



State of Colorado Position Description Questionnaire

Employee participation in the completion of this document is encouraged; however, the appointing authority and supervisor are accountable for establishing the assignment and ensuring the accuracy of this information.

I. POSITION IDENTIFICATION

Agency Code _____ Position Number _____

Principal Department/University or Equivalent _____

Division or Equivalent _____

Work Unit _____

Current Class Title _____ Class Code _____

Working Title *(optional) _____

Requested Class Title _____ Class Code _____

_____ New Position _____ Vacant Position _____ Occupied Position

II. GENERAL INFORMATION

- A. Briefly describe the purpose of the work unit.

- B. Indicate any staffing or organizational changes since the last evaluation.

- C. Briefly summarize the purpose of this position.

- D. Summarize specific duties added or deleted since the last evaluation (detail in Job Description section).

E. Indicate from which positions (position numbers and current class titles) any new duties were assumed*.

F. Indicate to which positions (position numbers and current class titles) former duties were assigned*.

*NOTE: Changes to other positions require revision of their Position Description Questionnaires.

G. Why is the requested class appropriate for this position?

Attach a current organizational chart that includes class titles, position numbers, and FTE of the following.

- First level supervisor(s)
- Second level supervisor(s)
- Other positions reporting to the first-level supervisor(s)
- Subordinate positions
- Student, seasonal, and other positions that are part of the regular/permanent staffing pattern

Exclude temporary positions and personal services contractors.

III. JOB DESCRIPTION

Document current, permanent, primary job duties and the frequency and percent of time. Do not include temporary assignments, duties performed only due to the absence of another employee, or those duties that may be assigned in the future. The total of all duty statements must equal 100%. Use the following scale for frequency: D=Daily, W=Weekly, M=Monthly, Q=Quarterly, S=Semi-annually or Semester, or A=Annually.

For the purpose of the Americans with Disabilities Act, please indicate those duties that are designated as essential functions. An "essential function" under the Americans with Disabilities Act (ADA) is one that meets the following elements.

<ul style="list-style-type: none">• The reason the position exists.• There are a limited number of other employees available to perform this function	<ul style="list-style-type: none">• Highly specialized and the person is hired for this special expertise or ability to perform, or• Judged by the employer (delegated appointing authority) to be essential
--	---

Judgment is based on factors such as the amount of time spent performing the function, the consequences of not performing the function, the terms of any work agreement, the work experience of persons currently performing or who have previously performed the function, and the nature of the work or the unique organizational structure. The ADA requires reasonable accommodation of the known limitations of qualified persons with disabilities. Duty statements should be outcome based, as the method or process currently used may not be the only way that the same result may be achieved, e.g., the duty could be performed with reasonable accommodations.

Please document the **current** functional attributes of job duties, using the attached listing (last page). This document does not, in any way, mean that the duties could not be performed in some other manner.

A. Freq. _____ **%** **Duty Statement:** _____

Essential Function? _____ Yes _____ No
Functional Attributes: Physical _____
Mental _____ Environmental _____ Hazards _____

B. Freq. _____ **%** **Duty Statement:** _____

Essential Function? _____ Yes _____ No
Functional Attributes: Physical _____
Mental _____ Environmental _____ Hazards _____

C. Freq. _____ **%** **Duty Statement:** _____

Essential Function? _____ Yes _____ No
Functional Attributes: Physical _____
Mental _____ Environmental _____ Hazards _____

D. Freq. _____ **%** **Duty Statement:** _____

Essential Function? _____ Yes _____ No
Functional Attributes: Physical _____
Mental _____ Environmental _____ Hazards _____

E. Freq. _____ **%** **Duty Statement:** _____

Essential Function? _____ Yes _____ No
Functional Attributes: Physical _____
Mental _____ Environmental _____ Hazards _____

F. Freq. _____ **%** **Duty Statement:** _____

Essential Function? _____ Yes _____ No
Functional Attributes: Physical _____
Mental _____ Environmental _____ Hazards _____

G. Freq. _____ **%** **Duty Statement:** _____

Essential Function? _____ Yes _____ No
Functional Attributes: Physical _____
Mental _____ Environmental _____ Hazards _____

H. Freq. _____ **%** **Duty Statement:** _____

Essential Function? _____ Yes _____ No
Functional Attributes: Physical _____
Mental _____ Environmental _____ Hazards _____

IV. DECISION MAKING

The decision making factor is evaluated based on the range and impact of current, ongoing decisions that are regularly made. Most important are those decisions that are about the control, or decision-making freedom, assigned to the position regarding how duties are performed or how work assignments are carried out.

Provide **specific** examples of decisions that illustrate the following:

<ul style="list-style-type: none">• Are related to the duty statements described in the above section.• Are regular and ongoing.	<ul style="list-style-type: none">• Do not require supervisory approval, and• Control how the duties are performed or how work is carried out.
---	---

*In contrast to decisions made by the position, provide examples of **recommendations** that the position currently makes to higher levels in the organization.*

V. COMPLEXITY

The complexity factor is evaluated based on the nature of judgment used relative to available guidelines, including written or verbal instructions, procedures, policies, regulations or references; precedents and practices; or principles, concepts, models, theories and techniques of a recognized profession.

Provide **specific** examples of available guidance and related judgment currently exercised that illustrates the following:

- Are related to the duty statements described in the job description section.
- Are regular and on-going, and
- Show alternatives and how they are selected.

*Provide examples of **typical problems or challenges** encountered and resolved by the position.*

VI. PURPOSE OF CONTACT

The purpose of contact factor is evaluated based on the position's ongoing communications, verbal and written, with others. These communications may be for one or more of the following reasons.

- To exchange information/facts,
- To interview or investigate,
- To secure regulatory compliance,
- To advise/counsel on behaviors/actions,
- To clarify understanding or teach others,
- To restrain or arrest,
- To negotiate as an agency spokesperson,
- To officially defend an agency's position,
- To authorize medical treatment protocols, or
- To arbitrate differences, as the official agency representative.

Please provide **specific** examples that show the purpose of this position's contacts made on a regular basis. These examples **should not** include supervisory contacts. Remember, the **purpose** or nature of the communications is important, NOT who the position contacts.

VII. LINE OR STAFF AUTHORITY

Line Authority is evaluated based on format, direct control over the quantity and quality of the work product of other employees. All positions listed below should also be reflected in the attached organizational chart. Exclude temporaries and personal services contractors. The calculation of 1 Full Time Equivalent (FTE) = 2,080 hours/year or 40 hours/week for 52 weeks.

What is the position's formal, direct supervisory responsibility, if any? (Check **ONE**.)

_____ **No formal supervisory authority.**

_____ **Work leader over others.** # FTE _____ Position #s _____

Work leader is partially accountable for work product of others. Elements of direct control over other positions include assigning tasks, monitoring progress and work flow, checking the product for timeliness and correctness or soundness, establishing work standards, scheduling work, including signing leave requests and approving work hours, and providing input into supervisor's actions. The work leader level requires such responsibility over 2 FTE with 1 FTE in the same class series or at the same conceptual level.

_____ ***Supervise others.** # FTE _____ Position #s _____

Supervisor is accountable, including signature authority, for actions and decisions impacting the pay, status, and tenure of others. Required elements of direct control over other positions include planning and evaluating performance (at least as the Rater), including issuing corrective actions, resolving informal grievances and initiating disciplinary actions. Supervisors start, perform, and/or complete the hiring process, interview applications, and recommend hire, promotion, or transfer. The supervisor level requires such responsibility over 3 FTE with 1 FTE in the same class series or at the same conceptual level.

_____ ***Supervise multiple units as a 2nd level supervisor.** Total FTE in units. _____

FTE of subordinate supervisor _____
Position #s _____

_____ ***Supervise multiple units as a 3rd level supervisor.** Total FTE in units. _____

FTE of subordinate 2nd level supervisors _____
Position #s _____

*** Position signs as rating official for performance plans/evaluations and performs the first step of the grievance process for the position numbers indicated.**

Staff Authority is evaluated for those positions that may have delegated authority from management on the direction of policies or programs. These relatively rare, unique positions have a level of influence such that management decisions, inside or beyond the agency, are not made without the position's essential advice/counsel. This authority is not a function of longevity or serving as a resource because of being the only position in the unit who performs this work.

VIII. SPECIAL ENTRY REQUIREMENTS

All positions have established entry requirements for their class; however, some positions require special qualifications. A special qualification must be met from the first day on the job and cannot be obtained through training during probation/trial service.

Do you think this position requires a special qualification that differs from the established minimum qualifications for other positions in the class?

- Yes
- No (skip to next section)

Please describe the special qualification. Categories for qualifications include: JOB-RELATED FORMAL COURSES, LEGAL REQUIREMENTS, EXPERIENCES OR SKILLS, and UNUSUAL TRAVEL DEMANDS.

Why can the special qualification **NOT** be obtained through training during the probationary/trial service period?

IX. DRUG FREE WORKPLACE

For purposes of the Drug Free Workplace Act of 1988 and the Colorado’s State Employee Substance Abuse Policy, is the position safety related? Safety-related positions are defined as those involving safety and health, state security, or other responsibilities involving a high degree of trust and confidence. Such positions may be subject to drug testing.

- Yes
- No

X. ADDITIONAL REQUIREMENTS

- _____ Pass Pre-placement Physical – Special physical requirements:
- _____ Colorado Driver’s License: _____ Regular _____ Commercial-Endorsements: _____
- _____ Essential Services Designation (Required to be on duty to perform essential and/or emergency services of the agency without delay and/or interruption.)
- _____ Background Check Required
- _____ Shift Work Required – Explain: _____
- _____ On-call Status Required – Explain: _____
- _____ Other: _____

Note: Your input must be verified and approved by your agency human resources office before any items in Sections VIII, IX, or X are accepted as official.

XI. CERTIFICATION

As I am delegated accountability for the assignment, I understand that I am responsible for the accuracy of this questionnaire. I certify that this document is an accurate and complete description of the position's assignment.

Supervisor Name (Print)		Work Phone
Work Address	City	Zip
Supervisor Signature		Date

I certify that I have read and understand the assignment documented in this questionnaire.

Employee Name (Print)		Work Phone
Work Address	City	Zip
Employee Signature		Date

As I am legally accountable for the assignment, I understand that I am responsible for the accuracy of this questionnaire. I certify that this document is an accurate and complete description of the position's assignment.

Approving/Reviewing Official Name (Print)		Work Phone
Work Address	City	Zip
Approving/Reviewing Official Signature		Date

FUNCTIONAL ATTRIBUTES OF JOB DUTIES

I. PHYSICAL DEMANDS

A. SEDENTARY - Exert up to 10 lbs. of force occasionally and/or a negligible amount of force frequently or constantly to lift, carry, push, pull, or otherwise move objects, including the human body. Involves sitting most of the time, but may involve walking or standing for brief periods of time.

B. LIGHT - Exert up to 20 lbs. of force occasionally, and/or up to 10 lbs. of force frequently, and/or a negligible amount of force constantly to move objects. Physical demands are in excess of those of Sedentary work. Light work usually requires walking or standing to a significant degree.

C. MEDIUM - Exert up to 50 lbs. of force occasionally, and/or up to 20 lbs. of force frequently, and/or up to 10 lbs. of force constantly to move objects.

D. HEAVY - Exert up to 100 lbs. of force occasionally, and/or up to 50 lbs. of force frequently, and/or up to 20 lbs. of force constantly to move objects.

E. VERY HEAVY - Exert in excess of 100 lbs. of force occasionally, and/or in excess of 50 lbs. of force frequently, and/or in excess of 20 lbs. of force constantly to move objects.

1. CLIMBING - Ascending or descending using feet and legs and/or hands and arms. Body agility is emphasized.

2. BALANCING - Maintaining body equilibrium to prevent falling on narrow, slippery, or erratically moving surfaces; or maintaining body equilibrium when performing feats of agility.

3. STOOPING - Bending body downward and forward. This factor is important if it occurs to a considerable degree and requires full use of the lower extremities and back muscles.

4. KNEELING - Bending legs at knees to come to rest on knee or knees.

5. CROUCHING - Bending body downward and forward by bending legs and spine.

6. CRAWLING - Moving about on hands and knees or hands and feet.

7. REACHING - Extending hand(s) and arm(s) in any direction.

8. HANDLING - Seizing, holding, grasping, turning, or otherwise working with hand or hands. Fingers are involved only to the extent that they are an extension of the hand.

9. FINGERING - Picking, pinching, or otherwise working primarily with fingers rather than with the whole hand or arm as in handling.

10. FEELING - Perceiving attributes of objects, such as size, shape, temperature, or texture, by touching with skin, particularly that of fingertips.

11. TALKING - Expressing or exchanging ideas by means of the spoken word. Talking is important for those activities in which workers must impart oral information to clients or to the public, and in those activities in which they must convey detailed or important spoken instructions to other workers accurately, loudly, or quickly.

12. HEARING - Perceiving the nature of sounds. Used for those activities which require ability to receive detailed information through oral communication, and to make fine discriminations in sounds, such as when making fine adjustments on running engines.

13. TASTING/SMELLING - Distinguishing, with a degree of accuracy, differences or similarities in intensity or quality of flavors and/or odors, or recognizing particular flavors and/or odors, using tongue and/or nose.

14. NEAR ACUITY - Clarity of vision at 20 inches or less. Use this factor when special and minute accuracy is demanded.

15. FAR ACUITY - Clarity of vision at 20 feet or more. Use this factor when visual efficiency in terms of far acuity is required in day and night/dark conditions.

16. DEPTH PERCEPTION - Three-dimensional vision. Ability to judge distances and spatial relationships so as to see objects where and as they actually are.

17. ACCOMMODATION - Adjustment of lens of eye to bring an object into sharp focus. Use this factor when requiring near point work at varying distances.

18. COLOR VISION - Ability to identify and distinguish colors.

19. FIELD OF VISION - Observing an area that can be seen up and down or to right or left while eyes are fixed on a given point. Use this factor when job performance requires seeing a large area while keeping the eyes fixed.

20. CONTROL OF OTHERS - Seizing, holding, controlling, and/or otherwise subduing violent, assaultive, or physically threatening persons to defend oneself or prevent injury. Body strength and agility of all four limbs is necessary.

II. MENTAL FUNCTIONS

1. COMPARING - Judging the readily observable functional, structural, or compositional characteristics (whether similar to or divergent from obvious standards) of data, people, or things.

2. COPYING - Transcribing, entering, or posting data.

3. COMPUTING - Performing arithmetic operations and reporting on and/or carrying out a prescribed action in relation to them.

4. COMPILING - Gathering, collating, or classifying information about data, people, or things. Reporting and/or carrying out a prescribed action in relation to the evaluation is frequently involved.

5. ANALYZING - Examining and evaluating data. Presenting alternative actions in relation to the evaluation is frequently involved.

6. COORDINATING - Determining time, place, and sequence of operations or action to be taken on the basis of analysis of data. May include prioritizing multiple responsibilities and/or accomplishing them simultaneously.

7. SYNTHESIZING - To combine or integrate data to discover facts and/or develop knowledge or creative concepts and/or interpretations.

8. NEGOTIATING - Exchanging ideas, information, and opinions with others to formulate policies and programs and/or jointly arrive at decisions, conclusions, solutions, or solve disputes.

9. COMMUNICATING - Talking with and/or listening to and/or signaling people to convey or exchange information; includes giving/receiving assignments and/or directions.

10. INSTRUCTING - Teaching subject matter to others, or training others through explanation, demonstration, and supervised practice; or making recommendations on the basis of technical disciplines.

11. INTERPERSONAL SKILLS/BEHAVIORS - Dealing with individuals with a range of moods and behaviors in a tactful, congenial, personal manner so as not to alienate or antagonize them.

III. ENVIRONMENTAL CONDITIONS & PHYSICAL SURROUNDINGS - exposure results in marked bodily discomfort.

1. EXPOSURE TO WEATHER - Exposure to hot, cold, wet, humid, or windy conditions caused by the weather.

2. EXTREME COLD - Exposure to nonweather-related cold temperatures.

3. EXTREME HEAT - Exposure to nonweather-related hot temperatures.

4. WET AND/OR HUMID - Contact with water or other liquids; or exposure to nonweather-related humid conditions.

5. NOISE - Exposure to constant or intermittent sounds or a pitch or level sufficient to cause marked distraction or possible hearing loss.

6. VIBRATION - Exposure to a shaking object or surface. This factor is rated important when vibration causes a strain on the body or extremities.

7. ATMOSPHERIC CONDITIONS - Exposure to conditions such as fumes, noxious odors, dusts, mists, gases, and poor ventilation, that affect the respiratory system, eyes or, the skin.

8. CONFINED/RESTRICTED WORKING ENVIRONMENT - Work is performed in a closed or locked facility providing safety and security for clients, inmates, or fellow workers.

IV. HAZARDS

1. Proximity to moving, mechanical parts.

2. Exposure to electrical shock.

3. Working in high, exposed places.

4. Exposure to radiant energy.

5. Working with explosives.

6. Exposure to toxic or caustic chemicals.