**Guidelines for the Development of Position Descriptions**

**Human Resources Guide**

**California State University Fresno**

A position description is an accurate and factual document prepared by an MPP administrator. It should reflect the current duties assigned to a position rather than the individual and reflect well-founded position management principles and avoid unnecessary duplication of work. There should be sufficient content to support an evaluation of the position and facilitate comparisons with other positions.

Accurate descriptions can be useful for several employment purposes:

1. They serve as a resource for hiring, both in determining the minimum qualifications for a job and providing applicants with a realistic view of the job;
2. As documentation of the essential job functions for consideration in evaluating reasonable accommodations for a disabled employee,
3. As criteria for conducting performance evaluations; and
4. As a guide for physicians to use in pre-employment and return-to-work physical examinations.

A position description should be reviewed annually and updated when the duties or skill requirements have changed significantly. It is advisable to first contact the Classification and Compensation Manager to discuss the impact of planned changes in the assignments. In the case of a significant departmental or unit reorganization, the manager/administrator should discuss plans with the Classification and Compensation Manager well in advance of the actual redistribution of duties and prior to discussion with employees. A completed ADA Essential Functions Supplement to the Position Description is required for all positions submitted for review (See attached forms).

**Where to begin: Start with the Position Analysis and end with a formal Position Description.**

The intent of a position analysis is to ensure the organization has a sound business based need for the position. It is also a good way to organize your thoughts and the details of the position. Here are a few things to consider:

* If this is a new position, have you talked with your Human Resources Representative? Review the CSU Classification Standards to determine what descriptions appear to meet your needs and begin thinking about the position needs: full or part-time, temporary or regular, other special circumstances?
* What does the position accomplish? What were the duties of the most recent incumbent and are they still necessary?
* What new directions are in the future for the department and do they impact this position? How does this position fit into the department and does the department have current unmet needs this position could fill?
* Who will this position report to, where does it connect with others and who else can provide information about this position before the "formal" Position Description is written?

**The working title.** You don't need to use a fancy title for each job; simply use one that describes the basic function of the position in your organization (e.g., receptionist, secretary). Remember, however, that a Position Description should describe the duties that must be performed by anyone who holds the position, not the duties to be performed by a particular person.

The Class, Bargaining Unit and FLSA Status will be determined by Human Resources based on the CSU Classification Standard.

**POSITION DESCRIPTION**

**OVERVIEW:**

Describes primary purpose of the position and should be a brief summary of the general nature of the responsibilities of the position plus additional information including scope, context and the general environment under which it functions.

Start by asking:

* What are we paying this person to do?
* Why does this position exist in my department/college? Include information regarding the area assigned, program or projects responsibilities and what is accomplished.
* The difficulty and complexity of the work and responsibilities, nature of supervision received. and What is the primary responsibility for the position and what is accomplished?

It is important to address the factors typically used in classifying the position, degree of autonomy, judgment and discretion, scope and complexity of assignments, and impact on the organization.

**MAJOR DUTIES**

Before beginning to write, spend some time thinking about what the job entails. The most important duties may be listed first, or duties may be listed according to the time spent performing them. Focus attention on what is done and avoid the use of indefinite terms, vague expressions, abbreviations, form numbers or phrases which have no meaning outside the immediate office or department.

Essential functions are the basic job duties that an employee must be able to perform, with or without reasonable accommodation. These duties are those that are:

(a) the reason the position was created,

(b) regularly performed by the person who holds the position, and/or

(c) a significant percentage of all the duties performed by an employee in the position.

Ideally, duties and task statements should attempt to identify the following information:

a. Employee performs what action?

b. To whom or what?

c. To produce what?

d. Using what tools, equipment, etc.?

e. With what instructions, guidelines, policies, etc.?

In listing the essential functions, you should seek input from employees as well as supervisors to ensure that the duties listed on the Position Description are actually performed by the employees in the position. Those that are less critical may be listed as secondary duties.

**KNOWLEDGE, SKILLS AND ABILITIES**

Provide clear, concise statements which support the knowledge, skills and abilities (KSA’s) needed to successfully perform each of the major duties or responsibilities listed.

Definitions:

* **Knowledge:** A body of information applied directly to the performance of a task, duty or function gained from instruction or learned through experience.
* **Skill:** A present, observable competence to perform a learned psychomotor act. This is demonstrated by physical skills such as movement, coordination, manipulation, dexterity, grace, strength or speed; actions which demonstrate the fine or gross motor skills, such as use of precision instruments or tools, driving a car, throwing a ball, or playing a musical instrument.
* **Ability:** A present observable competence to perform an observable behavior or a behavior which results in an observable product.

Examples:

1. Knowledge of basic Microsoft Excel software functions to document and track training class enrollment and to create a roster.

2. Skill to operate construction tools and equipment in the performance of building and road construction.

3. Ability to conduct research to develop recommendations regarding grants proposal for program funding.

**EXPERIENCE AND EDUCATION**

The minimum qualifications for experience and education will be set by Human Resources for non-MPP positions based on CSU Classification Standards. Minimum educational requirements for MPP positions typically require a bachelor’s degree or higher, or as approved by the President. Human Resources will review and provide recommendations. Preferred Qualifications may be entered for all positions and will be used for recruitment purposes only.

**List any special requirements for the job.**

Many positions require employees to possess educational degrees, professional licenses, a certain amount of work experience, and/or specialized skills. These special requirements should be listed on the on description and should be reviewed periodically to ensure that they remain job-related.

**Describe the physical and mental requirements of each job.**

Each job requires an employee to be able to perform certain physical functions (e.g., sitting, walking, lifting, eye-hand coordination) and mental functions (e.g., reading, simple math calculations, withstanding moderate amounts of stress).

**Include descriptions of work environment and equipment.**

This information often provides applicants and employees with a more concrete understanding of what they will be expected to do. For example, a description of the work environment could include information on whether the person will work indoors or out, in heat or cold, or in clean or dirty conditions. Applicants and employees also find it helpful to know if they must be able to use computers or typewriters, drive a car, and so on.

**Tips on Drafting Position Descriptions:**

* Ensure that persons directly involved with the job (employees and line managers) have input concerning the job functions included.
* Review all qualifications required to ensure that they are sufficiently related to the specific job and are in compliance with CSU job classification standards.
* Review and update all descriptions on a regular basis so that they accurately describe the job in its most current form.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Employee Name: | |  | | Fresno State ID # |  |
| Classification: | |  | | Working Title: |  |
| Prepared By (MPP/Chair): | |  | | Department: |  |
| Bargaining Unit: |  | FLSA Status: |  | Date Prepared: |  |

|  |
| --- |
| **POSITION DESCRIPTION** |

**Overview:**

*Information on department and position.*

**Major duties of the job include:**

* *Essential Duties of the job*

**Secondary duties of the job include:**

* *Secondary Duties*

Supervisory Responsibility:

|  |  |
| --- | --- |
| Who Supervises this Position: |  |
| Who is Responsible for completing the Performance Appraisal: |  |
| What other classifications does this position supervise or provide lead, work oversight: |  |

**Minimum Requirements: Knowledge, Skills, and Abilities:**

* *Minimum requirements – Should be compared to CSU classification standards*

**Education and Experience:**

* *Education/Experience requirement – Should be compared to CSU classification standards*

**Specialized Skills:**

* *Specialized Skills are* ***required*** *for candidates to be considered for the position.*

**Preferred Skills:**

* *Preferred skills are not required*

|  |  |  |  |
| --- | --- | --- | --- |
| Employee Name: |  | Position: |  |
| Department: |  | Date Prepared: |  |

|  |
| --- |
| **WORKING ENVIRONMENT** |

Check the appropriate box which most accurately describes the extent of the specific activity performed by the employee on a daily basis. If the activity is performed less than one (1) hour each day, check the N/A box.

**PHYSICAL EFFORT**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Number of hours/day | | | | |  |  | | Number of hours/day | | | | |
|  | N/A | 1-2 | 3-4 | 5-6 | 7+ |  |  | | N/A | 1-2 | 3-4 | 5-6 | 7+ |
| 1. Sitting |  |  |  |  |  |  | 12. Lifting or carrying | |  |  |  |  |  |
| 2. Standing |  |  |  |  |  |  | | A. 10 lbs. or less |  |  |  |  |  |
| 3. Walking |  |  |  |  |  |  | | B. 11 to 25 lbs. |  |  |  |  |  |
| 4. Bending Over |  |  |  |  |  |  | | C. 26 to 50 lbs. |  |  |  |  |  |
| 5. Crawling |  |  |  |  |  |  | | D. 51 to 75 lbs. |  |  |  |  |  |
| 6. Climbing |  |  |  |  |  |  | | E. 76 to 100 lbs. |  |  |  |  |  |
| 7. Reaching overhead |  |  |  |  |  |  | | F. Over 100 lbs. |  |  |  |  |  |
| 8. Crouching |  |  |  |  |  |  | 13. Repetitive use of hands/arms | |  |  |  |  |  |
| 9. Kneeling |  |  |  |  |  |  | 14. Repetitive use of legs | |  |  |  |  |  |
| 10. Balancing |  |  |  |  |  |  | 15. Eye/hand coordination | |  |  |  |  |  |
| 11. Pushing or pulling |  |  |  |  |  |

|  |  |  |
| --- | --- | --- |
|  | Yes | No |
| 16. Driving cars, trucks, forklifts and other equipment |  |  |
| 17. Being around scientific equipment and machinery |  |  |
| 18. Walking on uneven ground |  |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **MENTAL EFFORT** | | | | | | |  | **ENVIRONMENTAL FACTORS** | | | | | |
|  | Number of hours/day | | | | |  | |  | Number of hours/day | | | | |
|  | N/A | 1-2 | 3-4 | 5-6 | 7+ |  | |  | N/A | 1-2 | 3-4 | 5-6 | 7+ |
| 1. Directing Others |  |  |  |  |  |  | | 1. Inside |  |  |  |  |  |
| 2. Writing |  |  |  |  |  |  | | 2. Outside |  |  |  |  |  |
| 3. Using math/calculations |  |  |  |  |  |  | | 3. Humid |  |  |  |  |  |
| 4. Talking |  |  |  |  |  |  | | 4. Hazards |  |  |  |  |  |
| 5. Working at various tempos |  |  |  |  |  |  | | 5. High places |  |  |  |  |  |
| 6. Concentrating amid distractions |  |  |  |  |  |  | | 6. Hot |  |  |  |  |  |
| 7. Remembering names |  |  |  |  |  |  | | 7. Cold |  |  |  |  |  |
| 8. Remembering details |  |  |  |  |  |  | | 8. Dry |  |  |  |  |  |
| 9. Making decisions |  |  |  |  |  |  | | 9. Wet |  |  |  |  |  |
| 10. Working rapidly |  |  |  |  |  |  | | 10. Change of temp |  |  |  |  |  |
| 11. Examining/observing details |  |  |  |  |  |  | | 11. Dirty |  |  |  |  |  |
| 12. Discriminating colors |  |  |  |  |  |  | | 12. Dusty |  |  |  |  |  |
|  |  |  |  |  |  |  | | 13. Odors |  |  |  |  |  |
|  |  |  |  |  |  |  | | 14. Noisy |  |  |  |  |  |
|  |  |  |  |  |  |  | | 15. Working With others |  |  |  |  |  |
|  |  |  |  |  |  |  | | 16. Working around others |  |  |  |  |  |
|  |  |  |  |  |  |  | | 17. Working alone |  |  |  |  |  |