity in uncertain situations or without complete information. (NIH)

Note: Additional Examples are in Appendix A

15. Review Job Descriptions Through the Lens of the Job Characteristics Model

The Job Characteristics Model (JCM) specifies the conditions under which workers or individuals will be internally motivated to perform their jobs effectively. Five core job characteristics include skill variety, task identity, task significance, autonomy, and feedback.

“Job design has an effect on motivation, work performance, and job satisfaction.”
(Hackman and Oldham, 1976)

Lens #1: Meaningfulness of Work

Does the job description reflect work that is meaningful; that the person's contribution in this position will affect the overall effectiveness of the organization? The job description should reflect an appropriate variety of skills and talents (skill variety); the ability to complete an entire job from start to finish (task identity); and a sense that the work contributes to a greater good or positive impact on others (task significance).

The higher the task variety, identity, and significance, the more meaningful the work is to the employee.

Lens #2: Responsibility

Does the job description reflect the extent of discretion and freedom an employee has over his or her tasks? The higher the autonomy level, the more an employee feels responsible for the outcome of his/her work.

Autonomy is not just limited to people in managerial positions. If people can perform tasks using their own efforts and initiative and are allowed to make decisions, they will have a strong sense of personal responsibility.

Lens #3: Knowledge of Outcomes

The job description should reflect the extent to which the job provides the employee with information about the effectiveness of his/her performance which allows the employee to appreciate the outcome of his/her efforts.

Feedback provides the individual with clear information on performance.

SECTION 3

Important Notes

 [Click to jump to each section!](#)

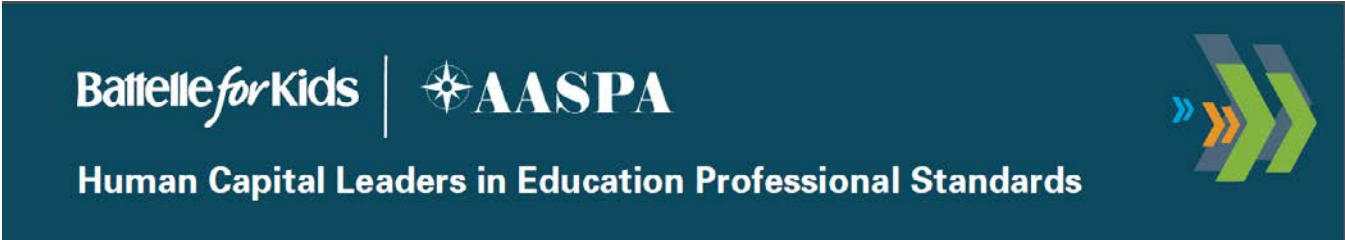


A NOTE ON HCLE PROFESSIONAL STANDARDS

In working with Governing Boards, school district personnel, and community members, it may be helpful to reference the importance of job description development through the lens of professional standards. The Human Capital Leaders in Education Professional Standards (Battelle for Kids/AASPA, 2017) identify three important competencies related to job descriptions:

1. Conduct job analysis to capture knowledge, skills, and abilities required for identified positions (5.2.1)
2. Update job descriptions to reflect minimum and preferred qualifications (5.2.2).
3. Align reporting structures with updated job descriptions, the organization’s strategic plan, and workforce plan (5.2.3)

These competencies fall under Standard S.WP.2: Create job descriptions that reflect position requirements, which are part of Workforce Planning under the Strategic Staffing component.



Strategic Staffing

PROFESSIONAL FUNCTIONS	STANDARDS	COMPETENCIES <i>Individuals should be able to:</i>
5. Workforce Planning	S.WP.1 Analyze staffing requirements to meet strategic goals.	5.1.1 Review the organization’s short- and long-term strategic goals for future staffing needs. 5.1.2 Assess the composition (i.e., demographics, knowledge, skills, abilities) and strengths of the current workforce. 5.1.3 Identify gaps between current state and future workforce needs. 5.1.4 Develop a workforce plan that addresses identified gaps through hiring, promotion, professional development, or reassignment.
	S.WP.2 Create job descriptions that reflect position requirements.	5.2.1 Conduct job analysis to capture knowledge, skills, and abilities required for identified positions. 5.2.2 Update job descriptions to reflect minimum and preferred qualifications. 5.2.3 Align reporting structures with updated job descriptions, the organization’s strategic plan, and workforce plan.

A NOTE ON HR BRANDING

Job descriptions are a perfect opportunity to think about HR Branding. This means more than placing the district logo on the template. Your job description is an introduction to the district and an opportunity to communicate what your district is about. Listed below are some points to consider, many of which have been referenced throughout the document.

Include organizational statements (e.g., diversity statement; equity statement)

Include benefit details if possible (e.g., PESD #1: We want you to relax and refuel with healthy vacation time).

Phoenix #1 is a student-centered community. We share responsibility and are accountable for the equitable education of all children. Our community is committed to achieving educational equity by pursuing academic excellence and supporting the whole child. To do this, we will use multiple sources of data, including student voice, in order to equitably allocate resources to meet the greatest needs, personalize learning, and evaluate programs (PESD #1 Equity Statement).

Eliminate bias (See Section 2, #4). Job descriptions should draw in job seekers by using gender-neutral language and refraining from unintended age, race, and disability bias.

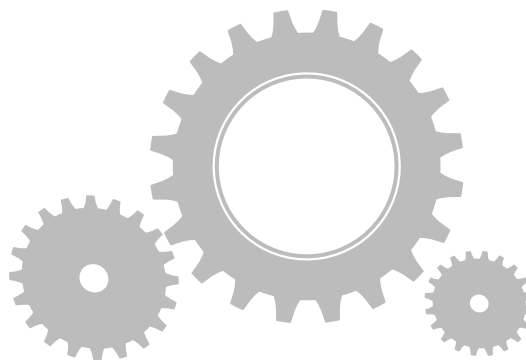
Include workplace culture information (but not too much). Some sources report that job seekers may not prioritize culture-related information when reviewing job descriptions. That said, a job description/posting can include information related to the work environment. For example, does the district support work-life balance? Does the job description allow a job seeker to understand the level of autonomy? Is there an opportunity to receive feedback? Is there a pathway for growth and development?

Include Employer Value Proposition (EVP) information (See Section 1, #9). EVP info helps to attract the most valuable assets of a company – its employees. Job seekers want to know “What’s in it for me?”

An Employer Value Proposition communicates the essence of your organization – how it is unique and what it stands for.

Pay attention to verb usage. Verb usage can support HR branding and can communicate the “voice” and “tone” of the job description.

Include the job title and company in the URL. A template could be: [http://jobs.\[Name of District\]/\[Position Title\].gov](http://jobs.[Name of District]/[Position Title].gov)



APPENDIX A

CORE COMPETENCY INFORMATION

A Note on Sources:

- There are many sources on the internet that provide examples of competencies. One of the most helpful sources is the *Competency Definitions and Levels in the Opportunity Culture Teacher and Staff Selection Toolkit* (Public Impact). Examples from this work are included in the chart and rubric below. Find out more at: <https://www.opportunityculture.org/selection-toolkit/>
- Another source is the book, *Competence at Work* (Spencer and Spencer, 1993). This source is very helpful in building understanding of competencies.

A few more sources that were utilized to provide examples in the chart below include:


- **Key Behaviors/Human Resources** (University of Nebraska)
<https://hr.unl.edu/compensation/nuvalues/keybehaviors.shtml/>
- **Competencies Dictionary** (NIH Department of Human Resources)
<https://hr.nih.gov/working-nih/competencies/competencies-dictionary>

Competency Examples

ACHIEVEMENT	The drive and actions to set challenging goals and reach a high standard of performance despite barriers. (Public Impact)
ACCOUNTABILITY	Accepts responsibility for own actions and decisions and demonstrates commitment to accomplish work in an ethical, efficient and cost-effective manner. (Nebraska)
ANALYTICAL THINKING	The ability to break things down in a logical way and to recognize cause and effect. (Public Impact)
ATTENTION TO DETAIL	Ensures information is complete and accurate; follows up with others to ensure that agreements and commitments have been fulfilled. (NIH)
COMMUNICATION	Effectively conveys information. Demonstrates effective use of listening skills and displays openness to other people's ideas and thoughts. (Nebraska)
CONCEPTUAL THINKING	The ability to see patterns and links among seemingly unrelated things. (Public Impact)
CONCERN FOR ORDER	An underlying drive to maintain or increase order in the surrounding environment. (Public Impact)

CULTURAL ENGAGEMENT	Noticing, anticipating, and acting to meet people’s practical and emotional needs, considering the possible effect of culture, past experiences, or personal characteristics—including race, gender, sexual orientation, religious, economic, and/or other backgrounds—in order to create positive impact on individuals and groups. (Public Impact)
DEVELOPING OTHERS	Planning and supporting the development of individuals’ skills and abilities so that they can fulfill current or future job/role responsibilities more effectively. (Harvard)
FLEXIBILITY	The ability to adapt one’s approach to the requirements of a situation and to change tactics. (Public Impact)
INCLUSIVENESS	Fosters respect for all individuals and points of view. Demonstrates a personal commitment to create a hospitable and welcoming environment. (Nebraska)
INITIATIVE AND PERSISTENCE	The drive and actions to do more than is expected or required in order to accomplish a challenging task. (Public Impact)
INTERPERSONAL UNDERSTANDING	Understanding and interpreting others’ concerns, motives, feelings and behaviors. (Public Impact)
MANAGING CONFLICT	Dealing effectively with others in an antagonistic situation; using appropriate interpersonal styles and methods to reduce tension or conflict between two or more people. (Harvard)
NAVIGATING AMBIGUITY	Maintains focus and productivity in uncertain situations or without complete information. (NIH)
ORGANIZATIONAL COMMITMENT	Aligning one’s own behavior with the needs, priorities, and goals of the organization. (Public Impact)
PLANNING AHEAD	A bias toward planning in order to derive future benefit or to avoid problems. (Public Impact)
RELATIONSHIPS FOR IMPACT	Builds positive relationships with individuals, groups, and networks—including colleagues, clients, and/or others potentially helpful to work—for the purpose of achieving work goals. (Public Impact)
SERVING OTHERS	Acting with a desire to help or serve others to meet their needs. (Public Impact)
TEAM FOCUS	Works cooperatively and effectively with others to achieve common goals. Participates in building a group identity characterized by pride, trust and commitment. (Nebraska)
TEAMWORK	The ability and actions needed to work with others to achieve shared goals. (Public Impact)
VALUING DIVERSITY	Appreciating and leveraging the capabilities, insights, and ideas of all individuals; working effectively with individuals of diverse style, ability, and motivation. (Public Impact)

Examples of Competency Rubrics: Here is an example of a rubric from Public Impact.



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COMPETENCY DEFINITION AND LEVELS: BELIEF IN LEARNING POTENTIAL

Belief in Learning Potential (BLP)				
A belief that all students, regardless of circumstances, can learn at levels higher than their current achievement indicates.				
Related interview question: Tell me about a time when you helped another person, someone whom others were not sure could improve, become more successful.				
Zone	Level	General Description	Specific Behaviors	
Red-Flag Zone	0	Has Negative Expectations	Expresses negative expectations based on race, gender, culture, or past achievement about who can and cannot learn and achieve, Or expresses resentment toward students and/or their families.	
	1	Goes Through the Motions	Follows teaching routines without making attempts to raise the learning level of some students, especially those who have not succeeded in the past.	
Potential Hire Zone	Threshold	2	States Belief in Others' Abilities	Makes positive comments about all students' ability to learn more, even those who have been previously unsuccessful.
		3	Offers Significant Support	Supports all students by offering them detailed instructions and practical support for tackling challenging tasks.
	Superior	4	Provides Developmental Feedback	Gives specific feedback, both positive and negative, making sure that it is always phrased in behavioral not personal terms, Or reassures students after a setback, providing negative feedback but expressing positive expectations for future performance.
		5	Scaffolds Learning	Scaffolds learning experiences so that all students can experience success in tackling increasingly difficult tasks, Or designs unusual learning assignments to foster individual students' development, Or builds all students' confidence and skills by giving them increasing latitude to design their own learning experiences, including the opportunity to learn from their own mistakes in a noncritical setting.
Levels for Multi-Classroom Leaders: Threshold: 3–4; Superior: 5				
Levels for Principals: n/a—but Levels 0 and 1, if heard or observed, are Red Flags				
<p>Red-Flag Zone: Red-flag behaviors indicate a severe mismatch for this role. Neutral Zone: These levels do not indicate a match if they are the highest levels of behavior shown. Potential Hire Zone: These behaviors enable some level of success in this role: Threshold behaviors are needed for moderate success, while Superior performers use these behaviors when the situation requires. See also the principal competencies and selection materials on PublicImpact.com.</p>				

See *Competence at Work* (Spencer and Spencer, 1993) for more about this and related competencies

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APPENDIX B

Additional Sources Reviewed to Inform this Document

HCLE STANDARDS

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- **What is Workforce Planning?**

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- **A Guide to Strategic Workforce Planning**

<https://www.analyticsinHR.com/blog/a-guide-to-strategic-workforce-planning/>

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- **5 Best Practices for Writing Great Job Descriptions**

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