Position Description Guide

Purpose: Position Description Guide created as a tool/resource to assist in writing staff position descriptions

Additional Tool: Sample of a completed position description

Description tips and suggestions are based on the sections of the University Staff Position Description Form
Sections 1-3
- General Information

Section 4: Minimum Qualifications (MQ)
- MQ from the appropriate classification standards for the position
- https://www.calstate.edu/HRAdm/Classification/index.shtml

Section 5: Knowledge, Skills, Abilities (KSA) and Experience
- Two categories: Required and Preferred
- Required: comparable to the MQ and related to the essential functions of the position
- Preferred: desirable KSA beyond the MQ
- Required and Preferred KSA used to screen job applicants to determine the most qualified candidates
Section 6: Changes in Duties

- Show duties that have been added/removed since last time position was reviewed by HR
- List duties (added/removed), percentages for each function/duty, when duties were added/removed

Section 7: Position Summary

- Brief overview of the job describing the reason(s) the position exists.
- Describe the major purpose of the position and the role it plays in the department and/or organization.
- Should be 3-5 sentences, not all inclusive
Section 8: Essential Functions

- Duties that are critical, integral, primary and/or fundamental to the position.
- Organize the duties into 4-5 major categories, listed in order of priority.
- Write in third person in the present tense. Example: “The incumbent approves routine requests…”

Section 9: Marginal Functions

- Functions that are non-essential, can be removed without changing the purpose of the position.
- Should be no more than 5% of the total job. Example: “5% - Other duties as assigned.”
- Essential & Marginal Functions should total 100% time.
Section 10a: Nature and Scope of Authority

- Identify the kinds of decisions made, judgment required, freedom to act, and supervision received
- Indicate if position acts as lead, and explain their role and any dotted-line reporting relationships

Section 10b: Problem Solving

- Types of problems encountered or required to solve; types of problems that are referred to manager

Section 10c: Contacts

- Purpose and nature of working relations with on- and off-campus contacts

Example Section 10a: Nature and Scope of Authority
- Describe the type of supervision this position receives.
- What decisions can this position make on its own?
- When does the incumbent have to consult with a manager?
- What guides the work (e.g., written procedures, precedents)?
- Indicate if position acts as lead, and explain their role.

Example Statement:
Under direct supervision, the incumbent works independently on operational and/or procedural assignments that are routine in nature, within guidelines set by established policies and procedures, requiring limited judgment. Normally receives detailed instructions on all newly assigned work. Performs ongoing routine assignments with direct supervision.

Example Section 10b: Problem Solving
- What types of problems will this position solve?
- Does the position have program or development responsibilities?
- Does the incumbent have to come up with new ideas and innovations?
- Is customer/client relationship management challenging?
- Are there technological challenges or limitations?

Example Problem Solving Statement:
The incumbent will encounter often unpredictable inquiries and questions from visitors, will be required to remain calm and professional when confronted with difficult situations, large volumes of visitors at one time, rapidly changing priorities and competing deadlines and demands. Work often involves using knowledge of the campus and researching background information, recommending solutions, and communicating outcomes to those involved.

Example Section 10c: Contacts
- What internal and external contacts will the position have and for what purpose?

Example Contacts Statement:
The incumbent must have the ability to effectively interact in highly sensitive interpersonal and/or confidential situations with a variety of individuals including executives, administrators, directors, faculty, staff, students, parents, and other members of the community.
Section 11: ADA Requirements

- Complete this section to comply with the Americans with Disabilities Act (ADA) of 1990.

- Physical & Mental:
  - Describe physical and mental requirements/abilities to perform the essential functions of the position

- Environmental:
  - Describe physical environment where the work is performed

<table>
<thead>
<tr>
<th>Physical</th>
<th>Mental</th>
<th>Environmental</th>
</tr>
</thead>
<tbody>
<tr>
<td>F Sit</td>
<td>F Direct others</td>
<td>N Is exposed to excessive noise</td>
</tr>
<tr>
<td>F Stand</td>
<td>F Concentrate</td>
<td>N Is around moving machinery</td>
</tr>
<tr>
<td>O Walk</td>
<td>F Analyze</td>
<td>N Is exposed to marked changes in temperature and/or humidity</td>
</tr>
<tr>
<td>F Have mobility</td>
<td>F Use senses/logic</td>
<td>N Is exposed to dust, fumes, gases, radiation, microwave (circle)</td>
</tr>
<tr>
<td>O Bend</td>
<td>F Demonstrate recall</td>
<td>N Works in confined quarters</td>
</tr>
<tr>
<td>O Climb</td>
<td>F Make decisions</td>
<td>N</td>
</tr>
<tr>
<td>F Reach</td>
<td>F Works rapidly</td>
<td>N Drives motorized equipment</td>
</tr>
<tr>
<td>O Kneel</td>
<td>F Handle multiple tasks/priorities</td>
<td>N Works in confined quarters</td>
</tr>
<tr>
<td>F Push/Pull</td>
<td>F Tolerate variety</td>
<td>N Works in high places</td>
</tr>
<tr>
<td>F Have gross hand coordination</td>
<td>F Work with others</td>
<td>Other</td>
</tr>
<tr>
<td>F Have fine hand coordination</td>
<td>Other</td>
<td>Other</td>
</tr>
<tr>
<td>F Hear with background noise</td>
<td>Other</td>
<td>Other</td>
</tr>
<tr>
<td>F Hear the spoken word</td>
<td>Other</td>
<td>Other</td>
</tr>
<tr>
<td>F Hear over a phone/other device</td>
<td>Other</td>
<td>Other</td>
</tr>
<tr>
<td>F See to read fine print</td>
<td>Other</td>
<td>Other</td>
</tr>
<tr>
<td>F See to read bold print</td>
<td>Other</td>
<td>Other</td>
</tr>
<tr>
<td>F See to accomplish a task</td>
<td>Other</td>
<td>Other</td>
</tr>
<tr>
<td>F Talk</td>
<td>Other</td>
<td>Other</td>
</tr>
<tr>
<td>F Communicate</td>
<td>Other</td>
<td>Other</td>
</tr>
<tr>
<td>O Lift 10 lbs. max</td>
<td>Other</td>
<td>Other</td>
</tr>
<tr>
<td>O Carry 10 lbs. max</td>
<td>Other</td>
<td>Other</td>
</tr>
<tr>
<td>F Operate equipment</td>
<td>Other</td>
<td>Other</td>
</tr>
<tr>
<td>F Perform keyboard</td>
<td>Other</td>
<td>Other</td>
</tr>
</tbody>
</table>

**Physical Requirement:** Position description must identify the physical requirements that are necessary to perform the essential functions of the position.

**Mental:** Mental requirements are the mental abilities that are required to perform the essential functions of the position.

**Environmental:** Environmental working conditions describe the physical environment where the work is performed and lists any adverse, hazardous, or unpleasant conditions.

Section 12: IT Positions Only
Closing

• Work with your assigned HR Analyst to:
  – Finalize position descriptions PRIOR to recruitment requests
  – Discuss organizational restructuring (position descriptions for current/new positions)

• Available on HR Website on October 21, 2013:
  – Position Description Guide
  – Sample Position Description
  – MPP Position Description Guide (coming soon)

• For feedback, questions, or assistance:
  – classandcomprequests@csus.edu
  – Nikki Parker nikki.parker@csus.edu
  – Linda Robles roblesl@csus.edu