HOW TO WRITE A PD WORKBOOK

with

Instructions & Supplementary Information

Part I  Introduction
Part II  PD Workbooks
  Workbook A – the Basic Workbook
  Workbook B – the Workbook for Supervisory Positions
Part III  Supplementary Information

STATE OF HAWAII
Department of Human Resources Development
Employee Classification & Compensation Division (ECCD)
September 1994
Revised November 2008
INTRODUCTION

PURPOSE

The purpose of this booklet is to help supervisors and managers to:

- Understand what a PD is and how it may be used;
- Write PDs more easily and quickly; and
- Prepare PDs that can be classified quickly.

CONTENTS

The booklet consists of three parts:

I. Basic Information

II. PD Workbooks

   Fill-in-the-blanks workbooks which create a PD for you, with step-by-step instructions.

   There are two versions: Workbook A to describe non-supervisory positions; and Workbook B to describe supervisory positions.

III. Appendices

   Detailed 'How To' information. Also terms and definitions, and other supplementary information.

BEFORE YOU BEGIN

It may be helpful to review the entire Table of Contents to get a general idea of the information available in this booklet.

Your Departmental Personnel Office can answer any questions that you may have.
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PART I - BASIC INFORMATION

WHAT is a PD?

A Position Description (PD) is the official written record of the major duties and responsibilities assigned to a position.

WHAT is a PD used for?

Accurate and up-to-date PDs are used to:

Inform Employees of

- Their officially assigned duties and responsibilities and how much time is spent on each of those duties and responsibilities;

Provide Supervisors with

- A basis for determining job performance standards;
- A basis for deciding on job-related selection criteria and developing valid interview questions; and
- A basis for identifying essential functions with respect to the Americans with Disabilities Act (ADA). (See Appendix S, Pages 82-84, for more information on the ADA and identifying essential functions.)

Help Personnel in

- Assigning positions to an appropriate class which determines:
  - The pay grade of the employee; and
  - The qualification requirements used to recruit and screen new employees.

(See Appendix Q, Pages 72-76, for more information on the classification process.)
• Identifying the position's bargaining unit status.

Note: Inaccurate PDs cause delays and/or errors in hiring and paying employees.

WHO should write a PD?

The immediate supervisor, as part of the management team, usually writes the PD. This is because management is responsible for assigning and reassigning duties and responsibilities to positions.

Employee input should be obtained if the position is filled. (Pages 63-64 provide information on management's role and instructions for involving the employee.)

WHEN should a PD be written, reviewed or rewritten?

Written when:

• a new position is established.

Reviewed when:

• an annual job performance review (JPR/PAS) is being prepared;
• the position becomes vacant;
• there are operational changes; or
• there are organizational changes.

Rewritten when:

• the major duties and responsibilities change significantly. (Pages 69-71, When to Rewrite a PD, has more information to help you identify the major duties and decide whether there has been a significant change.)

(Pages 68-71 provide additional information on all of these topics.)
GETTING STARTED

The preliminary steps listed below can help you organize the work and will simplify the writing. After you have read them, you can begin the Workbook which will guide you through writing the PD.

**New and Vacant Positions**

1. **What work is to be done?**
   
   Determine the desired outcomes you want from the position (e.g., 'give accurate and prompt tax information to the public'). Do not focus upon a particular task at this stage.

2. **How should the work be done?**
   
   Decide what work must be done to accomplish the desired outcomes. That is, list the tasks (e.g., 'answer questions from taxpayers to enable them to file returns' or 'draft brochures or fact sheets to respond to frequently asked questions').

3. **Where will the position fit?**
   
   Decide where the position will be placed in the work unit. That is, think about working relationships with others, workflow, and supervisory controls. Check the official organizational charts and functional statements to ensure appropriate placement. *(You can get copies of these documents from your Administrative Services Office or Personnel Office if you do not have them.)*

4. **Request assistance from your Personnel Office if needed.***

5. **You are now ready to fill out one of the Workbooks.**
   
   First, select the correct Workbook. Use Workbook A (*Pages 5-17*) for positions which do not supervise others. Use Workbook B (*Pages 18-31*) for positions which have subordinates. Next, make a photocopy of the Workbook. A blank workbook will then be available every time you need it. It is also easier to look up supplementary information in the Appendices if they are separate from the sheets you are working on. Write your answers on the copy.
Filled Positions

1. **List the duties now being done by the employee.**
   
   Having the employee make a list of his/her duties will help to identify any misunderstandings about the work assigned and done. It also provides the employee with an opportunity to participate in the redescription process. (*Pages 63-64 describe the process to involve the employee and Pages 65-67 are a guide that can be copied and given to the employee for input.*)

2. **Review:**
   
   - The existing PD to identify and consider any changes in the position since it was last described;

   - Related PDs in the work unit/organization to verify working relationships and to ensure that areas of responsibility are clearly defined. Redescribe other positions which are no longer accurate. (*Pages 69-70 provide more information on when positions should be redescribed*); and

   - The official organizational charts and functional statements for the work unit in which the position is located. (*Check with your Administrative Services Office or Personnel Office if you do not have copies of these documents.*)

3. **Request assistance from your Personnel Office if needed.**

4. **You are now ready to fill out one of the Workbooks.**
   
   First, select the correct Workbook. Use Workbook A (*Pages 5-17*) for positions which do not supervise others. Use Workbook B (*Pages 18-31*) for positions which have subordinates. Next, make a photocopy of the Workbook. A blank workbook will then be available every time you need it. It is also easier to look up supplementary information in the Appendices if they are separate from the sheets you are working on. Write your answers on the copy.
PART II - POSITION DESCRIPTION WORKBOOK

Workbook A (Non-Supervisory Positions)

Instructions:

This Workbook has been designed to simplify writing a PD for a non-supervisory position. Each part of the workbook contains information needed to determine the appropriate classification of the position. *(See Pages 72-76 for more information on the PD and the classification process.)*

Before you begin, make a photocopy of this Workbook *(Pages 5-17)* to use as your working document.

The Workbook contains instructions, headers, and blank spaces. Fill in all of the blanks, or write N/A in the space, if it does not apply.

Once you have finished the Workbook, you have written a draft PD. The 'draft' should then be typed. It will include your handwritten material and all headers and phrases which are double underlined. Pages 61-62 provide instructions for the person typing the material.

A sample PD, based on this workbook, is on Pages 32-35.

I. IDENTIFYING INFORMATION

Position/Pseudo Number _______________________________________________________

Department ________________________________________________________________

Division (Office) ___________________________________________________________

Branch: _________________________________________________________________

Section: _________________________________________________________________

Unit: _________________________________________________________________

Geographic Location: _______________________________________________________

Workbook A (non-supervisory), Page 5
II. INTRODUCTION

Use the official organization chart and functional statement to help you write these two paragraphs.

A. Briefly describe the functions of the work unit (information must be consistent with the official functional statement for the unit).

(Official functional statements can be obtained at your Administrative Services Office and at your Personnel Office. See Page 32, Sample PD, for an example of a work unit description.)

The function of this organizational unit is to:

B. Briefly summarize the primary purpose of this position. (See Page 32, Sample PD, for an example of this kind of statement.)

The primary purpose of this position is to:
III. MAJOR DUTIES & RESPONSIBILITIES

Doing each of these steps in sequence will simplify the work!

Step 1 Gather Information
Step 2 Make an Activity List
Step 3 Group Activities Together
Step 4 Prepare Duty Statements
Step 5 Indicate the Order of the Duties
Step 6 Determine & Show the Percentage of Work Time

Step 1 GATHER INFORMATION

Use any appropriate method to collect information about (or decide) what the position does.

- review functional statements and appropriate mission statements;
- observe the work; and
- get employee input on the work done, etc.

(See Pages 3 and 4, Getting Started, for helpful hints on gathering information and Pages 63-64 for suggestions on getting employee input.)

Step 2 MAKE AN ACTIVITY LIST

Jot down current work activities done by the position under Step 2 on the next page. Do not be concerned with how they are described or in what order. For example: 'types letters,' 'budgeting,' and 'interview clients,' etc. (Pages 44 and 46 have samples of completed activity lists.)

Please Note: You do not have to anticipate everything. Unanticipated duties are covered by the statement 'Performs other related duties as assigned.' However, these unanticipated duties should not occupy more than 10% of the time.
ACTIVITY LIST
(See Pages 44 - 47 for Examples of Activity Lists and Grouping)

Please read the directions for Step 3 on the next page before proceeding.

Step 2. List Work Activities

Step 3. Group Activities

A.

B.

C.

D.

E.
Step 3  GROUP ACTIVITIES TOGETHER

Review your Activity List and decide whether any of the activities should be grouped together to clarify the work process being described.

- **If activities can be grouped together.** Group related activities and give them a name or heading (e.g., Typing, Interviewing, Audit Income Tax Returns, Budgeting, etc.).

- **If an activity cannot be reasonably combined or grouped with any other.** Keep the activity separate.

Write the names of these groups under Step 3 on Page 8. Then indicate which activity belongs in each group. *(See Pages 45 and 47 for sample activity lists which have been grouped.)*

Step 4  PREPARE DUTY STATEMENTS

A duty statement is one or more sentences that describe a work activity or a group of activities. Duty statements need to contain specific kinds of information. **Please review the examples of duty statements on Page 51 now.**

As you can see from the examples, each duty statement should:

- Begin with an **Action Verb** *(See pages 53-54 for a list of action verbs and definitions)* and

- Explain: **What** work is done; **How** it is done; and **Why** it is done.

- Example: Types *(action verb)* quarterly highway project expenditure data *(what)* from information provided by project engineers *(how)* to comply with funding requirements of the federal Department of Transportation *(why)*.

**You will need to prepare one or more duty statements for each activity or group of activities on Page 8. Write these duty statements on Pages 10 and 11.**
Step 4. Write Major Duties and Responsibilities statements below.

Format: Does (Action Verb) / What / How / Why

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|        |        | %
Performs other related duties as assigned

100%
Step 5  INDICATE THE ORDER OF YOUR DUTIES

Arrange the duty statements in the order which best describes the work (e.g., in the order of work sequence, in descending importance, or in any other manner which promotes clarity).

Indicate the order of the duty statements on Pages 10-11 by numbering the paragraphs in the left margin.

Step 6  DETERMINE & SHOW THE PERCENTAGE OF WORK TIME

• Determine the total work time for each duty statement (i.e., total hours and minutes a day or week or month, etc.).

• Convert the work time to percentages.  *(See Page 55 for a chart which converts hours and minutes to percentages.)*

• Show the percentage of time for each duty statement in the space on the right on Pages 10-11. The total must equal 100%.

Review all duty statements which have a large percentage of work time (e.g., 80%). If these duties can be broken down further, please make necessary sub-groups and show the percentage of time for each.
IV. CONTROLS EXERCISED OVER THE WORK

A. **Supervisor:** Identify the Supervisor of this position.

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<th>Pos. No.</th>
<th>Class Title</th>
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**Note:** Complete the remainder of this section for a fully functional worker, e.g., **not** an employee on probationary status.

B. **Nature of Supervisory Control Exercised Over the Work.**

Appendix K, Pages 56-59, provides a selection of statements which can be used for the remaining portions of this section.

1. **Instructions Provided.** Describe **What Kind** of guidance and instructions the supervisor provides to this position. *(See selections on Page 57.)*

2. **Assistance Provided.** Describe **When** the supervisor assists this position. *(See selections on Page 58.)*
3. **Review of Work.** Describe *How* and *When* the supervisor reviews the work of this position. *(See selections on Page 59.)*

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**C. Nature of Available Guidelines Controlling the Work.**

1. **Policy and Procedural Guides Available.** List manuals, operating handbooks, instruction sheets, etc.

2. **Use of Guidelines.** Describe *How* and *When* the guidelines are used.
V. REQUIRED LICENSES, CERTIFICATES, ETC.

List any licenses, certificates, or permits required to perform the work.
VI. RECOMMENDED QUALIFICATIONS

Review the duties and responsibilities you described on Pages 10-11, and decide what knowledge, skills and abilities are needed to do the work. Describe them and your suggestions for education and experience below. (Note: The officially required education and experience for the position are set by the Minimum Qualification Requirements of the class. However, your recommendations, here, will help ensure that the position is properly classified and help you develop valid job-related interview and selection criteria). (See Page 60 for an explanation of knowledge vs. skills/abilities.)

A. Knowledge:

B. Skills/Abilities:

C. Education:

D. Experience:
VII. **TOOLS, EQUIPMENT & MACHINES**
List any tools, equipment and machines used to do the work.

VIII. **WORKING CONDITIONS (Optional)**
Describe any adverse conditions (e.g., hazards, heat, light, cold, noise, fumes, dust, etc.).

IX. **PHYSICAL REQUIREMENTS (Optional)**

CONGRATULATIONS!

YES, you have finished. Now, have the workbook typed (Pages 61-62 provide instructions that can be given to your staff. The sample PD, Pages 32-35, can also be provided as an illustration). Once it is typed, read it through again. **Does the draft PD give an accurate and complete picture of the position?** If so, finalize it according to your department's procedures. (*Ask your Personnel Office if you are unsure of your department's procedures.*)
PART II - POSITION DESCRIPTION WORKBOOK

Workbook B (Supervisory Positions)

Instructions:

This Workbook has been designed to simplify writing a PD for a supervisory position. Each part of the workbook contains information needed to determine the appropriate classification of the position. (See Pages 72-76 for more information on the PD and the classification process.)

Before you begin, make a photocopy of this Workbook (Pages 18-31) to use as your working document.

The Workbook contains instructions, headers, and blank spaces. Fill in all of the blanks, or write N/A in the space, if it does not apply.

Once you have finished the Workbook, you have written a draft PD. The 'draft' should then be typed. It will include your handwritten material and all headers and phrases which are double underlined. Pages 61-62 provide instructions for the person typing the material.

A sample supervisory PD, based on this workbook, is on Pages 36-43.

I. IDENTIFYING INFORMATION

Position/Pseudo Number: ________________________________

Department: ________________________________

Division (Office): ________________________________

Branch: ________________________________

Section: ________________________________

Unit: ________________________________

Geographic Location: ________________________________
II. INTRODUCTION

Use the official organization chart and functional statement to help you write these two paragraphs.

A. Briefly describe the functions of the work unit (information must be consistent with the official functional statement for the unit). 
(Official functional statements can be obtained at your Administrative Services Office and at your Personnel Office. See Page 36, Sample Supervisory PD, for an example of a work unit description.)

The function of this organizational unit is to

B. Briefly summarize the primary purpose of this position. (See Page 36, Sample Supervisory PD, for an example of this kind of statement.)

The primary purpose of this position is to
III. MAJOR DUTIES & RESPONSIBILITIES

Doing each of these steps in sequence will simplify the work!

Step 1   Gather Information
Step 2   Make an Activity List
Step 3   Group Activities Together
Step 4   Prepare Duty Statements
Step 5   Determine & Show the Percentage of Work Time
Step 6   List Subordinate Positions

Step 1  GATHER INFORMATION

Use any appropriate method to collect information about (or decide) what the position does.

- review functional statements and appropriate mission statements;
- observe the work; and
- get employee input on the work done, etc.

(See Pages 3 and 4, Getting Started, for helpful hints on gathering information, Pages 63-64 for suggestions on getting employee input and Page 50 for a general list of supervisory and managerial activities.)

Step 2  MAKE AN ACTIVITY LIST

Jot down current work activities done by the position under Step 2 on the next page. Do not be concerned with how they are described or in what order. For example: 'staffing,' 'budgeting,' and 'JPRs,' etc. (Page 48 has a sample completed activity list.)

Please Note: You do not have to anticipate everything. Unanticipated duties are covered by the statement 'Performs other related duties as assigned.' However, these unanticipated duties should not occupy more than 10% of the time.
### ACTIVITY LIST
*(See Pages 48 - 49 for an Example of Supervisory Activity List and Grouping)*

#### Step 3. Group Activities

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Step 3  GROUP ACTIVITIES TOGETHER

Grouping related activities together into major categories will simplify the remaining steps. Most supervisory positions perform work in at least two of the following major categories:

1. **Supervisory Activities.** Include all activities that the employee does as the supervisor of other people (e.g., train subordinates, evaluate their performance, assign and review work, etc.).

2. **Work Unit Management and Administrative Activities.** Include all other activities that the employee does to assure a productive work unit (e.g., conduct staff meetings, collect and assess workload data, requisition supplies, write monthly reports, etc.) and to meet the administrative requirements of the state (e.g., draft legislation, prepare and justify the budget request, etc.).

3. **Non-Supervisory Activities.** Include all activities that are neither supervisory nor unit management/administration (e.g., some supervisors regularly handle some of the unit's work load).

Group the activities you listed in Step 2 by checking the most appropriate category for each activity under Step 3 on Page 21. You will then have organized all of the activities into two or more major categories.

You may then choose to break down each category (supervisory, unit management/administrative, etc.) even further. Look at the activities selected for each category and see if they should be subdivided for clarity. If so, group related activities into subcategories and give each subcategory a name or heading (e.g., staffing, scheduling, training, etc.). Note those names and related activities on a separate sheet of paper.

*(See Page 49 for a sample activity list which has been grouped into these three categories.)*
Step 4 PREPARE DUTY STATEMENTS

A duty statement is one or more sentences that describe a work activity or a group of activities. Duty statements need to contain specific kinds of information. Please review the examples of duty statements on Page 51 now.

As you can see from the examples, each duty statement should:

- Begin with an **Action Verb** (See pages 53-54 for a list of action verbs and definitions); and

- Explain: **What** work is done; **How** it is done; and **Why** it is done

Supervisory and managerial positions often involve many duties in relation to a few broader supervisory or program functions and objectives (e.g., staffing, budget, etc.). In terms of duty statements, this means the **What** and **Why** elements remain the same but **How** the activity is done/accomplished are numerous.

- Example: Performs (action verb) staffing functions for the Section (what) to meet personnel needs and requirements and production objectives (why).

  a) Compiles and analyzes statistical information on workload and work program schedules to determine the number and type of positions required (how).

  b) Prepares position descriptions and initiates, prepares and submits recommendations for personnel actions, i.e., transfers, promotions, recruitment, etc. (how).

Refer to Page 52 for more examples of grouped supervisory duty statements.

You will need to prepare one or more duty statements for each activity or group of activities on Page 21. Write these duty statements on Pages 24 and 25. Be sure to put in the appropriate headings for each category of duty statements.
Step 4. Write Major Duties and Responsibilities statements below.

Format: Does (Action Verb) / What / How / Why

A. Supervisory Activities

Step 5

B. ______ %
C. ____  ____ %

D. ____  ____ %

E. Performs other related duties as assigned  ____ %

100%
Step 5  DETERMINE & SHOW THE PERCENTAGE OF WORK TIME

- Determine the total work time for each category or subcategory of duty statements (i.e., total hours and minutes a day or week or month, etc.).

- Convert the work time to percentages.  (See Page 55 for a chart which converts hours and minutes to percentages.)

- Show the percentage of time for each category in the space on the right on Pages 24-25.  The total must equal 100%.

Please review all categories or subcategories which have a large percentage of work time (e.g., 80%).  If work activities can be broken down further, please do so, by making necessary subcategories and showing the percentage of time for each.

Step 6  LIST SUBORDINATE POSITIONS

List subordinate positions below.  List only those positions which report directly to the position being described (e.g., you are writing John's PD. If John supervises Mary, who in turn supervises Tom and Susan, list only Mary's position as reporting directly to John).

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IV. CONTROLS EXERCISED OVER THE WORK

A. Supervisor: Identify the Supervisor of this position.

<table>
<thead>
<tr>
<th>Pos. No.</th>
<th>Class Title</th>
</tr>
</thead>
</table>

B. Nature of Supervisory Control Exercised Over the Work.

Appendix K, Pages 57-59, provide a selection of statements which can be used for the remaining portions of this section.

1. Instructions Provided. Describe What Kind of guidance and instructions the supervisor provides to this position. (See selections on Page 57.)

2. Assistance Provided. Describe When the supervisor assists this position. (See selections on Page 58.)
3. **Review of Work.** Describe **How** and **When** the supervisor reviews the work of this position. *(See selections on Page 59.)*

C. **Nature of Available Guidelines Controlling the Work.**

1. **Policy and Procedural Guides Available.** List manuals, operating handbooks, instruction sheets, etc.

2. **Use of Guidelines.** Describe **How** and **When** the guidelines are used.
V. REQUIRED LICENSES, CERTIFICATES, ETC.

List any licenses, certificates, or permits required to perform the work.
VI. RECOMMENDED QUALIFICATIONS

Review the duties and responsibilities you described on Pages 24-25, and decide what knowledge, skills and abilities are needed to do the work. Describe them, and your suggestions for education and experience below. (Note: The officially required education and experience for the position are set by the Minimum Qualification Requirements of the class. However, your recommendations, here, will help ensure that the position is properly classified and help you develop valid, job-related interview and selection criteria). (See Page 60 for an explanation of knowledge vs. skills/abilities.)

A. Knowledge: 

B. Skills/Abilities: 

C. Education: 

D. Experience: 

VII.  TOOLS, EQUIPMENT & MACHINES

List any tools, equipment and machines used to do the work.

VIII.  WORKING CONDITIONS (Optional)

Describe any adverse conditions (e.g., hazards, heat, light, cold, noise, fumes, dust, etc.).

IX.  PHYSICAL REQUIREMENTS (Optional)

CONGRATULATIONS!

YES, you have finished. Now, have the workbook typed (Pages 61-62 provide instructions that can be given to your staff. The sample Supervisory PD, Pages 36-43, can also be provided as an illustration). Once it is typed, read it through again. Does the draft PD give an accurate and complete picture of the position? If so, finalize it according to your own department's procedures. (Ask your Personnel Office if you are unsure of your department's procedures.)
PART III - APPENDICES
I. IDENTIFYING INFORMATION

Position/Pseudo Number: 890
Department: Taxation
Division (Office): Audit Division
Branch: Maui
Section: Office Audit
Unit: N/A
Geographic Location: Maui

II. INTRODUCTION

The function of this organizational unit is to conduct office examinations of tax returns filed for all general excise, income, miscellaneous and transient accommodations taxes.

The primary purpose of this position is to perform specialized work in office auditing, which includes assessing taxes, processing returns and providing assistance to taxpayers.

III. MAJOR DUTIES & RESPONSIBILITIES

A. Audit Income Tax Returns

Examines individual income tax returns and determines if refunds or additional taxes including applicable penalties and interest are due by comprehensive examination of tax returns. This includes corresponding with taxpayers for verification of income or deductions claimed, reviewing taxpayer records and receipts, and applying applicable statutes, rules, and departmental policies to determine taxpayer’s compliance with State laws and ensure proper payment.

This position deals with common issues appearing on tax returns, such as verifying deductions for interest (which can be verified...
through information statements, receipts, etc.), and charitable contributions (through official receipts and cancelled checks, etc.).

Issues are resolved by reference to the more commonly used sections of the tax code.

B. Audit Withholding Taxes
Examines taxpayer’s payroll records to verify that taxes withheld from employees’ payroll have been properly reported on monthly or quarterly returns filed. When discrepancies are found, prepares assessments for additional taxes due, including applicable penalties and/or interest, or issues credits or refunds for overpayment.

C. Taxpayer Assistance
Assists taxpayers in preparing individual income tax returns, withholding tax returns, general excise and use tax returns, and other returns as needed. Assists taxpayers requesting such services by explaining the basic requirements of the law and showing them how to fill out the forms in compliance with State tax laws.

D. Taxpayer Correspondence
Drafts letters to taxpayers to obtain information about income deductions and exemptions when returns are incomplete or inadequate. Contacts are made in accordance with Departmental rules and procedures.

E. Assessments and Adjustments
Corrects computer-based taxpayer files and records for tax returns filed to reflect the correct information; writes to taxpayers to obtain correct information; and adjusts tax returns by making assessments and entering assessments into the computer system, etc.

F. Performs other related duties as assigned.
IV. CONTROLS EXERCISED OVER THE WORK

A. Supervisor:

Pos. No.: 114   Class Title: Tax Returns Examiner IV

B. Nature of Supervisory Control Exercised Over the Work.

1. Instructions Provided.

Specific instructions covering what and how to check tax returns are provided.

2. Assistance Provided.

Employee seeks assistance from supervisor with problems of an unusual nature (e.g., when a claimed 'deduction' is not clearly covered by State law).


Work is evaluated daily for timeliness and spot checked periodically for accuracy. More difficult tax returns, which are assigned for training purposes, are reviewed more closely.

C. Nature of Available Guidelines Controlling the Work.


Hawaii Revised Statutes-Chapters 235 & 237, etc.; Hawaii Administrative Rules and Administrative Policies; Applicable Federal Tax Law, Rules and Regulations; Internal procedures for:

   (i) Office Audit Examiners, and
   (ii) General Excise Examiners.
2. Use of Guidelines.

Procedural guides cover all situations. The employee is expected to know and apply basic tax provisions covering, among other things, standard deductions and exemptions.

V. REQUIRED LICENSES, CERTIFICATES, ETC.

N/A

VI. RECOMMENDED QUALIFICATIONS

A. Knowledge:


B. Skills/Abilities:

Analyze facts and figures and derive sound conclusions; understand and apply tax laws, rules and interpretations; make arithmetic computations rapidly and accurately; give and receive oral and written instructions; and use the computer.

C. Education:

High School graduate preferred.

D. Experience:

Some work experience which involved interviewing clients to obtain factual information. At least one year of work experience which provided a good understanding of basic State and Federal tax laws and regulations and involved working with forms and regulations used for individual and excise tax returns.

VII. TOOLS, EQUIPMENT & MACHINES

Computer, typewriter, adding and calculating machines.
I. IDENTIFYING INFORMATION

Position/Pseudo Number: 333
Department: Taxation
Division (Office): Collection Division
Branch: Oahu Collection
Section: Office Collection
Unit: N/A
Geographic Location: Oahu

II. INTRODUCTION

The function of this organizational unit is to conduct/enforce collection of delinquent taxes through correspondence, telephone and personal contacts in the office; secure non-filed tax returns from taxpayers; and conduct investigations to determine compliance to the filing requirements under the State tax laws.

The primary purpose of this position is to supervise the Office Collection Section, through subordinate supervisory personnel, in performing office collection for Oahu.

III. MAJOR DUTIES & RESPONSIBILITIES

A. Supervisory Activities

Supervises and instructs subordinate supervisory personnel in order to achieve planned objectives.

1) Conducts staff conferences with subordinate supervisors to convey management objectives and explain/discuss how policies and procedures will be implemented.

2) Instructs subordinate supervisors on methods to be employed in resolving collection problems, interpreting...
law or changes in the law, and solving unusual personnel matters, etc.

3) Trains and advises subordinate supervisors by conferring with them, observing, aiding and instructing them, and pointing out areas for improvement in work methods and techniques to ensure optimal performance.

4) Reviews, investigates, and resolves personnel problems through the use of collective bargaining provisions and State personnel rules and regulations and takes appropriate disciplinary actions.

5) Plans and implements activities to develop and maintain high employee morale and motivation to enhance work performance.

6) Supervises preparation of or writes position descriptions for all positions in the Section and initiates, prepares and submits documents for personnel actions (i.e., transfers, promotions, recruitment, etc.).

7) Reviews qualifications of applicants, interviews such applicants, and recommends the selection of the most qualified person(s) for appointment and/or promotion.

8) Establishes work performance standards for positions under his/her immediate supervision, rates their job performance and discusses ratings with incumbents in order to meet State requirements and to improve performance.

9) Reviews and analyzes new cases for assignment to Office Collection personnel and approves all transfer of assigned cases among Section personnel.

10) Confers with taxpayers or their authorized agents on difficult or unusually complex collection and enforcement
issues which cannot be resolved by subordinate supervisors
in order to assure compliance and close the case.

11) Approves or rejects recommendations for legal actions to
the Department of the Attorney General (i.e., complaints,
garnishes, citations, subpoenas, transfer of garnishes, etc.).

12) Reviews and approves or rejects recommendations for the
filing of State tax liens (i.e., blanket, land court, or auto)
when large sums are due, or whenever necessary to protect
the State's interests. Also, approves or rejects the releases
of said liens.

13) Reviews and approves or rejects recommended 'Notice of
Levy' action against taxpayers when all other methods of
collection have proven futile.

14) Reviews significant investigative reports and financial
statements and decides on appropriate action against
taxpayers.

15) Reviews and approves or rejects accounts proposed for
transfer to the Uncollectible Tax Rolls for submission to the
Divisional Committee for their final action, pursuant to
Section 115-37, H.R.S.

B. Work Unit Management and Administrative Activities

Maintains management controls over operations of the Section to
insure that planned levels of accomplishment are attained.

1) Prepares fiscal year work plans for the entire Section by
allocating work performance objectives within budget
appropriations. Studies and evaluates workload, activity,
and work performance records of the Section to analyze,
evaluate, and modify work program plans.
2) Coordinates activities of the Section by meeting with subordinate supervisors to effectuate compliance with the work program plans and achieve efficient and economical utilization of available personnel.

3) Identifies operational problems, analyzes causes, determines remedies, and issues oral and written directives.

4) Maintains close working relationships with other divisions to determine the conditions of operations and expedite work flow.

5) Attends staff meetings held by the Collection Division Head or the Tax Collector II. Participates in discussions pertaining to Section management or coordination of intra-division, intra-branch and inter-district office programs.

6) Initiates, designs and recommends changes to Collection Branch forms to be used for collection and recording purposes.

7) Approves for payment, all obligations incurred by ‘Notice of Levy' action (e.g., advertising, postage, rental and custodial expenses, duplicating costs, drayage and other miscellaneous expenses).

8) Prepares memorandums and special reports for the Director of Taxation and the Tax Collector II.

9) Holds conferences and acts as liaison at the Section level with the Department of the Attorney General and other branches and staff offices of the Department of Taxation, when investigative, enforcement, or advisory activity is involved.
10) Oversees all Section activities to ensure that they are performed in accordance with prescribed policies and procedures; transmits either oral or written directives to implement changes in policies and procedures.

11) Organizes the Section for the efficient discharge of its prescribed duties and responsibilities by preparing organizational charts.

12) Implements efficient utilization of space, equipment and supplies; and resolves space and equipment problems through appropriate channels.

13) Prepares fiscal year budgetary estimates to accomplish Section functions for legislative approval and approves monthly bills for payment.

C. Technical Responsibilities

Furnishes information, orally and in writing, on announced policy of the Director of Taxation and official interpretations of State Tax Laws and regulations as they relate to the Collection Section functions to insure compliance with governing laws, regulations, directives, and procedures.

D. Performs other related duties as assigned.

Supervises:

<table>
<thead>
<tr>
<th>Position No.</th>
<th>Title:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1234</td>
<td>Supervising Delinquent Tax Clerk</td>
</tr>
<tr>
<td>43210</td>
<td>Delinquent Tax Collection Assistant III</td>
</tr>
</tbody>
</table>
IV. CONTROLS EXERCISED OVER THE WORK

A. Supervisor:

Pos. No.: 4321    Class Title: Tax Collector II

B. Nature of Supervisory Control Exercised Over the Work.

1. Instructions Provided.

Instructions are limited to general guidance and direction to specify priorities and the results expected. The employee is required to plan and carry out the necessary work activities independently.

2. Assistance Provided.

The employee takes care of all aspects of the work independently, but is expected to inform the supervisor when unforeseen events or circumstances require significant changes such as matters which conflict with procedures, tax laws, etc.


The supervisor does not check the accuracy of individual work assignments but does check to make sure that goals and objectives are met.

C. Nature of Available Guidelines Controlling the Work.


Hawaii Revised Statutes;
Hawaii Administrative Rules and Administrative Policies;
Applicable Federal Tax Law, Rules and Regulations;
Internal procedures for Tax Returns Examiners.
2. Use of Guidelines.

Procedural guides cover all technical aspects of the work. The employee is expected to know and apply pertinent tax laws, rules and regulations, policies and procedures, statutes concerning uniform commercial code, liens, levies, bankruptcy, priority claims and other related guidelines for the enforcement of tax collection.

V. REQUIRED LICENSES, CERTIFICATES, ETC.

N/A

VI. RECOMMENDED QUALIFICATIONS

A. Knowledge:

Applicable State tax laws, departmental rules and regulations, policies and procedures relating to tax collection and compliance, enforcement of tax returns filing; generally accepted accounting principles and practices, and general principles of management, supervision and public relations.

B. Skills/Abilities:

Supervise the work of others; prepare reports; evaluate operations to recommend, improve and install methods and procedures; evaluate financial statements and assets of business entities to determine solvency; determine and implement managerial decisions and initiate administrative actions; and deal effectively with taxpayers and their representatives.

C. Education:

College graduate preferred.
D. Experience:

Specialized Experience: Five (5) years of progressively responsible office or field review experience in the field of tax compliance which included determining tax liabilities and the analysis and interpretation of fiscal statements, books, records and other documents to determine methods and means for liquidating delinquent tax liabilities.

Supervisory Experience: One (1) year experience in supervising others in tax compliance work.

VII. TOOLS, EQUIPMENT & MACHINES

Computer, typewriter, adding and calculating machines.
## Step 2. List Work Activities

<table>
<thead>
<tr>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review Income Tax Forms (short)</td>
</tr>
<tr>
<td>Review Income Tax Forms (long)</td>
</tr>
<tr>
<td>Check Withholding</td>
</tr>
<tr>
<td>Call/Write Taxpayers</td>
</tr>
<tr>
<td>Compute Refunds</td>
</tr>
<tr>
<td>Compute Penalties</td>
</tr>
<tr>
<td>Compute Interest</td>
</tr>
<tr>
<td>Help Walk-Ins</td>
</tr>
<tr>
<td>Answer Questions</td>
</tr>
<tr>
<td>Verify Deductions</td>
</tr>
<tr>
<td>Settle Discrepancies</td>
</tr>
<tr>
<td>Prepare Assessments</td>
</tr>
<tr>
<td>Assist TP in Preparing Tax Forms</td>
</tr>
<tr>
<td>Correct Computer Files</td>
</tr>
<tr>
<td>Enter Assessments into computer</td>
</tr>
<tr>
<td>Reconcile Receipts &amp; TP Records</td>
</tr>
</tbody>
</table>

## Step 3. Group Activities

### A.

Please review the next page to see how category headings are created and how these activities have been grouped.

### B.

### C.

### D.

### E.
### SAMPLE ACTIVITY LIST & GROUPING (Based on Sample Non-supervisory PD on page 32)

<table>
<thead>
<tr>
<th>Step 2. Jot Down Work Activities</th>
<th>Step 3. Group Similar Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review Income Tax Forms (Short)</td>
<td>a) Identify Categories/Groups</td>
</tr>
<tr>
<td>Review Income Tax Forms (Long)</td>
<td>Group A – Audit Income Tax Returns</td>
</tr>
<tr>
<td>Check Withholding</td>
<td>Group B – Audit Withholding Returns</td>
</tr>
<tr>
<td>Call/Write Taxpayers</td>
<td>Group C – Taxpayer Assistance</td>
</tr>
<tr>
<td>Compute Refunds</td>
<td>Group D – Taxpayer Correspondence</td>
</tr>
<tr>
<td>Compute Penalties</td>
<td>Group E – Assessments &amp; Adjustments</td>
</tr>
<tr>
<td>Compute Interest</td>
<td></td>
</tr>
<tr>
<td>Help Walk Ins</td>
<td></td>
</tr>
<tr>
<td>Answer Questions</td>
<td></td>
</tr>
<tr>
<td>Verify Deductions</td>
<td></td>
</tr>
<tr>
<td>Settle Discrepancies</td>
<td></td>
</tr>
<tr>
<td>Prepare Assessments</td>
<td></td>
</tr>
<tr>
<td>Assist TP in Preparing Tax Forms</td>
<td></td>
</tr>
<tr>
<td>Correct Computer Files</td>
<td></td>
</tr>
<tr>
<td>Enter Assessments into Computer</td>
<td></td>
</tr>
<tr>
<td>Reconcile Receipts and TP Records</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>b) List Each Activity in the Appropriate Category/Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Audit Income Tax Returns</td>
</tr>
<tr>
<td>Review Income Tax forms (Short)</td>
</tr>
<tr>
<td>Review Income Tax Forms (Long)</td>
</tr>
<tr>
<td>Compute Refunds</td>
</tr>
<tr>
<td>Compute Penalties</td>
</tr>
<tr>
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</tr>
<tr>
<td>Verify Deductions</td>
</tr>
<tr>
<td>Reconcile Receipts and TP Records</td>
</tr>
<tr>
<td>B. Audit Withholding Returns</td>
</tr>
<tr>
<td>Check Withholding</td>
</tr>
<tr>
<td>Settle Discrepancies</td>
</tr>
<tr>
<td>Prepare Assessments</td>
</tr>
<tr>
<td>C. Taxpayer Assistance</td>
</tr>
<tr>
<td>Assist TP in Preparing Tax Forms</td>
</tr>
<tr>
<td>Compute Refunds</td>
</tr>
<tr>
<td>Answer Questions</td>
</tr>
<tr>
<td>Etc.</td>
</tr>
</tbody>
</table>

**Helpful Hint:** It is usually helpful to group related activities before writing complete duty statements. Do not spend a lot of time figuring out the ‘correct’ groups. The groups are simply to assist you with organizing the information and writing your duty statements. Headers are optional on the PD.
APPENDIX D

Sample Activity List
(Example based on a typical clerical position.)

Please read the directions for Step 3 on the next page before proceeding.

<table>
<thead>
<tr>
<th>Step 2. List Work Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mail</td>
</tr>
<tr>
<td>Type letters, memos, documents, etc.</td>
</tr>
<tr>
<td>Answer phone calls</td>
</tr>
<tr>
<td>Take messages</td>
</tr>
<tr>
<td>Make photocopies</td>
</tr>
<tr>
<td>Take dictation</td>
</tr>
<tr>
<td>Take minutes of meetings</td>
</tr>
<tr>
<td>Files</td>
</tr>
<tr>
<td>Leave of Absence</td>
</tr>
<tr>
<td>Type all budget &amp; legis. stuff</td>
</tr>
<tr>
<td>Parking Files</td>
</tr>
<tr>
<td>Process request for parking</td>
</tr>
<tr>
<td>Coordinate record disposal</td>
</tr>
<tr>
<td>Set up meetings for managers</td>
</tr>
<tr>
<td>Conference room schedule</td>
</tr>
<tr>
<td>Time sheets</td>
</tr>
<tr>
<td>File telephone/fax log</td>
</tr>
<tr>
<td>Record all incoming/outgoing corresp.</td>
</tr>
<tr>
<td>Record and maintain G-I’s</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 3. Group Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
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<td>B.</td>
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<td>C.</td>
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<td>D.</td>
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<tr>
<td>E.</td>
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<td></td>
</tr>
</tbody>
</table>
### Step 2. Jot Down Work Activities

<table>
<thead>
<tr>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mail</td>
</tr>
<tr>
<td>Type letters, memos, documents, etc.</td>
</tr>
<tr>
<td>Answer phone calls</td>
</tr>
<tr>
<td>Take messages</td>
</tr>
<tr>
<td>Make photocopies</td>
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</tr>
<tr>
<td>Take minutes of meetings</td>
</tr>
<tr>
<td>Files</td>
</tr>
<tr>
<td>Leave of Absence</td>
</tr>
<tr>
<td>Type all budget &amp; legislative stuff</td>
</tr>
<tr>
<td>Parking files</td>
</tr>
<tr>
<td>Process request for parking</td>
</tr>
<tr>
<td>Coordinate record disposal</td>
</tr>
<tr>
<td>Set up meeting for managers</td>
</tr>
<tr>
<td>Conference room schedule</td>
</tr>
<tr>
<td>Time sheets</td>
</tr>
<tr>
<td>File telephone/fax log</td>
</tr>
<tr>
<td>Record all outgoing/incoming corresp.</td>
</tr>
<tr>
<td>Record and maintain G-1’s</td>
</tr>
</tbody>
</table>

### Step 3. Group Similar Activities

#### a) Identify Categories/Groups

- **Group A – Correspondence**
  - Correspondence
    - Open Mail
  - Group B – Typing
    - Sort Mail
    - Distribute Mail
  - Group C – Phone Calls
    - Log Incoming & Outgoing Mail
  - Group D – Photocopies
    - B. Typing
      - Letters
    - Group E – Meetings
      - Memos
    - Budget
    - Legislative Reports
  - Group F – Filing
    - C. Phone Calls
      - Answer Phone Calls
    - Group G – Attendance
      - Take Messages
    - Group H – Parking
    - D. Photocopies
    - Etc.

#### Helpful Hint:

It is helpful to group related activities before writing complete duty statements. Do not spend a lot of time figuring out the ‘correct’ groups. The groups are simply to assist you with organizing the information and writing your duty statements. Headers are optional on the PD.
# Sample Activity List
(Example based on Sample Supervisory PD, Pages 36-43)

Please read the directions for Step 3 on the next page before proceeding.

## Step 2. List Work Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Supv</th>
<th>Unit &amp; Adm</th>
<th>Non-Sup</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Meetings</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coordinate Work Activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Notice of Levy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interview New Applicants</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uncollectible Tax Rolls</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Work Program Plans</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conference w/AG, Staff office</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instruct Sup. Personnel</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organizational Charts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review new cases</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operational Problems</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Train Supervisors</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Space Mgmt.; Equipment</td>
<td></td>
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</tr>
<tr>
<td>Taxpayer Assistance/Corres.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fiscal Budget</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personnel Problems</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collection Forms</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Director’s Policies</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Position Descriptions</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Job Performance Ratings</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Step 3. Group Activities

Please review the next page to see how categories are selected for these activities and grouped.
## SAMPLE ACTIVITY LIST & GROUPING (based on sample Supervisory PD on page 36)

### Step 2. Jot Down Work Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Sup</th>
<th>Unit</th>
<th>Non-Sup</th>
<th>Other</th>
</tr>
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<tbody>
<tr>
<td>Staff Meetings</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
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<tr>
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<td></td>
<td></td>
</tr>
<tr>
<td>Work Program Plans</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conference w/ AG, Staff Offices</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instruct Supervisory Personnel</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organizational Charts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review New Cases</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operational Problems</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Train Supervisors</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Space Management, Equipment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Taxpayer Assistance/Correspondence</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fiscal Budget</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personnel Problems</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collection Forms</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Director’s Policies</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Position Description</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job Performance Ratings, etc.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Step 3. Group Similar Activities

#### a) Check Appropriate Category

<table>
<thead>
<tr>
<th>Category</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Supervisory Activities</td>
<td>Staff Meetings, Notice of Levy, Interview New Applicants, Instruct Supervisory Personnel, Review New Cases, Train Supervisors, Personnel Problems, etc.</td>
</tr>
<tr>
<td>B. Work Unit Management &amp; Administration</td>
<td>Staff Meetings, Coordinate Work Activities, Work Program Plans, Conferences with AG, Staff Offices, Organizational Charts, etc.</td>
</tr>
<tr>
<td>C. Non-Supervisory Activities</td>
<td>Policies of Director, etc.</td>
</tr>
</tbody>
</table>

### Helpful Hint:

It is usually helpful to group related activities before writing complete duty statements. Select the appropriate category for each activity (i.e., Supervisory, Unit Mgmt/Administrative, Non-Supervisory, etc.). These groups will assist you with organizing the information and writing your duty statements.
List of Supervisory / Managerial Activities

APPENDIX F

The following list of activities is provided to help you recall all of the things this position could be involved in as a first line supervisor, middle manager or division chief. You should cover, in the PD, only those activities/functions that are an important part of the job and take a significant amount of time (i.e., if the work unit for which the position is responsible is small, reorganization is probably not an important/time-consuming activity of the position and should not be described in the PD.

<table>
<thead>
<tr>
<th>SUPERVISORY ACTIVITIES</th>
<th>WORK UNIT MANAGEMENT/ADMINISTRATION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Staffing</strong></td>
<td>Budget</td>
</tr>
<tr>
<td>Request IVA/eligibles</td>
<td></td>
</tr>
<tr>
<td>Selection criteria</td>
<td>Communications</td>
</tr>
<tr>
<td>Interview</td>
<td>Coordination</td>
</tr>
<tr>
<td>Select/recommend selection</td>
<td></td>
</tr>
<tr>
<td>Recommend promotions</td>
<td>Facilities</td>
</tr>
<tr>
<td></td>
<td>Fiscal</td>
</tr>
<tr>
<td><strong>Scheduling</strong></td>
<td>Legislation</td>
</tr>
<tr>
<td>Vacation/Sick Leave</td>
<td>Production</td>
</tr>
<tr>
<td>Work Schedules/vacation schedules</td>
<td></td>
</tr>
<tr>
<td>Overtime</td>
<td>Organization/Reorganization</td>
</tr>
<tr>
<td><strong>Training</strong></td>
<td>Planning</td>
</tr>
<tr>
<td>Orient new employees</td>
<td>Program Development</td>
</tr>
<tr>
<td>Provide/arrange for on the job training</td>
<td></td>
</tr>
<tr>
<td>Outside training</td>
<td>Program Evaluation</td>
</tr>
<tr>
<td><strong>Work Activities</strong></td>
<td>Project Needs/Costs</td>
</tr>
<tr>
<td>Assign/reassign work</td>
<td>Rules</td>
</tr>
<tr>
<td>Provide instruction</td>
<td>Supplies/Equipment</td>
</tr>
<tr>
<td>Check on progress of work</td>
<td></td>
</tr>
<tr>
<td>Review and correct work</td>
<td></td>
</tr>
<tr>
<td>Write PDs showing work assigned to subordinates</td>
<td></td>
</tr>
<tr>
<td><strong>Evaluation</strong></td>
<td></td>
</tr>
<tr>
<td>Establish work performance standards</td>
<td></td>
</tr>
<tr>
<td>Prepare JPR/PAS</td>
<td></td>
</tr>
<tr>
<td>Discuss performance with subordinates</td>
<td></td>
</tr>
<tr>
<td>Assess performance problems &amp; take corrective action</td>
<td></td>
</tr>
<tr>
<td><strong>Employee Relations</strong></td>
<td></td>
</tr>
<tr>
<td>Morale/motivation</td>
<td></td>
</tr>
<tr>
<td>Contract provisions</td>
<td></td>
</tr>
<tr>
<td>Disciplinary actions</td>
<td></td>
</tr>
<tr>
<td>Grievances</td>
<td></td>
</tr>
<tr>
<td><strong>Communications</strong></td>
<td></td>
</tr>
<tr>
<td>With staff</td>
<td></td>
</tr>
<tr>
<td>External</td>
<td></td>
</tr>
</tbody>
</table>

Types
quarterly highway project
expenditure data from information provided by project engineers
to comply with funding requirements of the federal Department of Transportation.

Repairs plumbing fixtures (sinks, faucets, toilets, interior pipes and joints)
according to standard trade practices and work orders submitted by facility users.

Inspects concrete paving operations
by conducting visual inspections and collecting necessary samples
to ensure compliance with construction specifications.

Interviews/ counsels agency clients
by asking questions in predetermined areas
to determine eligibility for financial assistance, and
by responding to needs expressed by clients
for information on other community resources.

Interviews/ counsels agency clients
and, using clinical, therapeutic, and professional principles
works with them on problems of overall life adjustment.

Treats minor cuts and bruises
using first aid techniques and supplies and reports more serious problems to professional nurse
who determines whether medical treatment is necessary.

Shakes down inmates
by pat down search of inmates and a search of inmate possessions, cells, and other areas
to locate and confiscate contraband (weapons, drugs, etc.).
Examples of Grouped Duty Statements for Supervisory Positions

1. Evaluates (action verb) program effectiveness (what) to identify needed improvements (why).
   
   Monitors measures of effectiveness (how).
   
   Develops, distributes, and analyzes the results of customer satisfaction surveys (how).

2. Assures (action verb) quality work (what) to meet departmental work objectives (why).
   
   Provides instructions with assignments and reviews completed work (how).
   
   Provides ad hoc and formal training in methods and procedures and arranges for external training (how).
   
   Makes performance notations on the PAS log, performs annual performance evaluations, and counsels employees (how).

3. Develops and executes (action verbs) the division budget (what) to assure necessary resources and fulfill B&F and legislative requirements (why).
   
   Projects workload and determines amount and kind of staff, equipment and supplies needed to provide services (how).
   
   Prepares budget request and justification and presents testimony on the budget at the Legislature (how).
   
   Adjusts plans to accommodate actual amount appropriated and allotted (how).
   
   Prepares quarterly expenditure plans and monitors expenditures (how).
### RECOMMENDED ACTION VERBS FOR POSITION DESCRIPTION

<table>
<thead>
<tr>
<th>VERB</th>
<th>MEANING</th>
<th>USED IN A SENTENCE (These are not complete duty statements)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administers</td>
<td>Executes a program for a department.</td>
<td>Administers the state purchasing program.</td>
</tr>
<tr>
<td>Advises</td>
<td>Counsels, provides guidance.</td>
<td>Advises social workers of options and strategies in difficult and complex cases.</td>
</tr>
<tr>
<td>Analyzes</td>
<td>Separate issues into parts for further reassessment.</td>
<td>Analyzes employment data to forecast future manpower needs.</td>
</tr>
<tr>
<td>Approves</td>
<td>Accepts work results and signs off officially.</td>
<td>Reviews and approves student loan applications.</td>
</tr>
<tr>
<td>Assesses</td>
<td>Determines value or condition.</td>
<td>Assesses the value of agricultural land to determine the property taxes for that parcel of land.</td>
</tr>
<tr>
<td>Audits</td>
<td>Examines and verifies reports or accounts.</td>
<td>Audits vouchers and travel completion reports in accordance with state accounting policies.</td>
</tr>
<tr>
<td>Compiles</td>
<td>Collects or gathers from various sources into a related whole.</td>
<td>Compiles and submits required OSHA accident reports each quarter based on own thoughts or general instructions.</td>
</tr>
<tr>
<td>Composes</td>
<td>Writes, based on own knowledge.</td>
<td>Composes letters and memoranda with knowledge of department procedures.</td>
</tr>
<tr>
<td>Conducts</td>
<td>Does, carries out, performs.</td>
<td>Conducts investigations of complaints from individual taxpayers regarding unfair treatment.</td>
</tr>
<tr>
<td>Controls</td>
<td>Regulates with authority.</td>
<td>Controls expenditures by analyzing costs, obtaining competitive bids and evaluating less expensive alternatives in accordance with state policies.</td>
</tr>
<tr>
<td>Designs</td>
<td>Plans, creates, invents.</td>
<td>Designs complex computer software systems.</td>
</tr>
<tr>
<td>Directs</td>
<td>Manages with authority. Guides towards a goal. Orders the performance of work.</td>
<td>Directs the public health programs to achieve department goals and objectives.</td>
</tr>
<tr>
<td>Ensures</td>
<td>Makes certain of.</td>
<td>Ensures the correct usage of technical terms or unusual words in correspondence.</td>
</tr>
<tr>
<td>Establishes</td>
<td>Sets in place.</td>
<td>Establishes employee schedules and priorities to ensure that work flow is efficient.</td>
</tr>
<tr>
<td>Evaluates</td>
<td>Determines the efficiency/effectiveness of.</td>
<td>Evaluates the effectiveness of the taxpayer audit program based upon departmental goals and objectives.</td>
</tr>
<tr>
<td>Expedites</td>
<td>Speeds up.</td>
<td>Expedites the processing of job applications to enable line departments to fill vacancies quickly by streamlining procedures.</td>
</tr>
<tr>
<td>Formulates</td>
<td>Develops or devises a plan, policy or procedure.</td>
<td>Formulates an employee selection plan to fill vacancies in a timely manner.</td>
</tr>
<tr>
<td>Implements</td>
<td>Puts into effect. Carries Out.</td>
<td>Implements accounting policies and procedures to support department goals.</td>
</tr>
<tr>
<td>Instructs</td>
<td>Teaches, imparts knowledge.</td>
<td>Instructs new employees in routine office procedures to enhance efficiency.</td>
</tr>
<tr>
<td>Maintains</td>
<td>Keeps in prescribed or desirable order or condition.</td>
<td>Maintains accurate records on completed repair work at the facility.</td>
</tr>
</tbody>
</table>
# RECOMMENDED ACTION VERBS FOR POSITION DESCRIPTION

<table>
<thead>
<tr>
<th>VERB</th>
<th>MEANING</th>
<th>USED IN A SENTENCE (These are not complete duty statements)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitors</td>
<td>Keeps watch over an activity, process or result.</td>
<td>Monitors the progress of repair work performed by contractors.</td>
</tr>
<tr>
<td>Obtains</td>
<td>Gains possession of; acquires.</td>
<td>Obtains information from purchase orders and sales receipts to verify proper account codes.</td>
</tr>
<tr>
<td>Operates</td>
<td>Controls the functioning of.</td>
<td>Operates heavy construction equipment, such as, tractors and bulldozers.</td>
</tr>
<tr>
<td>Organizes</td>
<td>Arranges into an orderly structured whole.</td>
<td>Organizes work load to ensure that housing application deadlines are met in a timely manner.</td>
</tr>
<tr>
<td>Oversees</td>
<td>Directs, supervises. Inspects.</td>
<td>Oversees the work of construction contractors to ensure compliance with work plans and specifications.</td>
</tr>
<tr>
<td>Performs</td>
<td>Does, carries out. Accomplishes.</td>
<td>Performs specialized repair work (brakes and transmissions) for state vehicles.</td>
</tr>
<tr>
<td>Plans</td>
<td>Devises, formulates a project, method, course of action or group of activities.</td>
<td>Plans long-term projects to improve infant health.</td>
</tr>
<tr>
<td>Prepares</td>
<td>Makes ready for a particular purpose. Provides in advance.</td>
<td>Prepares portions of the application form before client visit to enhance efficient processing.</td>
</tr>
<tr>
<td>Provides</td>
<td>Furnishes, supplies for use.</td>
<td>Provides basic information about filing deadlines and the use of proper forms to taxpayers.</td>
</tr>
<tr>
<td>Recommends</td>
<td>Suggests courses of action or procedures to other persons who have primary responsibility for carrying out such recommendations.</td>
<td>Recommends possible changes in application review process to branch chief to improve efficiency.</td>
</tr>
<tr>
<td>Reviews</td>
<td>Examines deliberately and critically, usually to approve or disapprove.</td>
<td>Reviews financial information on housing applications to assess adherence to eligibility requirements.</td>
</tr>
<tr>
<td>Schedules</td>
<td>Allocates work and specifies deadlines.</td>
<td>Schedules and assigns work to individuals and inspects work upon completion.</td>
</tr>
<tr>
<td>Supervises</td>
<td>Assigns work to others; reviews and approves; assesses performance.</td>
<td>Supervises the staff of the payroll unit.</td>
</tr>
<tr>
<td>Trains</td>
<td>Instructs, makes proficient, increases skill or knowledge in relation to a pre-determined standard.</td>
<td>Trains employees in the use of word processing software and databases.</td>
</tr>
<tr>
<td>Verifies</td>
<td>Prove accuracy by locating and checking information, especially from other sources.</td>
<td>Verifies the accuracy of tax records submitted by corporations as they pertain to assets and liabilities.</td>
</tr>
</tbody>
</table>
### Tables to Convert Time Spent Into Percentage of Work Time

The percentage of work time spent on each major duty must be shown in the PD. Most duties are performed daily, weekly or monthly. For each duty: (1) decide how often the duty is performed; and (2) how much time is spent. Then use the correct column in the tables below to convert the hours and minutes to a percentage of total work time. Show these percentages on Pages 10 – 11 on Workbook A or Pages 24-25 on Workbook B.

<table>
<thead>
<tr>
<th>DAILY TIME SPENT</th>
<th>% of Total</th>
<th>WEEKLY TIME SPENT</th>
<th>% of Total</th>
<th>MONTHLY TIME SPENT</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Hrs.</td>
<td>Min.</td>
<td></td>
<td>Hrs.</td>
<td>Min.</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td>15</td>
<td>3%</td>
<td>0</td>
<td>15</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td>30</td>
<td>6%</td>
<td>0</td>
<td>30</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td>45</td>
<td>9%</td>
<td>0</td>
<td>45</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>15</td>
<td>13%</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>30</td>
<td>19%</td>
<td>1</td>
<td>30</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>45</td>
<td>22%</td>
<td>1</td>
<td>45</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>0</td>
<td>25%</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>15</td>
<td>28%</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>30</td>
<td>31%</td>
<td>2</td>
<td>30</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>45</td>
<td>34%</td>
<td>2</td>
<td>45</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>0</td>
<td>38%</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>15</td>
<td>41%</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>30</td>
<td>44%</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>45</td>
<td>47%</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>0</td>
<td>50%</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>15</td>
<td>53%</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>30</td>
<td>56%</td>
<td>4</td>
<td>30</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>45</td>
<td>59%</td>
<td>4</td>
<td>45</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>0</td>
<td>63%</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>15</td>
<td>66%</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>30</td>
<td>69%</td>
<td>5</td>
<td>30</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>45</td>
<td>72%</td>
<td>5</td>
<td>45</td>
</tr>
<tr>
<td>6</td>
<td>6</td>
<td>0</td>
<td>75%</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>6</td>
<td>15</td>
<td>78%</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>6</td>
<td>6</td>
<td>30</td>
<td>81%</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>6</td>
<td>6</td>
<td>45</td>
<td>84%</td>
<td>6</td>
<td>45</td>
</tr>
<tr>
<td>7</td>
<td>7</td>
<td>0</td>
<td>88%</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>7</td>
<td>15</td>
<td>91%</td>
<td>7</td>
<td>15</td>
</tr>
<tr>
<td>7</td>
<td>7</td>
<td>30</td>
<td>94%</td>
<td>7</td>
<td>30</td>
</tr>
<tr>
<td>7</td>
<td>7</td>
<td>45</td>
<td>97%</td>
<td>7</td>
<td>45</td>
</tr>
<tr>
<td>8</td>
<td>8</td>
<td>0</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Examples of Supervisory Control Statements

The work of all positions is guided by various statutes, policies, etc. The supervisor of the position also guides and controls the work of the employee.

**Supervisory controls are imposed through:**

- instructions,
- established procedures, and
- the review of work.

**A PD should describe:**

- the *kind* of guidance provided,
- *when* it is provided, and
- *when* and *how* the work is reviewed.

The examples on the next few pages illustrate different degrees of supervisory controls in these areas.

You may use these statements to fill in the blanks on Pages 13-14 of Workbook A or Pages 27-28 of Workbook B or you may write your own statements. If these statements are used, add specific examples or details to help clarify how the position is supervised. All blank spaces must be filled in with appropriate information.

If none of the examples fit to describe the supervisory controls over the position, write your own. Questions at the beginning of each section will help you think through the issues before you select or write your answers.
1. **Instructions Provided.** Describe **What Kind** of guidance and instructions the supervisor provides to this position.

**Questions:**

Are instructions provided with every assignment?
Are there standing instructions that apply to some or all assignments?
Are there procedures that tell the employee what and how to do it?
Do they apply to some or all assignments?
Does the kind of instruction vary with the kind of assignment?

**Examples:**

- Specific instructions or procedures, covering what to do and how to do it, are provided for each kind of assignment.

- Specific instructions or procedures, covering what to do, are provided for each kind of assignment but the employee is expected to use his/her experience in deciding how to carry out activities, such as __________ ________________.

- Instructions or guidelines covering what to do and how to do the task are available for most assignments, but for special assignments, such as ________________ (e.g., develop a training program for employees on a new work method), the employee is expected to figure out how to complete the assignment.

- Instructions are limited to specifying priorities and the results expected, such as _________________. The employee is required to plan and carry out the necessary work activities independently.

- Because of the type of work and responsibilities assigned to the position, instructions or guidelines are limited to definition of areas of responsibility, such as ________________ (e.g., maintain the central files for the office; or provide all speech therapy services to children in the Waipahu catchment area) and the employee is expected to plan his/her own work assignments in order to accomplish desired results.
2. **Assistance Provided.** Describe **When** the supervisor's assistance is necessary.

**Questions:**

What kinds of problems or situations is the employee expected to refer to the supervisor?

What problems/situations is the employee expected to handle?

Are there other people (not the supervisor) who provide assistance?

**Examples:**

- The employee seeks assistance from the supervisor (or __________ ________________) whenever instructions or procedures do not apply directly to the work.

- The employee takes care of most details independently, but is expected to seek assistance from the supervisor when major obstacles, such as ________________ (e.g., *equipment failure, coordination with other work units fail, etc.*), occur.

- The employee seeks assistance from the supervisor only on precedent-setting actions.

- The employee takes care of all aspects of the work independently, but is expected to inform the supervisor when unforeseen events or circumstances require significant changes, such as ________________ ________________ (e.g., *changing priorities, the need for assistance from others, etc.*).
3. **Review of Work.** Describe **How** and **When** the supervisor reviews the work.

**Questions:**

Is the work checked in progress? If so, when? *(e.g., after each step.)*

Is the work reviewed only after the assignment is completed?

How is the work reviewed? *(e.g., a detailed check, general review of results, etc.)*

**Examples:**

- The supervisor checks all work in progress periodically to be sure that it is progressing satisfactorily and that the correct methods and procedures are being followed.

- The supervisor checks all work upon completion for accuracy, completeness and compliance with instructions or procedures.

- The supervisor spot checks completed work for accuracy, completeness and compliance with instructions.

- The supervisor reviews only those assignments which the employee indicates are exceptional, such as ____________________________ *(e.g., the proposed action will involve establishing a new precedent).*

- The supervisor does not check the accuracy of individual work assignments but does check to make sure that ____________________________ *(e.g., deadlines are met, the rate of production is acceptable, etc.).*
APPENDIX L

Knowledge vs. Skills/Abilities

What is Knowledge?

Knowledge is the possession and understanding of facts, information, theories, etc.

What is Skill/Ability?

Skill/Ability is the proficiency in the performance of a work activity, usually the result of knowledge and practical experience, sometimes a talent.

What are the Major Differences?

Knowledge is........               Skill/Ability is the........

KNOWING ABOUT something          CAPABILITY to do something

(e.g., arithmetic, tax laws, etc.)   (e.g., compute penalties and interest, verify tax computations, etc.)

Simple Hint:

If the description includes an action verb, it is a skill/ability.
Instructions for Typing a PD from the Workbook

The completed workbook creates a draft PD.

You may be asked to type either a working draft or a final copy of the material in the Workbook. Final copies should be single spaced. Drafts may be single or double spaced.

Your completed document must have the following sections and headings:

I. Identifying Information

II. Introduction

III. Major Duties and Responsibilities

IV. Controls Exercised Over the Work
   A. Supervisor
   B. Nature of Supervisory Control Exercised over the Work
      1. Instructions Provided
      2. Assistance Provided
      3. Review of Work
   C. Nature of Available Guidelines Controlling the Work
      1. Policy and Procedural Guidelines Available
      2. Use of Guidelines

V. Required Licenses, Certificates, etc.

VI. Recommended Qualifications

VII. Tools, Equipment & Machines
Additional, optional sections are:

VIII. Working Conditions

IX. Physical Requirements

GENERAL INSTRUCTIONS:

The workbook contains information in three main formats. These formats represent the guidelines for what is and what is not to be typed in the PD.

1. **Words which are double underlined.**
   
   You should type all headers and phrases which are double underlined into your draft. When you type these words in the draft, you do not need to underline them.

2. **All other typed material.**
   
   Do not type. Ignore all of the material/instructions which are not double underlined.

3. **Handwritten words.**
   
   All handwritten words should also be included in your draft, *except* for those contained on the 'ACTIVITY LIST,' Page 8 of Workbook A or Page 21 of Workbook B.

SPECIAL INSTRUCTIONS:

The Major Duties and Responsibilities Statement section on Pages 10-11 of Workbook A or Pages 24-25 of Workbook B consist of several paragraphs.

1. You should type them in the sequence indicated by the numbers or characters in the left margin.

2. Each paragraph should indicate the percentage of time required. This percentage is shown on the right side of the worksheet but can be placed on the left side, if it is easier.
Management's Role and How to Involve the Employee

The immediate supervisor, as part of the management team, usually writes the PD. This is because management is responsible for assigning and reassigning duties and responsibilities.

New and Vacant Positions

When a new position is being established, there is no employee and it is necessary for the supervisor to write the PD from scratch. (See Page 3 for hints on how to get started.)

Filled Positions

For filled positions, it is a good idea to get the employee's input on the work done before you begin to write the PD.

Steps in the process are:

1. Discuss the need for writing/updating the PD with the employee. (Pages 65-67, Guide for Employees, can be copied and given to the employee.)

2. Get the employee's input on duties currently performed. Have the employee:
   • list his/her work activities/tasks. Remind the employee to include even those activities that are done only periodically (e.g., at the end of the month);
   • estimate and note how frequently the activity is done (e.g., daily, weekly, two times a month, monthly, quarterly, etc.); and
   • estimate how many hours a day (or week) are spent on each duty and write the amount next to the duty.
3. If there are any misunderstandings on what work is assigned to the employee, the supervisor should make his/her expectations clear at this time.

4. The supervisor should then write the PD.

5. The draft PD should be reviewed by the employee to ensure that it is accurate and complete.

**Note:** If major changes in work assignments for a filled position are being implemented (e.g., due to a reorganization), the supervisor will need to write the PD from scratch. However, the draft and the final version of the revised PD should be shared with and explained to the employee.

*(Additional advice and assistance can be obtained from your Departmental Personnel Office)*
APPENDIX O

Guide for Employees

Review and Update of Position Description

What is a PD?

A Position Description (PD) is a description of the work done by an employee in the job. It also describes other important information about the position. It is an official document.

Why is it important to me?

An accurate and up-to-date PD is especially important to you because it:

- Determines the pay grade for your job;
- States what duties and responsibilities are expected of you;
- States what duties and responsibilities your job performance will be rated on; and
- Specifies how your time is to be used on the job.

How is the PD used?

The PD is used by you and your supervisor as the official record of your work assignments. The PD also provides facts about your duties and responsibilities to the classifier who will decide its classification.

Why review and update the PD?

Your supervisor needs to review and update the PD of the position which you hold so that it accurately reflects the work assigned to you. Since the PD is the basis for other actions (e.g., pay grade, JPRS, etc.), it is important that it is kept current and described accurately.
What information is needed from me?

Your input on the work you currently do is needed to ensure that the PD is accurate.

Follow these steps to provide information on the work you currently do on the Employee Worksheet provided on Page 67.

**Step 1** List the activities you actually do. To be sure that you include everything, you could make notes over a period of days, review your desk calendar, or check time sheets, etc. If you do some activities periodically (e.g., at the end of the week, month, etc.), be sure to list these as well.

**Step 2** Estimate how often you do each activity (e.g., daily, weekly, two times a month, monthly, quarterly, etc.). Write that information next to the activity.

**Step 3** Estimate how many hours a day (or week, month) you spend on each activity on your list. Write that information next to the activity.

When several employees do the same type of work, your supervisor may ask you to create a joint list. Or, your supervisor may make a composite list from the individual lists submitted.

Who will write the PD?

Your supervisor will write the PD, in the required form, to record the decisions made about the work assigned to your position. You will be given an opportunity to review the position description when it has been written.

This is also a good time for you and your supervisor to discuss his/her expectations and be sure you have a common understanding of what work is expected of you.

Where do I go for further assistance?

Your supervisor should be the first person to see for assistance. You may also request further assistance from your Personnel Office.
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APPENDIX P

When Should A PD Be Written, Reviewed Or Rewritten?

WRITTEN

Every time a new position is to be created/established.

Employees, supervisors, and managers all need to know what work is to be done as well as what obligations the new position will have. Once the major duties and responsibilities have been determined and described, the position can then be 'classified' in the State civil service system of jobs and assigned a salary that is fair and equitable for the work to be done. *(Information on the PD and the Classification Process is on Pages 72-76.)*

REVIEWED

PDs must reflect the up-to-date duties and responsibilities of the position so that they fulfill their purpose and serve both supervisors and employees. Changes may occur because of new programs, reorganizations, legislation, and new ways of doing work, or gradually over time. Recommended review practices are listed below:

1. **During preparation of annual job performance review (JPR/PAS).**

   Incorporating a review of the PD during the annual JPR will ensure that the supervisor and the employee have a common understanding of the assigned duties and responsibilities of the position. It should clarify expectations and help to identify the possible need for a position redescription.

2. **As soon as it is known that the position will become vacant.**

   Applicants are sought and screened on the basis of the official PD on file and the current classification of the position. The PD must be current and the classification appropriate to ensure quality applicants. Therefore, a review of the PD upon vacancy can facilitate making
changes to the major duties and responsibilities, if needed, to improve the operation of the work unit.

A current PD is also a valuable resource document during the preparation of selection criteria because 'job related' interview questions can be developed from the major duties and responsibilities listed.

3. **When there are operational changes.** For example,

- changes in work assignments (e.g., adding new activities, redistributing the work of several employees, new methods or equipment, reorganization, etc.).

- the amount of supervision exercised over the position changes (i.e., if the position is supervised more or less). (See Pages 56-59 for help.)

Whether a PD needs to be rewritten depends on the significance of the changes. (*See below for comments on ‘significant change’.*)

**REWRITTEN**

A PD should be rewritten whenever the **major duties** change **significantly**.

**Major Duties** are those activities that:

1. **occupy 10% or more of the work time, or**

2. **are critical to identifying the type of qualifications required** (e.g., scuba diving to inspect the foundation of a bridge; driving a vehicle which requires a specific type of license; administering medications; etc.).
**Significant** changes are:

1. adding a new major duty; or

2. deleting an existing major duty; or

3. decreasing the percentage of time spent on a specific major duty below 10%; or

4. major changes in the type of supervisory control exercised over the work (e.g., employee is no longer a trainee under close supervision but carries out assignments independently); or

5. major changes in how the work is done (e.g., an employee now uses a tractor with a towing attachment and gang mowers to cut the grass rather than a conventional passenger type power mower); or

6. a major change in role as a result of reorganization (e.g., the position no longer works in a typing pool but now provides all clerical support services to a unit of professionals or the position is elevated from section supervisor status to branch chief status).

By contrast, the following changes are usually not as significant and rewriting the PD is usually not necessary.

**Insignificant** changes might be:

1. small changes in an operating procedure, such as an increase or decrease in the number of copies of a particular form that is prepared;

2. replacement of certain forms that do not change work tasks;

3. adding or deleting a task taking less than 10% of an employee's time (unless it is a 'major duty' that is critical to identifying the type of qualifications required);
4. a change in the supervisor where the work activities and the level of authority remain the same; and

5. a minor change in the number and level of employees supervised; particularly where the change does not affect the position's supervisory responsibilities (e.g., the number of subordinates increases from 10 to 12).

*If you are not sure whether a change is 'significant,' please consult your Personnel Office.*
The PD and the Classification Process

Why is a PD Required?

A PD is needed by management and employees as described on Page one and below. In addition, facts about the duties and responsibilities of a position are needed to determine its appropriate classification. The PD communicates those facts to the classifier.

What is Classification?

Classification is a process that groups similar positions together. It assesses the different kinds and levels of work performed by different positions and then groups similar positions into a class.

What is a Class?

A class is a group of similar positions. All positions in a class are in the same occupation. They are also equivalent, in terms of duties and responsibilities, required knowledge, abilities and skills. However, each position may do somewhat different tasks.

Benefits of Classification

Classification helps supervisors, managers, and employees by:

- Determining the pay grade (e.g., SR) of the position. The pay grade reflects the relative difficulty and responsibility of the work done by an employee. Thus, the process provides equal pay for equal work.

- Establishing the basic training and experience needed for the position. These requirements are described in the Minimum Qualification Requirements of the class.

- Identifying typical career ladders within and outside of the immediate organization (e.g., Clerk I, II, III, IV, etc.). An example of a career ladder is shown on the next page.
Without classification, it would be extremely difficult for the State to recruit, examine, hire, and pay many thousands of people in varied occupations efficiently and effectively.

**Limitations of Classification**

Classification provides the benefits above. However, it cannot solve all problems.

**Classification cannot solve problems caused by:**

- staff shortages or excessive workload;
- work which is distributed inefficiently;
- poor organizational structures;
- unclear work assignments; and
- unclear division of work and responsibility among staff.

These problems should be resolved through good management practices. Failure to resolve them should not be blamed on the PD or the classification process. For advice, see your supervisor or the Personnel Office.

**Classification cannot be used to:**

- recognize outstanding employee performance;
• reward long and faithful service; and
• reward employees who have too much work to do.

The Classification Process

The basis for determining the classification of a position is the work assigned to the position. Significant aspects are:

• the duties;
• the complexity of the work;
• the scope and level of responsibility; and
• the knowledge and skills needed to perform the work.

The classification process involves several steps:

1. The PD is written by management.
2. The PD is approved by the department head.
3. The position is officially assigned to a class.

A trained position classifier:

- **reviews** the PD to determine the kind and the level of difficulty and responsibility of the assigned work;

- **compares** the work with that of relevant classes (class specifications are the authoritative description of the kind and level of work covered by the class. However, since a class specification is a standard for many positions, it will not describe every task performed by every position); and

- **places** the position in the class that is the best fit for the kind of work and the level of difficulty.

The classification action is approved by the Director of Human Resources Development or the employing department head as his/her representative.

A position remains in its assigned class until there is a significant change in its work assignments and the PD is rewritten. At that time, the cycle begins again.
Factors Used to Assess Duties and Determine Pay Grade

There are nine underlying factors which are used to assess the duties of individual positions. They are also used to determine the pay grade of classes.

- **Knowledge and Skills Required.** The kind and depth of information which must be understood and the skills necessary to apply the knowledge, including those obtained from education and experience.

- **Complexity.** The inherent difficulty of the work activities performed; the difficulty in identifying what needs to be done; and the scope and effect of the work done.

- **Supervisory Controls Exercised Over the Work.** The nature and extent of controls exercised by the supervisor.

- **Guidelines.** The nature of guidelines used and the judgment required in applying them.

- **Personal Contacts.** The nature and purpose of contacts with those outside the supervisory chain. These may range from the exchange of information to the resolution of controversial issues.

- **Physical Demands.** The physical abilities and exertion involved in performing the work.

- **Work Environment.** The risks and discomfort in the work or surroundings.

Also, the following factors are significant for some positions:

- **Supervisory Responsibility Over Others.** The kind and extent of responsibility for the work of others.

- **Managerial Responsibility.** The size and scope of program responsibilities and level of authority.
Common Misconceptions

1. **Magic Words.** A common misconception is that there are certain ‘magic words’ which result in a desired classification. However, the classification process involves an assessment of the duties assigned to the position. Therefore, the classification action is based on the facts about those duties and **not** the words chosen to describe them.

   If the assigned work matches the desired class, and the PD shows those assignments, the position will be allocated to that class. If the assigned work does not match the desired class, the position will not be allocated to that class, no matter how flowery the PD is written.

2. **Copy It!** It is not accurate to assume that you can take a sample PD from some other office and copy it verbatim. You will hinder the objective of writing or rewriting a PD, which is to accurately reflect the current duties and responsibilities of the position, not what it used to do or what someone else does. The message here is **‘Do Not Copy!’** Starting from scratch is the best way to write an accurate PD.

   However, in some situations (e.g., if the workload of a position has increased and an identical position is necessary), duplicating PDs are allowed. If you have any questions regarding situations where duplicating a PD is accepted, please contact your Personnel Office.

3. **Only Duties in the Class Specification or the Current PD Can Be Assigned.** This is not true. A duty **can** be assigned to the worker even if a duty is not in the class specification or the current PD for the position. A supervisor should, using good judgment, assign needed/appropriate duties to the position. The PD should then be rewritten if it involves a significant change to a major duty.

Administrative Review and Appeal Rights

An employee has administrative review and appeal rights on the classification of his/her position and the pay grade assignment of a new class. For more information on **classification administrative reviews and appeals or initial pricing administrative reviews and appeals,** contact your Personnel Office.
GLOSSARY

Words and Terms Frequently Encountered

ABILITIES/SKILLS: The capabilities required by the duties of the job. May be a natural talent or an acquired proficiency.

ADEQUATE PD: An adequate PD is factual, gives a complete picture of the major duties and responsibilities of the position, and is written in the required format.

ADMINISTRATIVE REVIEW (also known as Internal Complaint Review): A restudy of a classification action to ensure that all pertinent facts were considered and that the position was placed in the appropriate class.

ALLOCATE: The process of assigning/placing a position in a class. Usually used for the first classification action on a new position.

APPEAL: A formal request to the Merit Appeals Board for a review of the classification action taken on a position. Also, a formal request to the Merit Appeals Board for a change in the pay grade assignment of a new class.

BARGAINING UNIT: A group of employees, represented by a union who negotiates contracts covering their wages, hours and working conditions. Authorized groupings are established by the State's Collective Bargaining Law.

CLASS: A group of similar positions. All positions in a class are in the same occupation. They all do work that is comparable in difficulty and responsibility, although each position may do somewhat different tasks.

CLASS SPECIFICATION: The official document providing a formalized summary of the duties, responsibilities, level of difficulty, authority and minimum qualification requirements of a class.
CLASSIFICATION: A process that groups similar positions together. It assesses the different kinds and levels of work performed by different positions and then groups similar positions into a class.

COMPENSATION PLAN: A document showing the assignment of all classes to its appropriate salary range in the salary structure.

COMPLEXITY: The inherent difficulty of the task/work performed.

CONTRACT: A written agreement that is negotiated between the employer and the union. It establishes the pay rates for each pay grade/salary range; the rights and benefits for the employees in the bargaining unit; and a start and end date.

DUTIES and RESPONSIBILITIES: The work tasks and obligations.

DUTY/DUTIES STATEMENT: One or more sentences that describes a work activity/task.

EXPERIENCE: The work or activity which have been performed by a person to acquire specific knowledge and skills.

FUNCTIONAL STATEMENT: The official written narrative description of the major objectives and operations of the work unit.

JOB: The aggregation of duties, tasks and responsibilities that can be performed by one person (i.e., a position).

JOB ANALYSIS: The systematic collection and assessment of essential data on the duties to be performed in a particular job (e.g., information on the mental, physical, and other such demands made on the incumbent to perform the duties of the job successfully).

JOB DESCRIPTION/POSITION DESCRIPTION (PD): An official written record of the major duties and responsibilities assigned to a position.

JOB EVALUATION: A process to determine the comparative level of jobs (i.e., determining the appropriate pay grade in relation to other State jobs).

JOURNEY WORKER: A fully competent practitioner of the job or occupation.
KNOWLEDGE: The possession and understanding of facts, information and theories.

LINE ORGANIZATION: An organization that deals directly with clients/customers in the delivery of goods and services.

MAJOR DUTY: (See Page 69 for information on identifying major duties.)

MANAGEMENT RESPONSIBILITIES: These include determining effective use of staff; determining physical and financial resource requirements; structuring the organization; improving administrative methods and techniques; and coordinating work.

MINIMUM QUALIFICATION REQUIREMENTS: The official document (class specification) which specifies the minimum education and work experience requirements of a class. These qualifications are used to screen new hires, as well as employees for promotion.

OCCASIONALLY PERFORMED: In a PD, a task that is performed once in a while, but not as a regular duty.

ORGANIZATION CHART: The official pictorial representation of how various positions within a work unit relate/report to one another. Solid lines usually represent superior or subordinate positions. Dotted lines usually indicate that positions are connected for either 'administrative' or 'functional' requirements.

PAY GRADE: In classification, a pay grade reflects the relative difficulty and responsibility of the work. Collective bargaining sets one or more pay rates for each pay grade. (Pay grades may be called SR, BC, HE, etc., depending on the bargaining unit.)

PAY RATE: The amount an employee is paid before taxes, union dues, etc., are deducted and before any differentials, such as extra pay for night shift work, are added. The pay rate for each pay grade is negotiated through collective bargaining.

PERSONAL CHARACTERISTICS: The qualities of an individual (e.g., resourcefulness, diplomacy, judgment, etc.).
POSITION: A job. A group of duties and responsibilities assigned by competent authority requiring the employment of one person. A position may be full-time, part-time, temporary or permanent, filled or vacant. A position exists whether it is filled or vacant, and is not an employee.

POSITION CLASSIFICATION: The method of grouping similar positions into classes.

POSITION DESCRIPTION (PD): A job description. An official written record of the major duties and responsibilities assigned to a position.

POSITION MANAGEMENT: The assignment and reassignment of duties and responsibilities to create or redesign the positions of an organizational unit.

POSITION NUMBER: A unique number used to identify each position.

PSEUDO NUMBER: A temporary number used to identify a newly authorized budgeted position. The pseudo number is replaced by a position number when the position is described and classified.

RANKING: A rating in comparison with something similar and usually listed in order (e.g., high to low).

REALLOCATE: A classification action which moves a position from one class to another class because of changes in the duties and responsibilities assigned to the position.

RECLASSIFICATION: Classification action which moves a position from its current class to a new class when the new class has been developed to reflect across-the-board changes in the occupation and/or general improvements in the classification structure.

REORGANIZATION: The process of changing the official organization chart or functional statement or both.

REPRICING: The process of moving a class from one pay grade to another.
**SALARY RANGE:** A pay grade. In classification, a pay grade reflects the relative difficulty and responsibility of the work. Collective bargaining sets one or more pay rates for each pay grade. (Pay grades may be called SR, BC, HE, etc., depending on the bargaining unit.)

**SALARY SCHEDULE:** A table of pay rates for the various steps and pay grades in a bargaining unit.

**SKILLS/ABILITIES:** The capabilities required by the duties of the job. Skills can also refer to specific, measurable qualities required by the job and may include occupational certification, licenses or permits.

**STEP:** A rate of pay for a particular pay grade. In most bargaining units, there are several different rates/steps for each pay grade. Usually, they are labeled ‘A,’ ‘B,’ ‘C,’ and so on. They are shown in a horizontal row on the salary schedule.

**SUPER JOURNEY WORKER:** A non-supervisory person who is considered an ‘expert’ in the field. Such a worker is normally given assignments that are pre-selected to represent only the most complex and difficult ones in the occupation.

**SUPERVISOR:** Someone who oversees the work of one or more employees. At a minimum, a supervisor has the authority to assign work to subordinates and accept or reject their work and evaluate their work performance. Supervisors usually also have responsibility for selection, training and discipline.

**TASK:** A work activity which forms part of a duty. One of the work operations that is a step in the performance of a duty.

**WORKING CONDITIONS:** The environment in which the duties are performed. Includes exposure to elements; prolonged sitting, standing or walking; noisy location; working alone at night or in a remote location, etc.

**WORKING SUPERVISOR:** A supervisor who supervises others and also performs non-supervisory work. The work done personally can be either of the same kind/level as the subordinates or of a different kind and/or higher level (e.g., a ‘super journey worker’ handling the most difficult and complex assignments and also supervising journey workers).
Americans with Disabilities Act (ADA)

The ADA protects workers and applicants who have disabilities

The Americans with Disabilities Act is intended to eliminate discrimination against persons with disabilities. It protects workers and applicants who have disabilities and those who are perceived as having a disability.

In an employment situation, the ADA covers hiring, advancement and all other aspects of human resource management.

The ADA recognizes that workers must be 'qualified'

ADA does not, however, require you to hire an unqualified worker. The Act only protects otherwise qualified workers.

For example, a person with a disability applies for a LPN position. The individual does not possess a LPN license. The applicant with the disability should be rejected because they are not 'qualified.' The Act does not protect this applicant because he/she is not 'otherwise qualified.'

The ADA requires 'Reasonable Accommodation'

You must make 'reasonable accommodation' if it will permit a person with a disability who is otherwise qualified to fill the position. Some types of accommodation are use of adaptive equipment, changing work methods, etc.

In some cases, the required 'reasonable accommodation' can include reassigning a task to another position in the organization. However, you are not required to reassign the task if it is an 'essential function' of the position.

The ADA permits specifying 'Essential Function'

These guidelines and procedures are to be used in identifying, in a legally defensible manner, the ‘essential functions' of your positions.

In order for these procedures to carry maximum weight in the event of a contested case, the 'essential functions' must be identified before the vacancy is announced.
A written job description is one evidence to support the decision that a duty is essential, however, guidelines warn that job descriptions which are not accurate or updated are not persuasive evidence of work performed.

**What is an 'Essential Function'?**

The following are bona fide reasons why a function could be considered an 'Essential Function.'

1. The **position exists to perform the function**.
2. There are a **limited number of other employees** to perform the function or among whom the function could be distributed.
3. The **function is highly specialized** and the person in the position is hired for special expertise or ability to perform that function.
4. The function is what **causes the position to be classified** in its current class and thus is a determinant of the minimum qualifications used to recruit and the pay grade applied to the position.

**Steps in Defining the Essential Functions of a Position**

1. Confirm the applicability of the PD.

   Review the PD covering the new or vacant position to be sure that the duties are applicable to the work assignments of an employee.

2. Refine the specific duties in the PD, if necessary, to reflect the work performed in the unit:
   - If there are other critical duties which you need to have performed which are not listed on the PD, add them to the PD.
   - Delete any duties not actually assigned to the position.

3. You should be able to identify the potential 'essential functions' of your position.
APPENDIX S

Consider all of the duties which are important for your operations; i.e., that you believe might be considered an 'essential function.'

The kinds of evidence to support the decision that a duty is essential are the amount of time spent in the performance of the task, the frequency of performance, the consequences if the employee in this position cannot perform the task and terms of a collective bargaining agreement. Tasks which are considered marginal are those which are not performed frequently, occupy only a short amount of time, and the consequences of the employee being unable to perform them are minor.

4. Evaluate the duties on your list to determine whether they can be considered an 'essential function.'