

Use this guide to complete the Information Technology Position Description.

Information Technology Position Description

For assistance completing this form, contact your supervisor/manager or your Human Resources (HR) Office. Complete form, obtain all signatures, scan and save using the following naming convention: [Agency/Institution]_IT_[Position Number]_[Date: YYYYMMDD]. Example: DSHS_IT_0480_20150621.

Position Information	
Agency/HE Institution, Division, Unit Enter text	Action Choose an item.
Class Code and Title Enter text.	Current Salary Range Enter text.
Proposed Class Code and Title Enter text.	Proposed Salary Range Enter text.
Agency/HE Institution Position Number Enter text.	HRMS Position Number (if applicable) Enter text.
Project Title (if applicable) Enter text.	Assignment Pay Dual Language <input type="checkbox"/> Other <input type="checkbox"/> Enter text.
Incumbent's Name (If filled position) Enter text	Address Where Position Is Located (Duty Station) Enter text.
Work Schedule Part Time <input type="checkbox"/> Full Time <input type="checkbox"/>	HR Approved Overtime Eligible Yes <input type="checkbox"/> No <input type="checkbox"/>
Position represented by a Master Agreement: Yes <input type="checkbox"/> No <input type="checkbox"/> If yes , list Master Agreement: Choose Agreement.	Position has an approved In-Training Plan: Yes <input type="checkbox"/> No <input type="checkbox"/> If yes , attach Position Description for each In-Training Level
Supervisor's/Manager's Name and Title Enter text.	Supervisor's/Manager's Phone Enter text.
Date Completed Enter a date.	Date Previous Position Description Approved Enter a date.
Primary Job Family (select one) Choose an item.	Secondary Job Family (select one, if applicable) Choose an item.

The purpose of a Position Description form (PD) is to accurately describe the work assigned to a position and be clearly understood by employees and job applicants. A well-written PD describes a position's specific job duties and level of responsibility. It addresses the scope of problem solving, identifies the level of delegated decision-making authority and provides other relevant information regarding the knowledge, training, education and skills needed for each job. It also:

- Provides a foundation for performance management by helping employees know what they need to accomplish to be successful.
- Assists supervisors in describing how the work of the position helps to fulfil the mission of the organization.
- Allows Human Resource (HR) staff to appropriately allocate and/or reallocate the position to a State HR job class specification and perform other related HR activities. For example, an accurate description of work is critical for performing an accurate job analysis and position evaluation.

Tips for Success

For all areas of the position description:

- Identify the position by job title and refer to the "position" in the description rather than using an incumbent's name.

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- Be brief and concise. Describe the work using plain talk. Focus on describing “what” is done rather than describing “how” it is done.
- Use adjectives sparingly and be sure they accurately describe the various aspects of work being performed, (e.g. "deadline-driven," "fast-paced") or the work environment ("enclosed area", "noisy setting").
- Pay special attention to describing the position’s scope of accountability, which is a primary driver for band placement.
- Spell out abbreviations and wording specific to the organization and use the corresponding acronym as appropriate (e.g. “Network and Telecommunications Services (NTS)”).

Avoid using

- Words that are subject to differing interpretations. Instead of saying you seek a certain attitude, cooperation, or initiative, describe expected outputs or outcomes, different constituencies with whom this position interacts, and the nature of those relationships (such as "reports to," "provides support to", "supervises").
- Flowery and overly long descriptions (e.g. "cozy but comfortable work environment that encourages creativity").

Language that would be questionable in a job listing. For example, don’t use words such as "youthful" or "able-bodied." If you include more than what is needed to competently perform the position, you will limit your ability to place otherwise qualified candidates in the position.

Organizational Structure (Attach an organizational chart.)

Summarize the functions of the position’s division/unit and how this position fits into the 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

Attach a **current organizational chart** that shows the organization structure associated with the position’s work unit/division 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

Describe the main purpose of the position and the type and nature of the work performed.

This section describes the position’s main purpose and describes its placement and relation to other positions in the agency/HE institution. It provides a brief summary of the position’s scope, objective, role and key responsibilities. It gives the overall “big picture” of what the position will be doing. Correctly worded, it helps employees understand the position’s key role and how the work contributes to the agency/HE institution’s mission.

Writing the Position Objective

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 Position Objective, briefly describe the position’s main purpose, and answer the questions:

- “Why does the position exist?”
- “What is the overall purpose?”

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- “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.

Example

Position: Engineering Aide 4

Division/Unit: Puget Sound Resource and Development

Mission: “The Washington State Parks and Recreation Commission acquires, operates, enhances and protects a diverse system of recreational, cultural, historical and natural sites. The Commission fosters outdoor recreation and education statewide to provide enjoyment and enrichment for all, and a valued legacy to future generations.”

Position Objective: “This position provides professional, technical support to the agency’s engineering design and construction unit. This position combines the use of technology and creativity to provide design-level drawings and specifications for use by senior level engineers in designing and constructing recreational and historic facilities built and maintained within the state park system.”

Assigned Work Activities (Duties and Tasks)

Describe the duties and tasks, and underline the essential functions. Task statements should describe the **action** performed; to **whom or what**; using what **tools, equipment, methods, and/or processes**; and the **final product or outcome**.

For more guidance, see [Essential Functions Guide](#) and [Examples of Work Statements](#)

List the assigned work in order of importance including the final product or outcome for each, with essential functions underlined.

There are two (2) steps to completing this section: 1) writing the Assigned Work to include Outcomes, and 2) identifying & underlining the Essential Functions.

- 1) **Writing the Work Activities** - Work activities are the duties and tasks to be performed by a position. They are used in the PD to:
 - Describe the primary functions or key responsibilities of the position and to describe the scope of the position’s independence and level of decision-making.
 - 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**.

Duty statements should identify primary functions or key responsibilities. Task statements should describe the specific work or action steps required to complete the assigned duty.

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?

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- 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 objectively 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. List the duties in order of importance. Typically, three to six 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 (KSA) belong in the Qualifications section.

Keep it Short

- List the major job duties on the form in order of importance. Minor job duties should be covered 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. Examples can be found under "[Action Verbs](#)".
- Avoid meaningless words such as: prepares, handles, assists, complex, 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.

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- Assign approximate percent of time spent in each outlined responsibility.
- Provide sufficient information on the position description to clearly distinguish the level of work.
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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 for another. If these words or phrases are used, they need to be described further 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, don't 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 for a list of terms used to describe work.

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.

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.

Impact	Individual	Individual/Unit	Division/Organization	State
Outcome Level:	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.

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Developing Outcomes – Process Steps			
Steps	Example	Outcome Level	Impact Level
...what action...	<i>Provides primary customer and desktop end user support for local and regional area IT Systems...</i>	Activity	Employee
...will achieve what result(s)...	<i>... customer desktop and reported system incidents are resolved for end users...</i>	Immediate Outcome	Unit/Department
...so that...	<i>...employees in the registration division provide accurate and timely online registration services for customers...</i>	Intermediate Outcome	Division
...so that...	<i>...agency customers receive timely and accurate license registration services.</i>	Ultimate Outcome	Agency/State

Example – Assigned work activity outcome

Duty: Provides 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.

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

2) Identifying & Underlining the Essential Functions

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

The process of identifying Essential Functions in the PD helps ensure employment decisions are fair and consistent with the *Federal Americans with Disabilities Act* and the *Washington State Law Against Discrimination*.

Essential Functions are

- The primary, fundamental, crucial job duties performed by a position.
- The duties/tasks that must be performed with or without a **reasonable accommodation**.
- Completed duties/tasks, not how the duties/tasks are completed nor how frequently they must be completed.

Essential Functions are not

- Marginal functions, which are nonessential, minimal, or borderline duties that are required of the position, but not the reason the position exists.

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

- The position exists is to perform the identified function or task.
- There are only a limited number of employees who can perform the function or task.
- The function is specialized and incumbents are hired for their ability to perform the function.
- Underline each statement that describes an essential job function.
- Essential functions may be duties, or tasks or both.
- Only underline duty and task statements that describe the essential functions of the job.

Example – Underline Essential Functions:

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.

Outcome: Successful and timely delivery of services and resolution of reported system incidents or other issues for end users so that registration employees provide accurate and timely online registration services for customers in support of the agency’s mission.

Problem Solving

What are the most complex and/or challenging issues addressed by this position? Give 3 to 4 examples and how each is resolved.

Complex/Challenging Issue	How Resolved	Frequency
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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.

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Example

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

What duties are performed that require the position to make choices, determinations or judgments?

Tips for Success

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, implements the best solutions.

Which decisions are sent to the next level of supervisor/manager or technical authority for recommendation/decision?

Tips for Success

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 is done.

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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

Describe the potential impact of error (What potentially could happen in the event that the individual were to fail to perform their job correctly?).

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.

List who (citizens, other department/unit personnel, statewide-personnel, etc.) would be impacted and the degree of impact.

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 that 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.

List what (dollars, larger systems, processes, other resources, etc.) would be impacted and the degree of impact.

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

Tips for Success

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/institutions.
- Statewide systems that collect revenue.
- Statewide systems that distribute funds.
- Examples should identify the impact in dollars, processes, effect on larger systems, etc.

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Example:

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

Financial Dimensions (if applicable)

Describe the type and annual amount of all monies that the position directly controls, administers or manages (*excluding employee salary and benefits*) for example: delegated signature authority amount, invoice approval for contract expenditures.

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).
- Describe 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 and signature by immediate supervisor.

Responsible for purchasing computer equipment up to \$25,000.

Lead Work/Supervisory Responsibilities

Lead Position: Yes <input type="checkbox"/> No <input type="checkbox"/>	<input type="checkbox"/> Assigns Work	<input type="checkbox"/> Instructs Work	<input type="checkbox"/> Checks Others' Work
Supervisory Position: Yes <input type="checkbox"/> No <input type="checkbox"/>	<input type="checkbox"/> Plans work	<input type="checkbox"/> Evaluates Performance	<input type="checkbox"/> *Takes Corrective Action
	<input type="checkbox"/> *Hires	<input type="checkbox"/> *Terminates	

(*Has the authority to effectively recommend these actions.)

List Class Title and Working Title of Position(s) Supervised	If Part Time, What %
	Part Time %.

Add information that clarifies this position's lead or 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 to leading or supervising staff only and is specifically 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 [Glossary of Classification Terms](#).

Examples

Lead Worker - *"There is a designated 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."*

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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

Level of Supervision received (*check one*). For more guidance see [Glossary of Classification Terms](#).

This section describes a position's level of independence and interactions with others.

Review the detailed descriptions of the Levels of Supervision in the [Glossary of Classification Terms](#) before checking the appropriate box.

- Direct/Close Supervision: Most work is reviewed in progress and upon completion.
- General Supervision: Completed work is spot checked.
- General Direction: Completed work is reviewed for effectiveness and expected results.
- Administrative Direction: Completed work is reviewed for compliance with budget, policies, laws and program goals.

Add information that clarifies this 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.

Continuity of Operations Plans (COOP) Designation – For Disaster or Emergency Recovery

For more information see [COOP and Critical Positions](#). For higher education, refer to your list of essential personnel.

Is this position designated critical based on agency COOP? Yes No

If **yes**, describe how this position supports the agency COOP Critical Functions.

This section identifies any Continuity of Operations Plans designation, commonly referred to as COOP*. It identifies positions required to work during a disaster or emergency. It describes how the position performs those critical functions during a disaster or emergency.

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

Tips for success

- If the position is critical during disaster or emergency recovery, check the “yes” box, whether you are a HE 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 within the form for details about Governor Gregoire's Directive 07-06, Pandemic Flu Preparation.

Qualification – Knowledge, Skills and Abilities

Required Education, Experience or Certifications	Application (why each qualification exists)
List qualifications the candidate must have to qualify for the position and to move forward in the hiring process.	Explain why the qualification exists.

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Desirable/Preferred Education, Experience or Certifications	Application (why each qualification exists)
List the qualifications which are preferable but do not disqualify the candidate from moving forward in the recruitment process.	Explain why the qualification exists.

This section specifies the knowledge, skills, abilities, behaviors, experience and education required. This information is used to describe the criteria used to evaluate individuals in a recruitment or layoff situation.

Tips for Success

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?

The following questions may help differentiate between desired and required 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>

List the competencies (knowledge, skills, abilities and behaviors) and a description of each that are necessary to successfully perform the work of the position.

Competencies 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 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 KSAs, or behaviors make the difference between handling these situations well and poorly?

Examples

<i>Advanced knowledge, skill and ability in designing and providing adult-level instructional technology support for academic programs/classes.</i>
<i>Teaching and instructional skills in training both faculty and students to use current technologies.</i>

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Special Requests and Conditions of Employment

Examples: Must possess valid drivers' license and good driving record. Must successfully pass a criminal background check.

This section describes the licensing, certification, or other special or legal requirements or 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."*

Example

Must possess valid drivers' endorsement and good driving record.
Must successfully pass a criminal background check.

Working Conditions

Work Setting, including hazards	
Schedule (i.e., hours and days)	
Travel Requirements	
Tools and Equipment	
Customer Relations	
Other	

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

Tips for Success

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

Example:

Work Setting, including hazards	<i>...indoors/outdoors, multiple locations, exposure to hazards, etc.</i>
Schedule (i.e., hours and days)	<i>... days and hours of work, level of flexibility and independence to set one's own schedule, etc.</i>
Travel Requirements	<i>...local/statewide, overnight, extended periods, etc.</i>
Tools and Equipment	<i>...standard office equipment, specialized tools, vehicles, etc.</i>
Customer Relations	<i>...frequency and type of interaction with customers or clients, etc.</i>
Other	<i>...any other working conditions that apply to the position.</i>

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Acknowledgement of Position Description

The signatures below indicate that the job duties as defined above are an accurate reflection of the work performed by this position.

This section ensures the supervisor and appointing authority verify the accuracy of the contents of the PD. 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 PD any time a change is made to the position description.

Date Enter a date.	Supervisor's/Manager's Signature (required) Enter text.
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Date Enter a date.	Appointing Authority's Name and Title Enter text.
	Signature (required) Enter text.

As the incumbent in this position, I have received a copy of this position description.

Date Enter a date.	Employee's Signature Enter text.
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Tips For Success

- Ensure the supervisor, appointing authority and employee all sign
- 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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Position details and related action have been taken by Human Resources as reflected below.

For Human Resource/Payroll Office Use Only						
Approved Class Title: Enter text.	Class Code: Enter text.	Salary Range: Enter text.	Effective Date: Enter a date.			
Pay Scale Type: Enter text.	Job Analysis On File? Yes <input type="checkbox"/> No <input type="checkbox"/>	Position Type (Employee Group): Enter text.		EEO Category: Enter text.		
Employee Sub-Group: Enter text.	Position Retirement Eligible: Yes <input type="checkbox"/> No <input type="checkbox"/>	Position is: Funded <input type="checkbox"/> Non-Funded <input type="checkbox"/>		Workers Comp. Code: Enter text.		
County Code: Enter text.	Business Area: Enter text.	Personnel Area (FEIN): Enter text.				
Position Eligible for Telework Yes <input type="checkbox"/> No <input type="checkbox"/>			Position Eligible for Flextime Yes <input type="checkbox"/> No <input type="checkbox"/>			
Position Eligible for Compressed Workweek Yes <input type="checkbox"/> No <input type="checkbox"/>			Unique Facility Identifier (UFI) For more information see: UFI Search Feature Enter text.			
Bona Fide Occupational Qualification Yes <input type="checkbox"/> No <input type="checkbox"/> If yes , list qualifications: Enter text.						
Cost Center Codes						
COST CENTER	PCT. (%)	FUND	FUNCTIONAL AREA	COST OBJECT	AFRS PROJECT	AFRS ALLOCATION
Enter text.	Enter text.	Enter text.	Enter text.	Enter text.	Enter text.	Enter text.
Enter text.	Enter text.	Enter text.	Enter text.	Enter text.	Enter text.	Enter text.
Enter text.	Enter text.	Enter text.	Enter text.	Enter text.	Enter text.	Enter text.
Enter text.	Enter text.	Enter text.	Enter text.	Enter text.	Enter text.	Enter text.
Date: Enter a date.	HR Designee's Name: Enter text.		HR Designee's Title: Enter text.		HR Designee's Signature: Enter text.	
Date: Enter a date.	Budget Designee's Name: Enter text.		Budget Designee's Title: Enter text.		Budget Designee's Signature: Enter text.	