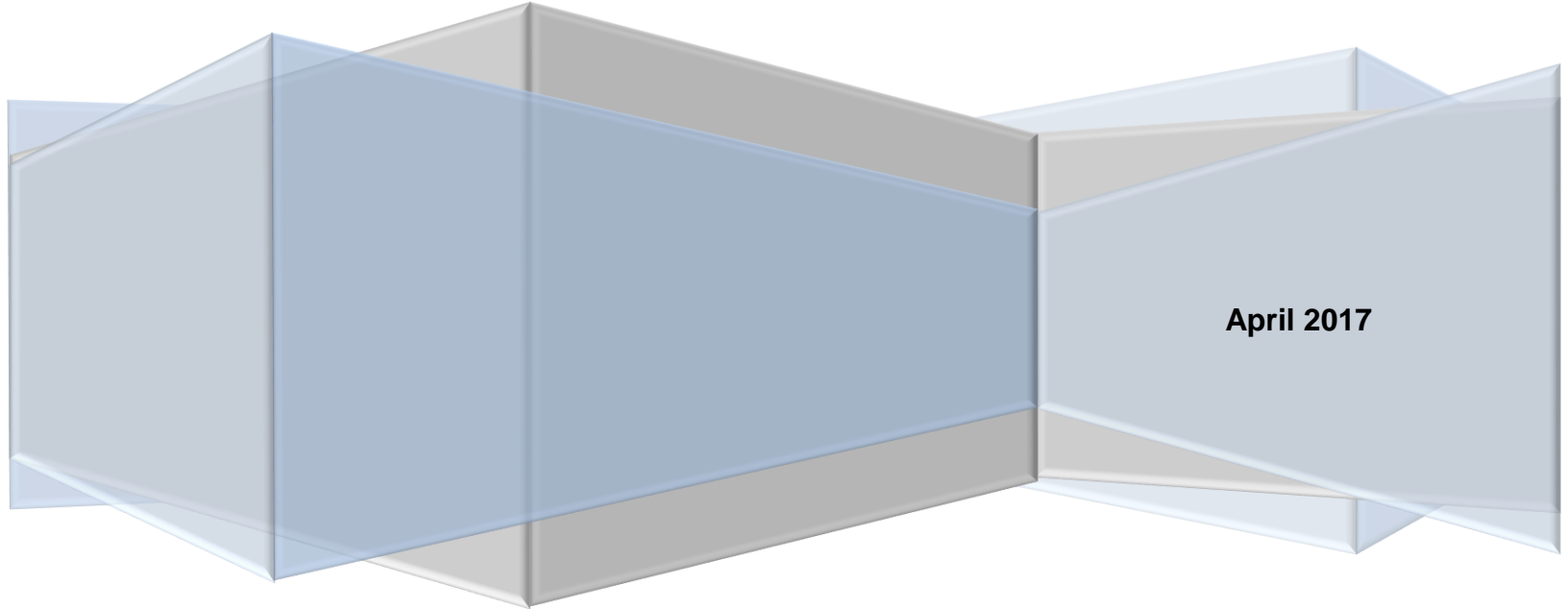


# **IT Position Description Guide**

**Office of Financial Management State Human Resources**



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# TABLE of CONTENTS

<b>OVERVIEW</b> .....	<b>4</b>
INTRODUCTION .....	4
REQUIREMENTS .....	4
THE SUPERVISOR’S ROLE .....	5
<b>COMPLETING THE FORM</b> .....	<b>5</b>
CONTENTS .....	5
TIPS FOR SUCCESS .....	6
COMMON ERRORS .....	6
<b>POSITION INFORMATION</b> .....	<b>7</b>
TIPS FOR SUCCESS .....	7
<b>ORGANIZATIONAL STRUCTURE</b> .....	<b>9</b>
TIPS FOR SUCCESS .....	9
<b>POSITION OBJECTIVE</b> .....	<b>9</b>
TIPS FOR SUCCESS.....	10
EXAMPLES .....	10
<b>ASSIGNED WORK ACTIVITIES (DUTIES AND TASKS)</b> .....	<b>11</b>
WRITING WORK ACTIVITIES .....	11
<i>Tips for Success</i> .....	12
<i>Keep it Short</i> .....	12
<i>Make it Sincere</i> .....	12
<i>Key Points to Remember</i> .....	13
<i>Example</i> .....	14
IDENTIFYING AND UNDERLINING ESSENTIAL WORK FUNCTIONS .....	14
<i>Tips for success</i> .....	15
<b>PROBLEM SOLVING</b> .....	<b>16</b>
TIPS FOR SUCCESS .....	17
EXAMPLE .....	17
<b>DECISION MAKING</b> .....	<b>17</b>
<i>Choices, Determinations or Judgements</i> .....	17
<i>Next Level of Supervision</i> .....	18
<b>POTENTIAL IMPACT OF RESULTS</b> .....	<b>18</b>
WHO IMPACTED .....	18
TIPS FOR SUCCESS .....	19
<i>Example</i> .....	19
DEGREE OF IMPACT .....	19
<i>Example</i> .....	19
<b>FINANCIAL DIMENSIONS (IF APPLICABLE)</b> .....	<b>19</b>
QUALIFICATION - KNOWLEDGE, SKILLS AND ABILITIES.....	21



## Overview

### Introduction

The IT Position Description form (IT PD) describes the work assigned to position fitting within the Information Technology classification structure. It identifies the specific job duties, assigned level of responsibility, level of accountability and other important information regarding the knowledge, training, education and skills needed for each job.

IT Position descriptions serve as a helpful tool for job applicants, employees, supervisors and Human Resources (HR) staff. Each position description must list the primary duties and responsibilities currently assigned to the position along with the required competencies as determined by the employer, the essential functions necessary in performing the work and other job-related information needed.

Other important purposes include:

- Providing a foundation for the performance management process. Performance management includes activities that ensure that goals are consistently being met in an effective and efficient manner. Without developing a clear job description, it is difficult for an employee to know what they should be accomplishing in order to be successful.
- Assisting supervisors in describing to their employees what they need to know to perform their jobs and to describe the purpose of the job in fulfilling the mission of the organization.
- Allowing HR staff to appropriately allocate and/or reallocate a position to a State HR class specification and perform other related HR activities such as making overtime eligibility determinations.
- Establishing a framework for HR staff and others to trace the evolution of duties over time.
- Highlighting trends that may indicate needed changes to the current class specifications.

This guide provides helpful “best-practice” concepts, suggestions and techniques for completing an IT position description for employees.

### Requirements

Employers must maintain and have on file a current position description for each position. A standard form developed by State Human Resources (State HR) division within the Office of Financial Management, or one containing components similar to those found in the State HR form and approved by State HR, must be used for each IT position. The State HR form is available at: <http://www.hr.wa.gov/Pages/forms.aspx>

Position descriptions are generally prepared under the following circumstances:

- A position is newly established

- The assigned duties are subject to change
- The position is part of a State HR class study

As part of the required annual employee evaluation process, position descriptions are reviewed and updated as needed by the incumbent and the supervisor.

### **The Supervisor's Role**

Supervisors assist their employees in understanding the link between the organization's goals and individual employee performance. Through their actions and attitudes, they help create a culture supporting employee performance. It is vitally important that an accurate position description is completed and shared with the employee. It is the employee's responsibility to review the duties and responsibilities of the position to ensure they understand the position's key job functions.

Supervisors and manager have the right and responsibility to assign duties and responsibilities to a position and to authorize the written content described on the position description. Supervisors and managers are accountable for managing state resources effectively and are expected to follow the standards that have been established for completing the position description for their employees.

### **Completing the Form**

The position's immediate supervisor should develop the position description and share it with the employee so the expectations of the job functions are clear. The supervisor and higher-level management have the right and responsibility to assign duties and approve the position description's final written content. Human Resources staff is a valuable resource for assisting supervisors in completing the form.

The position description is a tool that supervisors should use to discuss with the employee the purpose of their job and to help identify and understand the primary duties and responsibilities assigned to their position.

### **Contents**

The IT PD includes the following sections:

1. Position Information
2. Organizational Structure
3. Position Objective
4. Assigned Work Activities (Duties and Tasks)
5. Problem Solving
6. Decision Making
7. Potential Impact of Results
8. Financial Dimensions
9. Lead Work/Supervisory Responsibilities
10. Working Relationships

11. Continuity of Operations Plans (COOP) Designation – For Disaster or Emergency Recovery
12. Qualification/Knowledge, Skills and Abilities
13. Special Requests and Conditions of Employment
14. Working Conditions
15. Acknowledgement

### **Tips for Success**

- When writing the IT PD, remember to keep the sentences short, simple, strong and sincere. Write clearly and concisely to provide clear understanding of the position's duties and responsibilities.
- Use plain-talk and common terms to describe duties and responsibilities – use everyday English.
- Clarify ambiguous terms such as "assist," "advise," "handle," "inspect," or "research" by describing the specific tasks relating to those terms.

### **Common Errors**

The top two mistakes made in writing position descriptions can have long-term adverse effects:

1. ***The description is based on the knowledge, skills and abilities of an individual, not the actual work of the position.*** Employees bring their own unique sets of knowledge and skills to their work and value to the organization. However, write the position description to reflect *the work of the position*, not to an individual's unique knowledge, skills, or abilities.
2. ***The description is 'overbuilt'.*** This often involves overstating duties in an attempt to reallocate the position higher. Often the description is so overbuilt that it calls into question the work of peers, leads and/or supervisors. This practice results in misallocations, allocation appeals and grievances, and poor staff morale. This can also adversely affect an employee in a layoff situation or organizational change.

Write the position description in a concise, accurate and complete fashion so those reviewing the document clearly understand the duties and responsibilities performed.

Other common errors in writing the position description include:

- The position description is too brief or too lengthy.
- Percentage of time does not add up to 100%.
- Major responsibility is not highlighted or not identifiable.
- Wording is vague, abbreviated, or in-house jargon.
- One or more sections are not completed, including signatures.
- Using “supervisor” or “supervises” in reference to programs rather than people. (*One does not supervise programs, but rather people*)
- Description of supervision of employees is inconsistent with the definition of Supervision outlined in the State HR, *Glossary of Classification Terms* terminology.

Work with your Human Resources staff to address any concerns you have. They can help identify and effectively describe the work so that an accurate position description is used for hiring, staffing and performance management purposes.

## **Position Information**

This section provides technical information to identify the position.

The information on a position description is position rather than incumbent-specific. Therefore, personal employee information such as phone number or email is not included.

### **Tips for Success**

- The position description form has protected sections enabling the use of drop-down menus and checkboxes.
- The unprotected sections allow entering text including the use of bold, bulleted-text, spell-check and underline.
- Several of the fields in this section are self-explanatory. Some of the fields such as “Position Number” may require assistance from the HR Office to complete.

Here are additional tips regarding some of the other fields:

### **“Action”**

In the drop-down menu, there are four options:

- Establish – Choose this option for a brand new position.
- Reallocate – As the supervisor, choose this option to initiate a position review request for the position.
  - Note: HR may update this field following a position allocation review.



- Review/No Change – Select this option if no changes are made during the annual or an interim review.
- Update – Use this option if there are substantive changes to the position.

***“Class Code and Title”***

Enter the position’s current class code and job class title into this field. Do not enter working titles.

***“HRMS Position Number”***

There is usually a difference between the organization’s position number and the HRMS Position Number. If the position(s) are part of HRMS, enter the number in this field. There is a difference between Agency/HE Institution position number and the HRMS position number.

Contact the HR Office for help in completing this portion of the form.

***“Project Title” and “Project Code”***

These fields are used only if applicable. WAC 357-19-305 defines project positions. Note that “Projects” have expected end dates.

***“Date Previous Position Description Approved”***

This refers to the last time the position description was written and approved and signed by the employee and supervisor.

***“Primary Job Family” and “Secondary Job Family”***

These fields identify the primary and secondary IT job family for the position.

A technical focus group with representation from the Office of the Chief Information Officer, and agencies and higher education technical experts compiled the job family information. The Job Family designation is the initial and primary factor in evaluating professional IT positions.

On the form, you will be able to choose from the list of selections in the drop-down box. You will only be able to select one primary and one secondary job family. Although there may be a variety of duties and tasks, all positions contain a central knowledge requirement and reason for its existence. Be sure to review the *IT Job Family Descriptor* document to review the descriptions for the various job families prior to making a final determination.

If you are unsure of the appropriate job family talk with you manager or HR staff for assistance.

### **Tips for Success**

- Prior to making a determination regarding the appropriate job family, review the IT Job Family Descriptions document.
- After reviewing the job family options, the following questions may be helpful in making your selection:
  - Why does the position exist?
  - What is the primary function of this position?
  - What are the Knowledge, Skills, and Abilities (KSAs) required?

This section captures what the position is doing rather than the medium in which they are working.

### **Organizational Structure**

This section describes the function of the position's division or unit. It explains how the position fits into the work unit and larger organizational structure.

#### **Tips for Success**

Summarize the functions of division/unit. Describe how the position fits into the work unit and larger organizational structure.

Attach a current organizational chart that shows the organization structure associated with the position's work division/unit or other functional structure.

For example, include:

- the position
- positions reporting to the position being reviewed, if any
- the position's supervisor
- peer positions working the same organizational unit
- two or three management level positions above the supervisor

When feasible, include the band and points for other IT positions in the organizational chart.

**Remember** – Attach a copy of the organizational chart! (DO NOT embed the Organization chart in this field)

### **Position Objective**

This section describes the position's main purpose and describes its placement and relation to other positions in the agency/HE institution. Correctly worded, it helps employees understand the position's key roles and contribution to the organization's vision, mission, goals and objectives. Correctly worded, it helps employees understand the position's key role and how the work contributes to the agency/HE institution mission. It also provides a brief summary of the position's key roles and responsibilities, providing a big picture of what the position will be doing.

Other purposes of this section:

- To describe the position's main purpose and placement in the organization.
- To provide a brief summary of the scope, objective, role and key responsibilities of the position.
- To give the overall "big picture" of what the position will be doing.
- Help the employee understand how his or her work contributes to achieving the agency/HE institution's mission and goals.

Positions support the mission either directly (by providing services to the public) or indirectly (by supporting those who provide services to the public).

When writing the objective, briefly describe the position's main purpose, and answer the questions:

- "Why does the position exist?"
- "What is the overall purpose?"
- "How does the work of this position fit within and support the organization's mission and goals?"

### **Tips for success**

- Be brief and clear - the position objective should be no more than 2 to 3 sentences.
- State the mission.
- Describe the key role of the position and state how the position supports the organization's mission and goals. It may be useful to read supporting documents such as the strategic plan, etc.

### **Examples**

Positions support the mission either directly (by providing services to the public) or indirectly (by supporting those who provide services to the public).

**Direct support – Correctional Records Supervisor.** *As a custodian of offender records, the Correctional Records Supervisor (CRS) manages a correctional records office to ensure compliance with appropriate laws and agency policy. The CRS contributes to the agency's mission to improve public safety by entering, auditing, and interpreting, on behalf of the agency, the legal documents that hold offenders within the agency's facilities and/or under the jurisdiction of the Department of Corrections for appropriate supervision within the community.*

**Indirect support – Office Assistant 3.** *The Department's mission is to improve public safety. This position provides general office support to the statewide Training and Development unit, which supports DOC employees by developing and delivering curricula to enhance employee performance and safety. This position helps the Training and Development staff achieve the mission by coordinating*

*schedules, meeting deadlines, directly interacting with customers and providing clerical support in the production of training materials.*

## **Assigned Work Activities (Duties and Tasks)**

There are two steps to completing this section:

- Writing the Work Activities to include Outcomes.
- Identifying & Underlining the Essential Functions.

### **Writing Work Activities**

Work activities are the duties and tasks performed by a position and are used to:

- Describe the primary functions or key responsibilities.
- Describe the scope and level of independence and decision-making authority.
- Determine the position's job classification and overtime eligibility status.
- Identify the essential functions of the position that must be performed with or without a [Reasonable Accommodation](#).

Ask the following questions when preparing to write work activities:

- What are the position's primary duties?
- What specific materials, equipment or machines are used in carrying out the job?
- What types of problems are encountered on the job and what is needed to resolve them?
- Does the position work with other positions or alone? What type of involvement occurs with other positions?
- What type of supervision is received? Who reviews a completed project for accuracy? How frequent is work reviewed?
- Does the position supervise other positions?
- What type of supervision is given to other positions?
- Is the job responsible for financial dimensions and how much?
- What is the impact of the person not performing their job?

When writing work activities, use clear action verbs to describe:

- The work performed with people, data, or things
- The outcome, result, or purpose of the work
- Any tools or equipment used to complete work
- Who directs the work of this position, and who (if anyone) must review the work when it's done
- The level of independence, the degree of authority or control, and to whom the employee makes recommendations (if applicable)

- Who (if anyone) must review the work

Note: Not all of the above elements will be present in all duties. Include as many as apply.

### **Tips for Success**

- State the position's most important duty or responsibility first. Often, but not always, this will be what the position spends the most time doing. Then, describe the key, specific tasks performed as part of that duty.
- Repeat this process for each duty. Typically, three to six major duties are sufficient to describe a job.
- Do not enter the skills and abilities needed to perform the activities. This section only describes the work performed. Knowledge, skills and abilities (KSAs) belong in the Qualification section of the form.
- Supervisory duties and significant lead work responsibilities should be included.

### **Keep it Short**

- List the major job duties in order of importance. Cover minor job duties in a sentence or two.
- Limit the use of job task descriptions to those most relevant to the major job duties.
- Avoid the use of functional statements, statistics, and other program information. This information normally will not assist in determining duties performed or level of responsibility and is available elsewhere.
- Avoid repetition.

### **Make it Sincere**

- Use [action verbs](#).
- Avoid meaningless words such as prepares, handles, assists, complex and high-level.
- Avoid meaningless phrases such as “performs with widest latitude for independent judgment” or “to the fullest possible extent”.

### **Do:**

- Describe the actual work performed.
- Use common terms to describe tasks, roles and responsibilities assigned to the position.
- Be concise and use short, direct verbs in the present tense.
- Describe specifically and in sufficient detail:
  - What work is completed?
  - What methods are used?
  - What systems/applications are used?
  - Responsibility for the results.

- Consequence of actions or errors.
- Instructions or guidelines provided.
- Supervision exercised and received.
- Relationship of position with others within the organization.
- Any other pertinent facts.
- Define acronyms when used.
- Provide sufficient information on the position description to clearly distinguish the level of work.

**Don't:**

- Be overly technical with current jargon. Say, “performs coding of systems” rather than, “...codes with “ABC language to complete project.”
- Copy wording from class specifications.
- Use ambiguous terms, such as "handle," "research," etc., without an explanation as to what this involves.
- Use abbreviations or technical terms without an explanation.
- Describe personal characteristics. (Example: *"Deals with the public and must have a pleasing personality at all times."*)

**Key Points to Remember**

It is important not to draw conclusions with your statements by giving an opinion on how difficult or how important the duties are. Phrases such as “most difficult”, “complex” or “highly-complex”, add little, if anything, to the job description. What is most difficult, complex or highly complex to one person may not be so to another. If these words or phrases are used, they need to be described in detail and stated in proper context to the way those terms are used in the class specifications.

Do not use misleading words or use words out of context with the State HR, *Glossary of Classification Terms*. For example, do not use “manages” when the actual task is “coordinates” or words like, “investigates” when the actual task is “reviews”. These words have specific meaning for allocating purposes and it is important to describe the work in proper context to those terms. For further guidance, review the [Glossary of Classification Terms](#) for a list of terms used to describe work.

When writing this section, provide enough context to fully describe the work, but also acknowledge other sections address other components of work such as problem solving and decision-making.

## Example

### Duty

*Provide primary customer and desktop support for local and regional area IT Systems.*

### Task(s)

- *Diagnose and resolve reported system incidents for end users within the assigned geographic area.*
- *Install and configure hardware such as computers, monitors, mice, keyboards, printers, switches and wireless access points.*
- *Troubleshoot software issues involving Java and SQL.*

### Outcomes

Outcomes describe the expected results of work performed. Outcomes can be multi-tiered and impact different levels of the organization depending on the nature, scope and level of work performed. The following table shows the impact of outcomes throughout different levels of an organization from the initial output to the ultimate outcome.

### Example

<b>Impact:</b>	<b>Individual</b>	<b>Individual/Unit</b>	<b>Division/Organization</b>	<b>State</b>
<b>Outcome Level:</b>	Initial Output >	Immediate Outcome >	Intermediate Outcome >	Ultimate Outcome

### Tips for Success

Use the following process to write outcomes:

- State the duty or task performed (action or activity).
- Identify the desired result. Results are identified as “outputs” which are often measured in terms of numbers or percentages.
- Ask the question, “this output is achieved “so that” and answer the question for as many outcome levels as necessary.
- State the desired outcome.

### Example:

**Outcome:** *This position resolves reported system incidents or other IT end user issues so that employees in the registration division provide accurate and timely online registration services for customers.*

### Identifying and Underlining Essential Work Functions

Essential functions are the *crucial duties and tasks* that are central to a position’s existence.

Essential functions are defined as the fundamental, crucial job duties performed in a position. They do not include marginal functions, which are extra or incidental duties. Accurate identification of the essential functions carries greater weight in position descriptions that do not use percentages to identify the primary work of a position, such as the IT PD form.

It is also critical to separate the function, which creates a desired outcome, from the method, which is a way of performing a function. An essential function is a completed task, not how that task is accomplished.

Essential functions *must be based on the work performed rather than the capabilities of an individual.*

Identifying the essential functions helps ensure fair employment decisions consistent with the *Federal Americans with Disabilities Act* and the *Washington State Law Against Discrimination*.

Essential functions determine what job modifications may be made under the Reasonable Accommodation Process.

### **Tips for success**

Use the following criteria to determine if a function is essential:

- The position exists to perform the identified function or task.
- Only a limited number of employees can perform the function or tasks.
- The function is specialized and incumbents are hired for their ability to perform the function.
- If the incumbent has a temporary or permanent disability, would the duty be such that you would need the incumbent to continue performing the duty with or without reasonable accommodation? Essential functions are used in the accommodation process.

Tasks may be modified but not removed from the position description. For example:

- Building a computer requires the knowledge and ability to determine hardware needs and to put it all together.
- A person with low vision may need a magnifier to see the small parts and connections. However, having another position assemble the pieces would not be a reasonable accommodation.

Underline each statement that describes an essential function of the job. Essential Functions may be duties, tasks, or both. Only underline duty and task statements that describe the essential function of the job.



## Examples

### Supervisor

**Duty:** Supervises six staff who construct wooden toys within the Toymaker Production Unit.

**Tasks Include:** Assigns and inspects the work of staff, and instructs staff in safety and compliance to ensure toys meet standards set by the US Consumer Safety Product Commission. Evaluates staff performance and provides ongoing feedback to help staff develop and enhance their toy-making skills. Initiates the progressive discipline process as needed to address staff performance issues in accordance with the agency's corrective action policies and procedures.

### Information Technology Specialist

**Duty:** Conducts capacity and performance planning to determine the technology needs of the assigned area.

**Tasks Include:** Performs system modeling/mapping and plans connectivity to recommend designs that will improve capacity, efficiency, or compatibility with other technology. Follows industry trends, and identifies and analyzes new requirements, capabilities, and configurations that may be applied to the organization to improve its efficiency. Tests and evaluates new software and/or hardware products, documents characteristics and makes recommendations based on an analysis of business requirements.

### Correctional Industries Supervisor

**Duty:** Supervise a crew of offenders constructing office chairs within the CI Furniture Factory.

**Tasks include:** Assign and inspect the work of offender workers. Instruct workers in safety and compliance to ensure chairs meet set standards. Evaluate performance and provide ongoing feedback to help develop and enhance skills. Address performance issues in accordance with Agency policy.

## Problem Solving

This section measures the nature and complexity of problems solved. It identifies the position's most complex or challenging issues, states how the issues are resolved, and indicates the frequency with which those issues occur.

The four elements to consider are:

- The depth of analysis
- The nature of the problems to be solved
- The complexity of the data
- The extent of creative thinking

## Tips for Success

When writing examples, identify:

- The variety and complexity of tasks including the level of analysis involved.
- The level of difficulty in identifying what needs to be done.
- The level of responsibility for following or devising methods or process steps to complete the task.
- The difficulty and/or originality involved in performing the work, including the level of development for creative or innovative solutions.

How a problem is resolved is equally or more valuable when allocating than the problem itself.

The frequency of tasks does not determine the allocation of a position.

## Example

Complex/Challenging Issue	How Resolved	Frequency
Identify three or four of the most complex issues resolved.	List key interactions. Indicate who has final responsibility for resolving issues, including when an issue is passed on to a higher-level staff for resolution.	The anticipated frequency of problem might be: <ul style="list-style-type: none"> <li>• Daily</li> <li>• Monthly</li> <li>• When a new software program is introduced</li> <li>• When a new application is launched</li> </ul>
<p><b>Example:</b> <i>Improve Information Security and Disaster Recovery program materials</i></p> <p><b>Example:</b> <i>Address gap areas in training needs on Information Security</i></p>	<p><b>Example:</b> <i>Obtain input from team members, program security staff and others.</i></p> <p><b>Example:</b> <i>Procures or acquires established training when possible; develops Information Security training as needed utilizing standard tools and course delivery methods.</i></p>	<p><b>Example:</b> <i>Continuously</i></p> <p><b>Example:</b> <i>4 to 5 times per year</i></p>

## Decision Making

This section describes the position's decision-making responsibility. This includes identifying the position's required choices, determinations or judgements. It describes which decisions are sent to the next level of supervision for approval.

### Choices, Determinations or Judgements

When writing this section:

- focus on describing major duties or key job functions rather than describing lower level tasks.
- describe job duties that require making choices, using independent judgement and/or making decisions affecting the outcome of the work.
- address the level of independence the position has in making decisions and the degree of the position's control over others.
- briefly describe the outcome(s) desired.

### **Example**

*Defines, analyzes and solves data ingestion problems, including identifying and testing solutions and evaluating the outcomes. Once tested and evaluated, independently implements the best solutions.*

### **Next Level of Supervision**

When describing which decisions are sent to the next level of supervision for approval:

- Consider what is required to make the initial contact, the setting in which the contact takes place and the nature of the conversation.
- Clearly identify to whom the employee makes recommendations (if applicable).
- Indicate who (if anyone) must review the work when it's done.

### **Example:**

*After consulting with customers and assessing business needs, the position obtains approval from the Project Manager on developing data ingestion hardware or software requirements or enhancements.*

### **Potential Impact of Results**

This section describes the potential impact of error in the event an individual failed to perform their job correctly. This includes identifying and describing the level of effect of the work on one or more individuals, the nature of the personal contacts and the degree of impact of the work on others.

Complete this section to identify for potential errors "who" is impacted and the "degree" of the potential impact. The "who" might be end-users up to an entire division. The "degree" illustrates the effects of the impact on people or systems, etc.

### **Who is Impacted**

When writing this section consider the effects on one or more individuals:

- The setting in which the contact takes place – one-on-one, groups, etc.
- The focus and scope of the communication with others – direct, indirect, contributory

- The reason for the communication and the context or environment in which the communication takes place
- What is required to make the initial contact
- The degree of difficulty of communicating with those contacted

### **Tips for Success**

- Identify the reason for communicating such as exchanging information or negotiating a resolution.
- Identify the communication may take place in a controversial setting and/or with people of differing viewpoints, goals, and objectives.
- The impact may be to an entire agency/HE institution.

### **Example**

*The position's work directly impacts the agency-specific time and leave system. Problems with this system prevent staff from accurately entering time and attendance.*

### **Degree of Impact**

The “degree” illustrates the effects of the impact on people, resources or systems.

Examples should demonstrate the level of effect to one or more users such as:

- Single users
- Single users or multiple departments
- Organization-wide or multiple agencies/HE institutions
- State wide systems that collect revenue
- Statewide systems that distribute funds

Examples should identify the impact in dollars, processes, effect on larger systems, etc.

### **Example**

*Anomalies in the time and leave system have the potential to create paycheck errors for up to 1200 employees.*

### **Financial Dimensions (if applicable)**

This section describes the type and annual amount of all monies the position directly controls, administers or manages (*excluding employee salary and benefits*).

Few IT employees in state government directly control expenditures. Thus, this section may or may not apply to all IT positions.

If this section does not apply to the position, write “N/A.”

### **Tips for success**

- Describe which resources the incumbent effectively influences (people or things such as, financial, equipment, buildings).
- Which resources the incumbent has direct control over.
- Place a dollar amount where feasible (payroll, budget, or value of the resource).

### **Example**

- All expenditures require approval by immediate supervisor.
- Manages computer equipment, valued at \$25,000.

## **Lead Work/Supervisory Responsibilities**

This section describes a position's responsibilities, if any, for leading or supervising staff.

### **Tips for success**

- The terms 'lead' and 'supervise' refer specifically to leading or supervising staff only and is separate and distinct from serving as a "Project Lead" or other type of IT-related term.
- Supervision of contract staff, volunteers, or other individuals not employed by the organization should be noted in the "Work Activities" section.
- If you are unsure about specific lead and supervisory functions, refer to the "Lead" and "Supervisor" definitions in the State HR, the [Glossary of Classification Terms](#)

### **Example**

- Lead worker - *"This is a designed lead position in the work team responsible for regularly assigning, instructing and checking the work of unit staff as well as providing training and guidance on the work of the unit."*
- Not a Lead worker - *"This position occasionally directs the work of a project team or acts as the lead *subject matter expert* for the [ABC] application."*

## **Working Relationships**

This section indicates the level of supervision the position receives. It also describes the position's level of independence and interactions with others by adding information that clarifies the position's interactions with others to accomplish work.

### **Tips for Success**

When writing this section, consider the:

- amount of higher-level oversight the employee receives
- latitude the employee has in determining which work methods and priorities to apply
- scope of decision-making authority delegated to the employee
- extent to which the employee's completed assignments are reviewed

Review the detailed descriptions of the Levels of Supervision in the State HR the [Glossary of Classification Terms](#)

## **Continuity of Operations Plan (COOP) Designation – For Disaster or Emergency Recovery**

This section identifies any Continuity of Operations Plans designation, commonly referred to as COOP\*. This relates to disaster or emergency recovery.

*\*HE Institutions do not refer to critical positions under COOP; rather they maintain a list of “Authorized Essential Personnel”.*

Complete this section to:

- identify positions required to work during a disaster or emergency, and
- describe how the position performs those critical functions during a disaster or emergency.

### **Tips for success**

- If the position is critical during disaster or emergency recovery, check the “yes” box, whether you are a higher education institution or a state agency.
- Refer questions about the organization’s COOP or critical office to the HR Office.
- If the position is designated COOP, outline the key expectations if an emergency interrupts normal operations.

Refer to the, [“COOP and Critical Positions” Link](#) for details about Governor Gregoire’s Directive 07-06, Pandemic Flu Preparation.

## **Qualification - Knowledge, Skills and Abilities**

This section describes the knowledge, skills, abilities, behaviors, experience, and education required. It describes the criteria used to evaluate individuals in a recruitment or layoff situation. It also lists and describes the competencies needed to perform the work.

This section is divided into the following subsections:

### **1. Required Education, Experience or Certifications**

These are qualifications the candidate must have to qualify for the position and to move forward in the hiring process.

## 2. Desirable or Preferred Education, Experience or Certifications

These are qualifications which are preferable but do not disqualify the candidate from moving forward in the recruitment process.

For both required and desirable qualifications, the second column, titled *Application*, is for you to explain why the qualification exists.

There should always be job-specific reason for identified experience, knowledge, skills and abilities. For example, what is the reason the incumbent needs four years of experience, or a Bachelor Degree?

### Tips for success

The following questions may be helpful in identifying qualifications:

- Why is the qualification needed to do the work?
- What training and experience best prepares someone to work in this position?
- What licenses, certifications, or legal requirements pertain to this position?
- What must one know or be able to do?
- Identify desirable licenses and certifications other than the minimum requirements.

### Example

Required Education, Experience or Certifications	Application (why each qualification exists)
<i>At least one year of IT Supervisory or Lead experience.</i>	<i>The position supervises the day-to-day activities of seven IT employees.</i>
Desirable/Preferred Education, Experience or Certifications	Application (why each qualification exists)
<i>Bachelor Degree in Computer Science</i>	<i>Oversees a unit of employees that perform a wide range of duties spanning multiple job families. Must have knowledge of a wide variety of principles, theory and practices to resolve problems and develop strategies for unprecedented issues.</i>

## 3. Competencies

These are the required knowledge, skills, abilities and behaviors necessary for successful job performance. The number, type and level of competencies depends on the nature and complexity of the work duties.

## Tips for Success

To determine competencies, ask:

- What are the most critical duties and functions of the position?
- What is needed to effectively perform those duties and functions?
- What knowledge, skills, abilities (KSAs) would make a candidate stand out amongst the rest?
- What KSAs are important, but can be learned in the first year of employment?
- Think of some critical on-the-job situations related to the work activities. What knowledge, skills, abilities, or behaviors make the difference between handling these situations well and poorly?

## Example

*Advanced knowledge, skill and ability in designing and providing adult-level instructional technology support for academic programs/classes.*

*Teaching and instructional skills in training both faculty and students to use current technologies.*

## Special Requests and Conditions of Employment

This section describes the licensing, certification, or other special or legal conditions of employment that go beyond the general qualifications of the position, such as a “dual language” requirement.

## Tips for Success

Use this section to highlight post-employment conditions or qualifications. For example, “*License X must be obtained within six months of employment.*”

## Examples

*Must possess valid drivers’ endorsement and good driving record.*

*Must successfully pass a criminal background check.*

## Working Conditions

This section describes the conditions under which employees agree to work. The supervisor should provide enough detail in each category to give the employee a clear picture of the expectations required for the position.

## Tips for success

What must someone in this position be willing to do (e.g. frequently work alone or without supervision)?



## Examples:

- Work Setting: *indoor/outdoor, multiple locations, exposure to hazards, etc.*
- Schedule: *days and hours of work, level of flexibility and independence to set one's own schedule, etc.*
- Travel Requirements: *local/statewide, overnight, extended periods, etc.*
- Tools and Equipment: *standard office equipment, specialized tools, vehicles, etc.*
- Customer Interactions: *frequency and type of interaction with customers or clients, etc.*
- Other: *any other working conditions that apply to the position*

## Acknowledgement of Position Description

The supervisor and appointing authority complete this section to verify the accuracy of the contents of the position description. The employee signs and dates the form to acknowledge receipt and awareness of the assigned duties and requirements of the position.

## Tips for Success

- Be sure to have the employee sign and receive a copy of the updated version any time a change is made to the position description.
- Do not sign the form if the contents of the form do not accurately and completely reflect the work the position performs.
- Use the naming convention designated on the form:  
[Agency/Institution]\_IT\_[Position Number]\_[Date: YYMMDD].
- Example: DSHS\_IT\_0480\_170130.
- Send the completed IT PD to the agency/HE institution HR office for processing.
- The final sections are to be completed by the agency/HE institution's HR Office.

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## Resources:

[IT Position Description Form](#)

[IT Position Description Guide/Tips <link>](#)

[Action Verbs](#)

[Essential Functions Guide](#)

[Glossary of Classification Terms](#)

[Continuity of Operations Plans \(COOP\) Designation](#)

[Job Family Descriptors <Link>](#)