



## State of Colorado Position Description

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/Higher Education Institution \_\_\_\_\_

Division or Equivalent \_\_\_\_\_

Work Unit \_\_\_\_\_

Work Unit Address \_\_\_\_\_

Current Class Title \_\_\_\_\_ Class Code \_\_\_\_\_

Working Title (optional) \_\_\_\_\_

Requested Class Title \_\_\_\_\_ Class Code \_\_\_\_\_

HR Approved Class Title \_\_\_\_\_ Class Code \_\_\_\_\_

\_\_\_\_\_ New Position    \_\_\_\_\_ Vacant Position    \_\_\_\_\_ Occupied Position    \_\_\_\_\_ Update File

**Attach a current organizational chart that includes class titles, position numbers, and FTE. Exclude temporary positions, personal services contractors, and students or others that are not part of the regular permanent staffing pattern.**

### II. GENERAL INFORMATION

A. Briefly describe the purpose of the work unit.

B. Describe any staffing or organizational changes related to this position.

C. Briefly summarize the purpose of this position.

D. Summarize specific duties added to this position and where they came from. Include position numbers if duties came from other positions.

E. Summarize specific duties deleted from this position and where they went. Include position numbers if duties went to other positions.

### III. Primary Job Duties

Document current, permanent, primary job duties. The total of all duties must equal 100%. Document the attributes of current essential functions using the detachable listing on the last page.

#### A. Duty & Frequency

%

Brief Duty Description:

Provide specific examples of regular, ongoing decisions made by this position related to this duty.

In performing this duty, provide examples of typical problems or challenges encountered by this position, and the guidance used to resolve the problem.

ADAAA Essential Function? \_\_\_\_\_ Yes \_\_\_\_\_ No  
Functional Attributes: Physical \_\_\_\_\_ Mental \_\_\_\_\_ Environmental \_\_\_\_\_ Hazards \_\_\_\_\_

#### B. Duty & Frequency

%

Brief Duty Description:

Provide specific examples of regular, ongoing decisions made by this position related to this duty.

In performing this duty, provide examples of typical problems or challenges encountered by this position, and the guidance used to resolve the problem.

ADAAA Essential Function? \_\_\_\_\_ Yes \_\_\_\_\_ No  
Functional Attributes: Physical \_\_\_\_\_ Mental \_\_\_\_\_ Environmental \_\_\_\_\_ Hazards \_\_\_\_\_

#### C. Duty & Frequency

%

Brief Duty Description:

Provide specific examples of regular, ongoing decisions made by this position related to this duty.

In performing this duty, provide examples of typical problems or challenges encountered by this position, and the guidance used to resolve the problem.

ADAAA Essential Function? \_\_\_\_\_ Yes \_\_\_\_\_ No  
Functional Attributes: Physical \_\_\_\_\_ Mental \_\_\_\_\_ Environmental \_\_\_\_\_ Hazards \_\_\_\_\_

#### D. Duty & Frequency

%

Brief Duty Description:

Provide specific examples of regular, ongoing decisions made by this position related to this duty.

In performing this duty, provide examples of typical problems or challenges encountered by this position, and the guidance used to resolve the problem.

ADAAA Essential Function? \_\_\_\_\_ Yes \_\_\_\_\_ No

Functional Attributes: Physical \_\_\_\_\_ Mental \_\_\_\_\_ Environmental \_\_\_\_\_ Hazards \_\_\_\_\_

**E. Duty & Frequency**

\_\_\_\_\_ %

Brief Duty Description: \_\_\_\_\_

Provide specific examples of regular, ongoing decisions made by this position related to this duty.

In performing this duty, provide examples of typical problems or challenges encountered by this position, and the guidance used to resolve the problem.

ADAAA Essential Function? \_\_\_\_\_ Yes \_\_\_\_\_ No

Functional Attributes: Physical \_\_\_\_\_ Mental \_\_\_\_\_ Environmental \_\_\_\_\_ Hazards \_\_\_\_\_

**IV. LINE AUTHORITY**

Check the category that best describes the position's formal, direct supervisory responsibility. Note: the calculation of 1 Full Time Equivalent (FTE) = 2080 hours/year or 40 hours/week for 52 weeks.

\_\_\_\_\_ **No formal supervisory authority.**

\_\_\_\_\_ **Work leader over others.** # FTE \_\_\_\_\_ Position #s \_\_\_\_\_  
**Work Leader** is partially accountable for work product of a minimum of 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, including performance evaluations and 1<sup>st</sup> step grievance resolution, of at minimum of 3 FTE with 1 FTE in the same class series or at the same conceptual level.

\_\_\_\_\_ **Supervise multiple units as a 2<sup>nd</sup> level supervisor.** Total FTE in units \_\_\_\_\_  
# FTE of subordinate supervisors \_\_\_\_\_  
Position #s \_\_\_\_\_

\_\_\_\_\_ **Supervise multiple units as a 3<sup>rd</sup> level supervisor.** Total FTE in units \_\_\_\_\_  
# FTE of subordinate 2<sup>nd</sup> level supervisors \_\_\_\_\_  
Position #s \_\_\_\_\_

## THIS SECTION FOR APPOINTING AUTHORITY ONLY

Appointing authority, your input will be verified and approved by the human resources office before any items in these sections are accepted as official.

### V. STAFF AUTHORITY

Some positions are delegated non-supervisory authority where agency management routinely relies on essential consultation when deciding broad, critical program or policy direction. These relatively rare and unique positions have a level of influence such that management decisions are **not** made without the position's essential advice and counsel, as demonstrated by direct impact and consequences of failure on agency mission, finances, productivity, and constituents. This authority **is not** a function of longevity, outstanding performance, or service as a resource by virtue of being the only position or most knowledgeable person in the unit who performs this work. Additional information or supplemental forms may be required, along with this section.

Check the applicable category of staff authority. A written endorsement or delegation from agency management (division director or equivalent, or higher) is required.

\_\_\_\_\_ **Staff Authority** directly influences department or campus-wide management decisions in programmatic areas of expertise. Staff authorities have a specialized level of expertise for the program that does not exist in any other unit, program, or assignment. Management and peers agency-wide regularly rely on the staff authority when considering program direction.

**What major program area of expertise is the basis for staff authority designation?**

**Provide at least one example of where this position's guidance or recommendations resulted in the subsequent adoption of a new or revised program or policy direction that had programmatic impact on the entire agency.**

\_\_\_\_\_ **Senior Authority** directly influences management decisions statewide. Senior authorities have a unique level of expertise that does not exist in any other agency.

**What major program area of expertise is the basis for senior authority designation?**

**Provide at least one example of a strategy, guideline, rule, etc., where this position's findings resulted in the subsequent adoption of a new or revised program or policy that had programmatic impact in a different department(s).**

\_\_\_\_\_ **Leading Authority** directly influences management decisions beyond State boundaries. Leading authorities have a rare level of expertise that does not exist in Colorado, and possibly other state governments. This position is recognized as a regional, national, or international expert.

**What major program area of expertise is the basis for leading authority designation?**

**How is this position recognized as an expert regionally, nationally, or internationally?**

**Why does the agency and State of Colorado need this position to function as a leading authority?**



**VII. CERTIFICATION**

This document is an accurate and complete reflection of the position's official assignment.

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**Supervisor Name (Print)**

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Work Phone

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Work Address

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City

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Zip

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Email Address

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Supervisor Signature

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Date

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**Approving/Reviewing Official Name (Print)**

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Work Phone

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Work Address

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City

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Zip

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Email Address

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Approving/Reviewing Official Signature

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Date

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**Employee Name (Print)**

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Work Phone

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Work Address

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City

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Zip

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Email Address

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Employee Signature

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Date

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**THIS SECTION FOR HUMAN RESOURCES ONLY**

Date Received \_\_\_\_\_ Action Number \_\_\_\_\_

Document is \_\_\_\_\_ complete \_\_\_\_\_ incomplete and returned (indicate below the date and reason(s))

**Individual Allocation**

Optional interview was \_\_\_\_\_ not conducted \_\_\_\_\_ conducted (Job Evaluation Interview attached)

Allocation was \_\_\_\_\_ by individual \_\_\_ by panel review

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Evaluator/Panel Chair Name Title Date Reviewed

**FLSA Designation**

Position's FLSA: \_\_\_\_\_ Non-exempt \_\_\_\_\_ Essential Services

\_\_\_\_\_ Administrative Exempt \_\_\_\_\_ Executive Exempt \_\_\_\_\_ Professional Exempt

\_\_\_\_\_ Sales Exempt \_\_\_\_\_ Computer Professional Exempt

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Reviewer's Signature Title Date

**Pay Differentials**

Pay differentials (specify):

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Reviewer's Signature Title Date

**Working Conditions**

Working conditions confirmed. \_\_\_\_\_ Yes \_\_\_\_\_ No

Explain any changes.

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Reviewer's Signature Title Date

**Job Analysis**

Job analysis completed with this review. \_\_\_\_\_ Yes \_\_\_\_\_ No

Date of Last Job analysis. \_\_\_\_\_

Appointing authority consulted. \_\_\_\_\_ Yes \_\_\_\_\_ No

Appointing authority name. \_\_\_\_\_

Appointing authority agreed with exam plan. \_\_\_\_\_ Yes \_\_\_\_\_ No

SME sheet updated. \_\_\_\_\_ Yes \_\_\_\_\_ No

*This page is used for completing the Functional Attributes of Section III.*

## **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 that 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 affects 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.



**SUBJECT MATTER EXPERT INFORMATION SHEET**

This sheet serves as permanent documentation of the expertise which qualifies you as a Subject Matter Expert (SME) for developing examinations, evaluating applicants or providing information for job analyses. Please answer each of the following completely.

Class Code/Title:	
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1.	Your Name:			
2.	Phone Number:		Work:	
3.	Employment Address:		Employer Name:	
			Street/PO:	
			City, State, Zip:	

4.	Your Current Job Title:	
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	(Optional)			(Optional)	
5.	Gender:	Male	6.	Ethnicity:	Black or African American, Not Hispanic or Latino
		Female			American Indian or Alaskan Native
					Asian
					Hispanic or Latino
					White, Not Hispanic or Latino
					Native Hawaiian or Pacific Islander

7.	Your relationship to the job being analyzed or tested. Consider your current and previous experience and check as many as apply:				
	I supervise the position being tested or analyzed (or another in this class).				
	I am an incumbent in the position or in the class being tested or analyzed				
	I supervise a similar position.				
	I perform similar work.				
	Other relationship (please describe.)				

8.	What work experience would document your expertise in contributing to this examination or analysis? (Years, level of work experience, work duties relevant to this position/class, special duties or work roles.)				

9.	What work experience would document your expertise in contributing to this examination or analysis? (Years, level of work experience, work duties relevant to this position/class, special duties or work roles.)				

10.	Any other relevant experience (Volunteer, elected office, etc.)				

I understand that I will be using or developing confidential test material. If test material is divulged to anyone not specifically authorized, the test may be compromised. If the test is compromised it will result in the examination for the position(s) being set aside. I will not divulge to anyone any of this exam material including factors, factor descriptions, weights, core questions, answers, or behavioral anchors. All exam material which is generated and evaluated remains the property of the State of Colorado. I will not make or retain copies of this material.

Signature:		Date:	
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The immediate supervisor is required to complete the General Knowledge, Skills, Abilities and Other Personal Characteristics Rating Sheet (KSAO's) and provide the relative KSAO's to the position being filled. In addition, the immediate supervisor must reference the KSAO's to related information documented on the Position Description Questionnaire (PDQ) and location of the relevant information to the KSAO's on the rating sheet. The supervisor is required to complete the:

IMP (Importance) - Use a scale of 1 - 5  
DIFF (DIFFICULTY) – Use a scale of 1 - 5  
LEVEL Of KSAO Needed Upon Hire - Use a scale of 1 - 5  
Representative Tasks and Location on PDQ  
IMP of Task Use a scale of 1-5

CCCS will complete the CRITICALITY.

### **KNOWLEDGE, SKILLS, ABILITIES AND OTHER PERSONAL CHARACTERISTICS INSTRUCTIONS:**

**Please provide a list of the knowledge, skills, abilities and other personal characteristics needed to do the tasks involved in the job under review. You must reference tasks from the PDQ and location of the task on the PDQ relative to the Knowledge, Skills, Abilities, and Other Personal Characteristics.**

The column labeled **KSAOs** lists the knowledge, skills, abilities and other personal characteristics required for performance of the job under review. The column labeled **IMP of KSAO** contains Subject Matter Expert (SME) ratings of the importance of the knowledge, skill, ability or other personal characteristics to performing the job. Ratings are on a 1 to 5 scale with 1 representing KSAOs that are not relatively important to doing the job, where KSAOs rated 5 are the most important in performing the job.

The column labeled **DIFF to Learn** contains the SME's rating of the difficulty in learning or making a significant improvement in the knowledge, skill, ability or other personal characteristics as it applied on the job.

The column labeled **CRIT** contains the "criticality" measure obtained by multiplying the importance rating by the difficult rating. If a KSAO is important but easy to learn it would be considered not as critical to test for since it could be learned relatively easily on the job.

The column labeled **Level of KSAO Needed Upon Hire** contains the SME rating of the level of the KSAO that is needed at entry into the position to perform effectively on the job. These are rated on a 1 to 5 scale with 1 representing a relatively low level of the KSAO needed and 5 representing a knowledge, skill, ability, or other personal characteristic for which the successful candidate must possess a high degree of expertise upon hire into the position.

Representative tasks must be identified in the PDQ and transferred to the chart in order to demonstrate the need for specific knowledge, skill, ability and other personal characteristics in performing this job. The location of the tasks on the PDQ or supportive documentation must be indicated.

The column labeled **IMP of TASK** contains Subject Matter Expert (SME) ratings of the importance of the representative tasks to performing the job. Ratings are on a 1 to 5 scale with 1 representing tasks that are not very important to doing the job, where tasks rated 5 are the most important tasks performed in the job.

### **Here are some samples of common KSAO's, but is not all inclusive – you may add relevant KSAO's:**

Verbal Ability, Numerical Ability, Reasoning, Mechanical Ability, Spatial Ability, Spelling Ability, Knowledge of Grammar, Clerical Speed and Accuracy, Physical Ability, Interpersonal Skills, Software Skills, Written Communication Skills, Oral Communication Skills, Management/Administrative Skills, Supervision Skills, Public Relations, Data Processing Skills, Planning and Organizing Skills, Keyboarding Skills.

**KNOWLEDGE, SKILLS & ABILITIES  
RATING SCALES**

Please use the following scale to rate the **IMPORTANCE** of each of the knowledge, skills and abilities (KSA) to the effective performance of the job.

**A RATING OF:**

- 1 means that the KSA is not very important
- 2 means that the KSA is somewhat important
- 3 means that the KSA is of average importance
- 4 means that the KSA is of above average importance
- 5 means that the KSA is extremely important

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In addition, please use the following scale to rate how **DIFFICULT** each knowledge, skill or ability is to learn, or, to significantly improve upon, on the job.

**A RATING OF:**

- 1 means that the KSA is not difficult to learn
- 2 means that the KSA is somewhat difficult to learn
- 3 means that the KSA is of average difficulty to learn
- 4 means that the KSA is of above average difficulty to learn
- 5 means that the KSA is extremely difficulty to learn

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Finally, please use the following scale to rate the amount of each knowledge, skill or ability that is needed Upon Hire in order to be able to perform effectively on the job.

**A RATING OF:**

- 1 means that almost none of the KSA is needed at entry
- 2 means that some of the KSA is needed at entry
- 3 means that a moderate amount of the KSA is needed at entry
- 4 means that an above average amount of the KSA is needed at entry
- 5 means that a considerable amount of the KSA is needed at entry

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Please use the following scale to rate the **IMPORTANCE OF THE TASK** to the effective performance of the job.

**A RATING OF:**

- 1 means that the KSA is not very important
- 2 means that the KSA is somewhat important
- 3 means that the KSA is of average importance
- 4 means that the KSA is of above average importance
- 5 means that the KSA is extremely important

JOB Title: \_\_\_\_\_ Position #: \_\_\_\_\_

	KSAOs	*IMP of KSAO (1-5)	*DIFF To Learn (1-5)	CRIT	*LEVEL Of KSAO Needed Upon Hire	Representative Tasks And Location on PDQ	*IMP Of Task (1-5)
1.						Task: Location:	
2.						Task: Location:	
3.						Task: Location:	
4.						Task: Location:	
5.						Task: Location:	
6.						Task: Location:	
7.						Task: Location:	
8.						Task: Location:	
9.						Task: Location:	
10.						Task: Location:	
11.						Task: Location:	
12.						Task: Location:	
13.						Task: Location:	
14.						Task: Location:	
15.						Task: Location:	
16.						Task: Location:	
17.						Task: Location:	
18.						Task: Location:	

\_\_\_\_\_  
Supervisor Signature

\_\_\_\_\_  
Date