



CONTENTS

I. PURPOSE 2
II. REQUIRED SIGNATURES IN THE POSITION DESCRIPTION PROCESS 2
III. ELEMENTS OF THE BASIC POSITION DESCRIPTION 2
A. Position Information 2
B. Position Purpose 3
C. Essential Functions and Responsibilities 4
The Responsibility Statement Formula 4
Essential Functions and Responsibilities Summary Matrix 5
D. Lead Responsibilities or Supervisory Responsibilities 6
E. General Guidelines and Expectations or Management Standards and Expectations 6
F. Qualifications 6
The Qualification Statement Formula 7
Knowledge Modifier Definitions 7
Knowledge Modifiers 7
Examples of Ability Statements 7
Common Skill Statements 8
G. Physical Requirements 9
H. Work Environment 10
I. Approval 10
IV. POSITION DESCRIPTION USES 10
V. AFTER THE APPROVAL PROCESS 11
VI. APPENDICES 11
A. Staff Position Description Template A
B. MPP Position Description Template B
C. Example Staff Position Description, Administrative Support Coordinator I C
D. Example Staff Position Description, Student Services Professional II D
E. Example MPP Position Description E
F. Words, Words, Words! F
ACTION VERBS AND DEFINITIONS F
ACTION VERBS CATEGORIED F
VERBS FOR PHYSICAL DEMANDS F



I. PURPOSE

These Guidelines for Position Descriptions are provided to assist managers and supervisors at California State University, Chico with developing position descriptions.

The position description (or job description) describes the functions and responsibilities of a particular position. It is a key element for recruitment, classification, compensation and performance evaluations. A well written position description provides the setting for:

- Defining how the position supports the strategic plan of the department, the division, and the university
- Identifying essential job functions
- Orienting new employees and setting expectations
- Motivating and career planning and development
- Measuring, evaluating and managing performance
- Assigning the position to the appropriate classification
- Identifying required on-the-job and formal training

During the recruitment and selection process, the position description provides the information necessary for advertising the position, screening applications for criteria such as minimum qualifications, developing interview questions, and selecting the best candidate.

During the classification process, the position description provides essential information for making the most accurate classification decisions to ensure equity and to determine how jobs are paid in relation to one another.

II. REQUIRED SIGNATURES IN THE POSITION DESCRIPTION PROCESS

- Vice President (or President's designee):** Provides final approval of the position description and assigns funding for compensation, after the position is classified by the Human Resources Service Center Classification Unit.
- Appropriate Administrator:** Must be the position reporting directly to a vice president, provost, assistant vice president, associate vice president, assistant provost, or associate provost (may include managers, deans and directors.) Responsible for determining the scope of work assigned to the position, writing the position description, and ultimately performance management and evaluation.
- Incumbent:** Employee filling the position described.
- Classification/Compensation:** Responsible for classifying the position in accordance with [California State University \(CSU\) Classification and Qualification Standards](#)

III. ELEMENTS OF THE BASIC POSITION DESCRIPTION

When creating a staff position description, completed all sections in the [Staff Position Description Template \(Appendix A\)](#). Item D may be omitted for positions without lead responsibilities. An [MPP Position Description Template \(Appendix B\)](#) is also provided. Complete the information as follows:

A. POSITION INFORMATION

- Incumbent:** the name of the person occupying the position. If this is a new or vacant position, leave blank.
- Empl ID:** the 9-digit CSU, Chico Employee Identification number. If this is a new or vacant position, leave blank.
- Date:** date the position description form is filled out.
- Working Title:** a working title that identifies and differentiates this position from other positions. The title should be as accurate and specific as possible. Avoid inflated and inaccurate working titles, which may suggest an authority that the employee doesn't have or an exemption from overtime pay.

The terms, "Director," "Manager," "Administrator," "Leader," and "Supervisor" are specifically reserved for management positions (MPP). These titles, and their close derivatives (such as "supervising"), may not be used within the working titles of non-management staff positions.



“Associate Director,” “Assistant Manager,” and similar derivative forms are also reserved for MPP positions.

“Coordinator,” “Lead,” “Analyst” and “Specialist” are suitable alternatives for non-management staff positions.

Exceptions may be granted by the Classification and Compensation Unit in special cases. For example, “Assistant to the Director” and similar derivatives are usually acceptable. “Supervisor” or “Supervising” may be granted as an exception for positions in a CSU classification for which the classification standards explicitly permit supervisory responsibilities. “Officer” may be suitable for certain positions classified as confidential.

5. **Reports To Title:** the title of the position that is assigned in CMS PeopleSoft as “Reports To” (CMS Screen: Workforce Administration> Job Data> Job Information> Reports To)
6. **Department:** the department to which the position is assigned in CMS PeopleSoft. (CMS Screen: Workforce Administration> Job Data> Work Location> Department)
7. **College (if applicable):** the academic college to which the department reports.
8. **Division:** the campus division led by the president, a provost or vice president to which the position is assigned.
9. **Reason:** check the appropriate box.
10. **HR Only Section**
 - a. Classification Title: the title that corresponds with the CSU Classification.
 - b. Job Code: the four-digit CSU classification code.
 - c. Position Number: the 8-digit number that is assigned to the position in CMS PeopleSoft (not the same as the employee ID).
 - d. Level/Range/Grade: the level/range/grade that corresponds with the CSU Classification.
 - e. FLSA Code: check Exempt or Non-Exempt:
 - f. Time Base: full time equivalent is 1.0, 20 hours per week is 0.50, and so forth.
 - g. Academic Year (if applicable): check 10/12 months, 11/12 months, 12/12 months.
 - h. Collective Bargaining Unit (if applicable): the collective bargaining unit to which the position is assigned.

B. Position Purpose

Ideally, in two to four sentences, the position purpose states the reason the position exists, its objectives, and the degree of supervision required. It is easiest to complete this section after finalizing the section “Essential Functions and Responsibilities” as the position purpose summarizes the essential functions in a few sentences. Indicate the level of supervision over this position, using the following terms and associated meanings:

Under Immediate/Direct Supervision: the supervisor defines the work. The incumbent is assigned work which is regularly reviewed. Methods of performing tasks are well established, outlined or directed. Assistance is readily available if a problem occurs.

Under General Supervision: the supervisor sets definite work objectives. Incumbents exercise some control over both the technical and administrative aspects of work. Objectives may be set for the position, but the incumbent often works independently. The methods of performing tasks are frequently left to the judgment of the employee with the supervisor giving occasional instruction or advice on decisions.

Under General Direction: incumbents have broad responsibility for planning, organizing and prioritizing work. Active control by the supervisor is only exercised on longer term goals and policy issues. The methods and details for accomplishing work, determining priorities, selecting methodology from various approaches, and recommending actions which may impact the work of others. Typical supervision level for middle managers and high level professionals.



Administrative Direction: management decisions are comprehensive and the work function is broad. Typical supervision for high level or an executive management position.

C. Essential Functions and Responsibilities

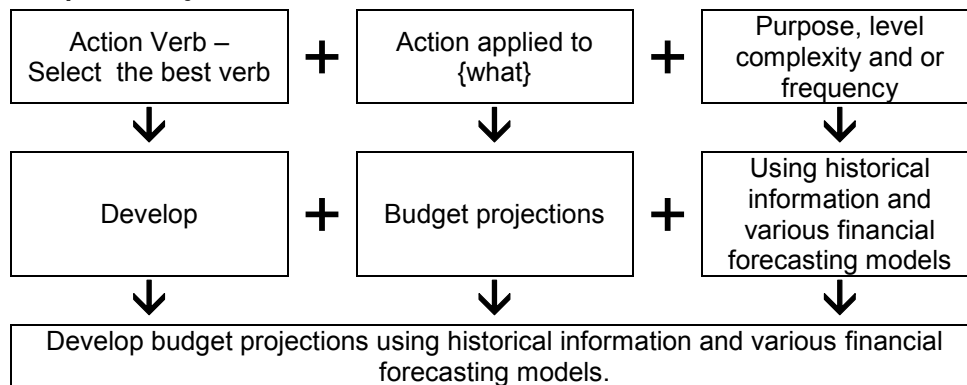
This section is the core of the description and details the activities that must be accomplished in the position and for which accountability can be assigned. The functions and responsibilities listed describe the work as currently organized and performed by a fully qualified employee – not an employee who is still learning the job. Focus on listing the functions and responsibilities required, not on the skills of the current incumbent.

In this section, it is recommended to identify and categorize the essential functions first with subsequent responsibilities (duties and/or tasks). Consider the frequency of each responsibility performed. Indicate the percentage of time and the priority weight for each category or function listed. A job function may be a small part of the position’s responsibilities and still be essential, especially if the incumbent is the only qualified person to perform it. Some duties, even those performed daily, may not be the most important activities of the position.

Don’t overlook mental functions if they are essential. For example: “working with others in a team environment,” or “leading the work of others who have similar responsibilities.” A given responsibility may be the most of one position, but a minor responsibility of another position. For example, “answering the telephone” may be a significant responsibility for a receptionist, and a minor task for the office coordinator as “back up the receptionist during breaks and absences.”

Although this section is usually the longest in the position description, it is not meant to be all-inclusive.

The Responsibility Statement Formula



1. Select the Best Verb

Selecting a strong and descriptive verb is key to writing accurate responsibility statements. Ambiguous words such as assists, handles, supports, or helps should only be used when they are the best description for the work activity being performed.

Example of a weak statement:

Assists in budget management by monitoring supply and expense accounts.

Example of a more accurate statement:

Monitors supply and expense accounts by posting expenditures and reconciling balances on a weekly basis.

Sometimes the verb itself will provide some indication regarding the level of complexity. For example, logging information or data is typically a less complicated task, while analyzing data is typically more complex.



To assist in selecting a descriptive verb, a list of “Action Verbs and Definitions” and “Action Verbs Categorized” are included in [“Words, Words, Words!” \(Appendix F\)](#).

2. Specific Statements

Once an accurate, descriptive verb has been selected the next step is to ensure the rest of the statement is specific enough to convey the complexity of the work performed. It is often helpful to ask, *What are the **underlying skills** required to perform the work?*

The following chart shows how a general vague statement can be taken to mean very different levels of work performed. It is important when writing responsibility statements to convey the level or complexity of the work being performed.

General, Vague Statements	Higher-Level Description	Lower-Level Description
Manages the budget	Develops budget projections using historical information and various financial forecasting models	Monitors expenses and track current budget status and prepare monthly budget status reports for management.
Advises students	Carries a case load of students and work with them to plan their college and longer-term professional goals and careers.	Answers student questions about academic requirements and course sequencing. Interpret information in the school catalog or bulletin.
Catalogs library material	Performs original cataloging requiring in-depth subject analysis.	Performs copy cataloging and limited original cataloging using established templates and formats.
Designs websites	Designs and lays out web-based HTML pages using graphic design skills and base knowledge of HTML.	Maintains and updates department website using Dreamweaver.
Handles correspondence	Responds to all inquiries from prospective students related to admission requirements and program eligibility.	Receives all department correspondence, reviews, determines the appropriate recipient and distributes. May draft responses.

Essential Functions and Responsibilities Summary Matrix

Essential Functions and Responsibilities	% of Time* (for classification)	Priority Weight** (for performance evaluation)
1. Functional Category		
a. Responsibility (Duty and/or Task)		
b. Responsibility (Duty and/or Task)		
2. Functional Category		
3. Functional Category		
4. Functional Category		
Totals	100%	100 Points

* *% of Time* reflects the percent of time spent to accomplish the Functional Category and should be in at least **5% increments** totaling 100%. *% of Time* is used for classification purposes.

** *Priority Weight* reflects the importance of Functional Category and should be in at least **5 point increments** totaling 100 points. *Priority Weight* is considered for classification and performance evaluation.



D. Lead Responsibilities or Supervisory Responsibilities

1. For Staff Position Descriptions: in a collective bargaining environment, a distinction is made between supervising others and leading the work of others. Lead positions implement supervisory instructions and oversee the work to ensure a satisfactory product or outcome. Complete this section if the position requires lead responsibilities. Duties may involve responsibility for the performance of the work of others while at the same time participating in the work itself. Lead responsibilities may include such activities as setting priorities, determining methods, troubleshooting issues, coordinating, instructing, guiding, checking, or correcting the work of others, and providing input to the appropriate administrator for performance reviews.
2. For MPP Position Descriptions: supervisors generally have responsibility for directing the work of others and for the quality of the work and efficient operation of one element of an overall organization. Supervisors spend a substantial portion of time performing supervisory functions (planning, organizing, assigning work, inspecting work, evaluating progress of assignments, motivating, training, resolving problems, insuring safety, etc.). The Supervisory Responsibilities apply to all MPP employees at CSU, Chico and are included on every MPP position description.

E. General Guidelines and Expectations or Management Standards and Expectations

1. For Staff Position Descriptions: General Guidelines and Expectations. These guidelines and expectations apply to all staff employees at CSU, Chico and are included on every staff position description.
2. For MPP Position Descriptions: Management Standards and Expectations. These standards and expectations apply to all MPP employees at CSU, Chico and are included on every MPP position description.

F. Qualifications

Qualifications include knowledge, skills and abilities, education and experience, and any essential licensing or certification requirements. These must relate back to the essential duties. Qualifications usually fall into two categories: required and preferred. Following are clarifying definitions:

Knowledge: ability to recognize, recall, and interpret facts, theories, or principles gained from instruction or learned through experience. It is measured by the depth, scope, and the ability to integrate knowledge to address and solve problems. Knowledge can be categorized as follows:

Skill: a technical expertise or proficiency.

Ability: a mental or physical aptitude, capability, or competence.

Education: formal schooling, instruction, or training in a program of study.

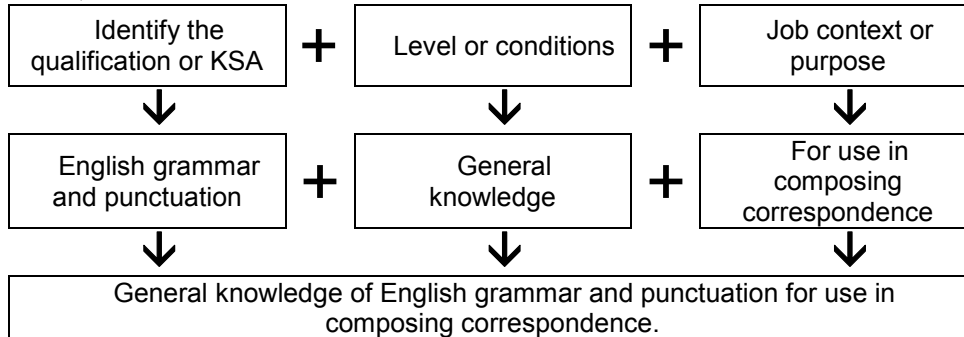
Experience: a background of performing work-relevant activities.

1. Demonstrated Knowledge, Skills and Abilities (KSAs)

Identify the demonstrated knowledge, skills, and abilities (physical and mental) that the incumbent must possess to be successful in the position. These include demonstrated knowledge, skills, and abilities that are needed as the employee enters the job, not those that may be learned on the job. Consider such matters as analytical skills, interpersonal skills, communication skills, problem-solving ability, decision-making ability, ability to maintain confidentiality, and physical abilities. In order to comply with federal and state laws and regulations, it is important that all items listed in this section are realistic (i.e., not inflated) and clearly related to the duties and responsibilities of the position.



The Qualification Statement Formula



In stating required knowledge, include the level or depth of knowledge required. The following definitions may be used as a guide:

Knowledge Modifier Definitions

Knowledge Modifiers	Definition
Basic	Indicates foundational background and understanding of the specialty or field. Often implies the ability to apply basic practices and an understanding of specialty terminology.
General	Indicates general familiarity with information contained in key source documents or the subject field or specialty. Implies the ability to use a source to find information based on a broad understanding of principles and practices applicable to the specialty, but does not imply a thorough or in-depth understanding.
Working	Working knowledge is more tangible than a general knowledge in that it's not only the ability to recall information, but also the ability to readily apply commonly used information . Typically requires demonstrated competence in applying general principles and practices applicable to the specialty.
Thorough	As stated, thorough understanding of all information. Assumes a complete and detailed background and understanding of all aspects of the specialty area. Often, implies involved knowledge or advanced principles, theories and practices.
In-Depth	Implies a deeper and more detailed knowledge of the specialty area down to the salient details which allows for problem solving at a deep level. Usually involves knowledge of advanced principles, theories and practices.
Comprehensive	Used when a complete and extensive mastery, understanding and expertise in the specialty, and often associated specialties, is required. Implies knowledge of advanced principles and theories of specialty or subject area.

Examples of Ability Statements

Subjective Phrase	More Appropriate Specific Work Behavior Descriptions
Must be flexible	<ul style="list-style-type: none"> - Ability to adapt frequently to changes in work demands and work load. - Ability to adjust to quickly changing priorities as circumstances change.
Must possess good judgment or common sense	<ul style="list-style-type: none"> - Ability to make appropriate work decisions by following or interpreting established policies and procedures and past precedents. - Ability to think through the potential impact or consequences of a decision or action before taking it.
Must show initiative	<ul style="list-style-type: none"> - Ability to work independently and identify more effective work methods. - Possess self-direction skills to be able to proactively organize work, set priorities, anticipate setbacks and follow through on the position responsibilities. - Ability to work independently and identify other areas in need of attention.
Easy going, must have an even temperament	<ul style="list-style-type: none"> - Ability to establish and maintain cooperative working relationships. - Ability to maintain composure in the face of resistance or hostility when dealing with customers.



Examples of Common Skill Statements

Skill Areas	Sample Skill Statements
Arithmetic and Math Skills	<ul style="list-style-type: none"> - Skill in performing basic arithmetic operations to maintain the budget including addition, subtraction and calculating percent increases and averages. - Skill in computing ratios, percentages and rates for analyzing contracts. - Skill in performing basic accounting functions in order to post and balance ledgers, set up spreadsheets and create summary reports. - Ability to perform business math, analyze budgetary data, and make projections requiring the ability to make inferences. - Ability to analyze complex technical data using logic and advanced quantitative reasoning requiring a background in algebra and statistics.
Business Writing Skills	<ul style="list-style-type: none"> - Ability to write grammatically correct routine correspondence. - Ability to write technical reports on subject matter for internal use. - Ability to write technical reports on technical subjects suitable for publication. - Ability to prepare concise, logical and grammatically correct analytical reports.
Communication and Public Speaking Skills	<ul style="list-style-type: none"> - Ability to make group presentations to provide information on changes in policies and procedures. - Ability to present complex technical information to non-technical audiences and convey understanding. - Skill in listening perceptively and conveying awareness in managing group meeting dynamics. - Skill in exchanging ideas and information with others for the development of policies and programs.
Relating Skills	<ul style="list-style-type: none"> - Skill in mediating between contending parties and reaching workable solutions. - Skill in working as a team member and collaborating with others to achieve required results. - Ability to establish and maintain cooperative working relationships with students, faculty and staff. - Skill in interacting with persons of diverse social and cultural backgrounds. - Ability to establish and maintain composure in the face of resistance or hostility. - Demonstrated commitment to customer service by providing timely responses to a high volume of requests. - Expert networking and interpersonal skills including strong consultative and persuasive skills to work with internal and external constituents.
Analytical Skills	<ul style="list-style-type: none"> - Skill in analyzing information, problems, situations, or procedures to define problems, identify relevant factors, formulate logical conclusions and recognize alternative solutions and their implications. - Skill in organizing material and information in a systematic way to optimize efficiency. - Ability to analyze operational processes, including skill in modifying or adapting procedures based on the analysis. - Ability to gather, analyze and synthesize data and information from various sources, select pertinent information and integrate the information into reports providing conclusions and recommendations. - Ability to troubleshoot technology problems using a knowledge of error messages and operating system basics.
Self- and Other Management Skills	<ul style="list-style-type: none"> - Ability to prioritize assignments and achieve work results under rigid deadlines in an environment with competing work demands. - Ability to coordinate and execute multiple projects while continually assessing shifting and competing priorities. - Ability to work with frequent distractions and achieve required work results. - Ability to independently follow through on work assignments with minimal direction. - Ability to work in situations where there may be ambiguity, but still be able to assess the problem and take action. - Ability to organize and direct workflow for the effective operation of the unit.



2. Education and/or Experience

Developing qualifications for positions must begin first with identifying the knowledge, skills and abilities (KSAs) required to perform the essential responsibilities identified in the position description. The KSAs are then used as a basis for establishing the typical education and experience needed to develop and achieve those KSAs.

Relying on years of experience as a qualification can often be misleading because the quality of experience within those years can vary greatly, as can an individual’s ability to benefit from different experiences.

The [California State University \(CSU\) Classification and Qualification Standards](#) provide the minimum qualifications as “a combination of education and experience that is equivalent to [some standard].” Position descriptions normally reiterate this statement of qualifications from the classification standards. Exceptions require the approval of the Classification and Compensation Unit and must be based on the stated duties of the position.

G. Physical Requirements

Every position description must identify the physical demands of the position. The analysis of physical requirements must include an estimate of the time the demand is present and in performing which job functions. Generally, less than one-third of the time is considered seldom or occasionally, between one-third and two-thirds of the time is referred to as occasionally or frequently, and more than two-thirds of the time is considered constantly.

Physical requirements must be written to avoid unnecessarily exclusionary terms and must be associated with the essential responsibilities of the function. For example, an individual can move about without necessarily needing to walk. Instead of saying, “must be able to bend over and lift heavy objects,” say, “ability to move a case of paper from the floor to the cart about once per month in order to restock the copier supply shelves.”

A list of [Verbs for Physical Demands](#) is provided in Appendix F.

Examples of statements of physical demands are as follows:

1. Working at a desk for long periods of time with occasional opportunity to move to other locations within the building for meetings, to obtain information, etc.
2. About 40% of each working day is spent operating a personal computer.
3. Obtaining reams of paper from five-foot high supply shelves in order to restock the copier three to four times per week.
4. Travel across campus to other buildings and offices required about 10 times per week.
5. Occasional travel within the United States for meetings and other purposes.

Instead of...	Replace with....	Example Position Description Requirement
Stand or sit	Stationary position	Must be able to remain in a stationary position on a constant basis.
Walk	Traverse, move	This position requires frequently needing to move about inside the office to access files and equipment.
Handle or feel	Operate, activate, use, prepare, inspect, detect	Constantly operate a computer and related office machinery.
Climb	Ascend, descend traverse	Occasionally ascends/descends a ladder to service lights.



Stoop, kneel, crouch or crawl	Position self {to}	Position requires the need to constantly position self to maintain computers and networks in the labs including going under desks, in the service closet and crawl spaces.
Talk and hear	Communicate, converse, express, convey, exchange information	The position constantly communicates with students responding to their inquiries regarding course offerings and sequencings. Must be able to exchange accurate and timely information.
See	Detect, determine, assess, perceive, recognize, judge, inspect, observe	Must be able to detect defects in fabricated materials.
Carry and lift	Move, transport, install, remove	Frequently removes and moves recycling materials in containers weighing up to 50 pounds.
Exposure	Exposed, work around	Constantly works in outdoor weather conditions to maintain grounds.

H. Work Environment

In this section describe the work environment, paying particular attention to any adverse, hazardous, or unpleasant working conditions. Examples are outdoor or temperature exposure and changes, contact with liquids, noise levels, vibrations, uneven ground, fumes, odors, gases, and dust. Examples of potential work hazards are working on scaffolding, toxic chemicals, exposure to asbestos, electric shock. Mention the use of any personal protective equipment or precautionary measures. If the environment is a typical office environment, identify it as such.

I. Approval

The order of signature approvals provides the order of review. After writing the position description, the appropriate administrator signs approval and routes it to the Classification and Compensation Unit. Once the position description has been appropriately classified, the position description is routed to the vice president for approval. The vice president may review the position at any time to ensure completeness, however it is important that the vice president signs approval after the position description is classified appropriately.

IV. POSITION DESCRIPTION USES

A. Classification and Compensation

The Classification and Compensation Unit will maintain all position descriptions as an official record of the essential functions and responsibilities assigned to a position. A classification will be assigned to new positions. To ensure the position remains appropriately classified within the classification standards, submit all position description changes to the Classification and Compensation Unit. Positions are classified in accordance with [California State University \(CSU\) Classification and Qualification Standards](#).

B. Recruitment and Selection

The position description must be approved and included as a part of every Request to Fill Packet. Using the position description as a guideline, the Employment Services Unit prepares a Vacancy Announcement. In addition to defining the vacant position, the Vacancy Announcement provides information regarding our campus, how to apply for the position, and notice of non-discrimination practices. Contact the Employment Services Unit for the Staff Recruitment and Selection Guidelines which are detailed information regarding the entire recruitment and selection process, including forms.



C. PERFORMANCE MANAGEMENT:

1. Setting Expectations and Coaching

The position description is the basis on which expectations for work are set and maintained. Using the position description during orientation of a new employee, or when a change is made to the position, establishes the contribution expected of the employee. Performance standards flow directly from the position description and indicate what the job accomplishes and how the performance is measured. A new employee may not be performing all responsibilities within a functional category.

2. Performance Evaluation

The position description should be used to develop the performance evaluation. When preparing for a performance review, select between six and ten of the essential job functions as a tool to assess performance. It is important to review each position description at least annually to insure it accurately reflects the assigned duties, responsibilities, and expectations. It is the supervisor's responsibility to make certain the employee is working within the description.

V. AFTER THE APPROVAL PROCESS

The supervisor provides the position description to the employee upon initial appointment or when changes are made to a position. The signed position description is submitted to Human Resources Service Center to be placed in the employee's official personnel file and the position description library.

VI. APPENDICES

- A. Staff Position Description Template
- B. MPP Position Description Template
- C. Example Position Description, Administrative Support Coordinator I
- D. Example Position Description, Student Services Professional II
- E. Example MPP Position Description
- F. Words, Words, Words!
 - Action Verbs and Definitions
 - Action Verbs Categorized
 - Verbs for Physical Demands



A. POSITION INFORMATION

Incumbent: _____ **Empl ID:** _____ **Date:** _____
Working Title: _____ **Reports To Title:** _____
Department: _____
Division: _____ **College (if applicable):** _____
Reason:
 New Position Classification Review/In Range Progression Revision Performance Evaluation

HR Use Only	
Classification Title:	Job Code:
Position Number:	Level/Range/Grade:
FLSA Code: <input type="checkbox"/> Exempt <input type="checkbox"/> Non-Exempt	Time Base:
Academic Year: <input type="checkbox"/> 10/12 month <input type="checkbox"/> 11/12 month <input type="checkbox"/> 12/12 month	CBU:

B. POSITION PURPOSE

Performs duties under (direct, general, minimal) supervision but works independently to achieve specified outcomes.

C. ESSENTIAL FUNCTIONS AND RESPONSIBILITIES include but are not limited to the following:

Description of Functional Category with Responsibilities:

1. Functional Category	% of Time	Priority Weight
a. Responsibility		
b. Responsibility		
c. Responsibility		
2.	% of Time	Priority Weight
a.		
b.		
c.		
3.	% of Time	Priority Weight
a.		
b.		
c.		
4.	% of Time	Priority Weight
a.		
b.		
c.		

Totals % of Time = 100% | Priority Weight = 100 pts



D. LEAD RESPONSIBILITIES (Complete this section if the position requires lead responsibilities):

- 1.
- 2.
- 3.

E. GENERAL GUIDELINES AND EXPECTATIONS

1. Represent the organization, affirming, and promoting a positive public image. Acknowledge, respect, and value each individual. Act professionally; work in harmony, instilling professionalism as a baseline requirement.
2. Work cooperatively as a member of your department and organization toward the achievement of its mission and goals.
3. Keep commitments.
4. Demonstrate an open, participatory, team-oriented style.
5. Demonstrate flexibility regarding changes.
6. Maintain your knowledge and skills at a level necessary to perform your work with excellence.
7. Be meaningfully engaged in work.
8. Notify supervisor if a deadline cannot be met by describing what measures can be taken to correct the situation.
9. Refrain from initiating negative discussions, which undermine the well-being of your department, the organization, and community.
10. Use specified formats for communication.
11. Recognize that quality service is important to our customers and community.
12. Apply the highest standard of excellence to the delivery of service.
13. Serve all staff and external customers in a highly efficient manner.
14. Ensure compliance with all local, state, federal, and organization policy and guidelines when implementing procedures.
15. Provide appropriate planning and notice for all absences.
16. Adhere to established work hours including starting time, lunch, and break.
17. Be fiscally responsible with the organization's equipment, property, and funds.

F. QUALIFICATIONS

To perform this job successfully, an individual must be able to perform each essential responsibility satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

This position requires the ability to effectively establish and maintain cooperative working relationships within a diverse multicultural environment.

1. DEMONSTRATED KNOWLEDGE, SKILLS AND ABILITIES

- a.
- b.
- c.

2. EDUCATION AND/OR EXPERIENCE

- a.
- b.
- c.

G. PHYSICAL DEMANDS

The physical demands described are representative of those that must be met by an employee to successfully perform the essential functions of the job. Reasonable accommodations may be made to enable individual with disabilities to perform the essential functions. Lift, move and install equipment; climb and work on ladders; work in confined spaces and above ceilings; work extensively at computer terminals. Incumbent may be required to travel across campus to other offices and buildings.



H. WORK ENVIRONMENT

Typical office and computer lab environment, equipment and tasks.

I. APPROVAL

In Order of Approval

Appropriate Administrator: _____ Date: _____

Classification/Compensation: _____ Date: _____

Vice President
(or President's Designee): _____ Date: _____

Employee: _____ Date: _____



A. POSITION INFORMATION

Incumbent: _____ **Empl ID:** _____ **Date:** _____
Working Title: _____ **Reports To Title:** _____
Department: _____
Division: _____ **College (if applicable):** _____
Reason:
 New Position Classification Review/In Range Progression Revision Performance Evaluation

HR Use Only	
Classification Title:	Job Code:
Position Number:	Level/Range/Grade:
FLSA Code: <input type="checkbox"/> Exempt <input type="checkbox"/> Non-Exempt	Time Base:
Academic Year: <input type="checkbox"/> 10/12 month <input type="checkbox"/> 11/12 month <input type="checkbox"/> 12/12 month	CBU:

B. POSITION PURPOSE

Performs duties under (direct, general, minimal) supervision but works independently to achieve specified outcomes.

C. ESSENTIAL FUNCTIONS AND RESPONSIBILITIES include but are not limited to the following:

Description of Functional Category with Responsibilities:

1. Functional Category	% of Time	Priority Weight
a. Responsibility		
b. Responsibility		
c. Responsibility		
d.		
e.		
f.		
g.		
h.		
i.		
j.		
k.		
l.		
m.		
n.		
o.		
p.		
q.		
r.		
s.		
t.		
u.		
v.		
w.		
x.		
y.		
z.		
Totals	% of Time = 100% Priority Weight = 100 pts	



D. SUPERVISORY RESPONSIBILITIES

1. May directly supervise employees.
2. Interviews, hires, and trains employees. Plans, assigns, and directs work.
3. Appraises performance. Rewards and disciplines employees.
4. Addresses complaints and resolves problems.
5. Carries out responsibilities in accordance with university policies and applicable laws

E. MANAGEMENT STANDARDS AND EXPECTATIONS

As a member of the management team, you are expected to meet the following standards:

1. Demonstrate that standards matter. Instill confidence through demonstration of expertise and judgment.
2. Represent the organization positively, affirming and promoting a positive public image. Act professionally, be respectful, work in harmony, and perform efficiently, instilling professionalism as a baseline requirement.
3. Understand that customers, staff, and community members perceive performance, actions, and behaviors of an individual as a representation of how the organization functions as a whole. Understand that perceptions are important; therefore, check your actions.
4. Keep commitments.
5. Work cooperatively as a member of the department, division, and organization toward the achievement of its goals and objectives. Follow department guidelines. Demonstrate an open, participatory, team-oriented management style.
6. Maintain and develop state-of-the-art practices, keeping abreast of current trends and practices in the field.
7. Develop, recommend, and implement techniques and practices to improve your area of responsibility ensuring optimum performance. Notify supervisor if deadlines cannot be met by describing what measures will be taken to correct the situation. Demonstrate flexibility regarding changes.
8. Support sharing of resources within and between work units and departments.
9. Recognize that service to our internal department members is as inherently important to our mission as is service to our external customers and community at large. Maintain effective customer service by working cooperatively.
Serve all staff and customers in a highly efficient manner. Educate staff about changes related to policy, services, and expectations. Routinely contact customers to ascertain whether the service was sufficient to meet their needs. Maintain contact with agencies and personnel affected by your work unit.
10. Ensure compliance with local, state, federal laws, policy, and guidelines to establish and implement appropriate procedures.
11. Present proactive workplace ideas clearly stated in writing. Use specified forms and formats for internal and external guidelines.
12. Recommend budget and authorize expenditures within the parameters of budget authorization.

F. QUALIFICATIONS

To perform this job successfully, an individual must be able to perform each essential responsibility satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

This position requires the ability to effectively establish and maintain cooperative working relationships within a diverse multicultural environment.

1. Demonstrated Knowledge, Skills, and Abilities

- a. Ability to interpret technical procedures or regulations.
- b. Ability to write reports, business correspondence, and procedure manuals.
- c. Ability to effectively present information and respond to questions from groups of managers, customers, and the general public.
- d. Ability to work with mathematical concepts such as probability and statistical inference, to apply concepts such as fractions, percentages, ratios, and proportions.
- e. Ability to define problems, collect data, establish facts, and draw valid conclusions and to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with multiple abstract and concrete variables.



2. Education and/or Experience

- a. Combination of education and experience required to perform the duties of the assigned position.

G. PHYSICAL DEMANDS

The physical demands described are representative of those that must be met by an employee to successfully perform the essential functions of the job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. Position may be required to frequently sit, move, or stand for office functions. Requirements may include the need to sit or work at a computer terminal for long periods of time on projects. May require walk/travel across campus to other offices or buildings on and off the main campus.

H. WORK ENVIRONMENT

Typical office environment and equipment.

I. APPROVAL

In Order of Approval

Appropriate Administrator: _____ Date: _____

Classification/Compensation: _____ Date: _____

Vice President
(or President's Designee): _____ Date: _____

Employee: _____ Date: _____



A. POSITION INFORMATION

Incumbent:

Empl ID:

Working Title: Front Office Coordinator

Reports To Title: Department Chair

Department: Anthropology

Division: Academic Affairs

College (if applicable):

Reason:

New Position Classification Review/In Range Progression Revision Performance Evaluation

HR Use Only	
Classification Title: ASC I	Job Code: 1035
Position Number: 00000000	Level/Range/Grade: 1
FLSA Code: <input type="checkbox"/> Exempt <input checked="" type="checkbox"/> Non-Exempt	Time Base: 1.0
Academic Year: <input type="checkbox"/> 10/12 month <input type="checkbox"/> 11/12 month <input type="checkbox"/> 12/12 month	CBU: 7

B. POSITION PURPOSE

Performs duties under general supervision for the Department Chair, but works independently to provide essential frontline administrative support to an academic department on the CSU, Chico campus (8 faculty member, 2 staff, and various student assistants), providing continuity and stability to the central department office, oversight of daily operations, and exceptional customer service as first point of contact for department with students, visitors, donors and the campus community at large.

C. ESSENTIAL DUTIES AND RESPONSIBILITIES include but are not limited to the following:

- | | |
|---|---|
| <p>1. Department and Office Coordination</p> <ul style="list-style-type: none"> a. Serves as a resource for department and the public on university and policy and procedures. b. Manages and maintains essential records, such as monthly department meeting calendar, conference room and other room scheduling. Provides support as required for department meetings, such as notifying staff and faculty, taking minutes, preparing presentation materials, arranging catering services or AV equipment. c. Coordinates the logistics and communication for special events and projects, utilizing organizational skills in the development, production, and completion of special department activities such as major recruitment events, convocations, department professional development and student/faculty events. d. Collects payroll vouchers, payroll records and payroll warrant distribution for faculty, staff, and student assistants. e. Maintains confidential personnel files, absence reports, and other employment records for the department. f. Oversees the maintenance of departmental supplies and equipment, especially computers and photocopier, in order to support faculty and programs. g. Maintains electronic database of current students and alumni. <p>2. Student Support</p> <ul style="list-style-type: none"> a. Works with campus CMS system to access and utilize student information, including lifting advisement and probation flags, obtaining transcript and grade records for advisors and faculty, changing grades, clearing incompletes, and doing other projects as necessary. b. Researches, troubleshoots and assists in resolving academic-related problems for students and faculty. Maintains files for graduate and undergraduate students to facilitate advising. c. Controls and issues supervision course codes, and adds students to supervision classes. | <p>% of Time 30 Priority Weight 50</p> <p>% of Time 20 Priority Weight 10</p> |
|---|---|



- d. Maintains curriculum file, process major and minor curriculum forms, and update undergraduate and graduate catalog for both Anthropology and Behavioral Science programs.

- 3. Faculty Appointments and Recruitment** **% of Time 10** **Priority Weight 15**
- a. Assists in the recruitment process for tenure-track faculty through maintaining applicant files, ensuring required steps are followed in the recruitment and hiring process.
 - b. Processes appointment and reappointment papers for each faculty member and ensures the correctness of the salary as coordinated with the Department Chair and Dean's Office.
- 4. Administrative Support** **% of Time 10** **Priority Weight 10**
- a. Assists Chair in preparing the schedule of classes and assigning classrooms by entering schedule into the university's master computerized schedule, notify faculty of their individual schedule, and process any changes or corrections. Coordinates with other departments for cross-scheduling.
 - b. Obtains semester reports and census lists of new and current students in the department from Admissions and Records.
- 5. Community Outreach and Public Relations** **% of Time 10** **Priority Weight 5**
- a. Develops and maintains website content, coordinating and disseminates knowledge via the Internet.
 - b. Provides logistical and communications support of faculty engaged in community service-learning and student-based community research.
- 6. Budget Support** **% of Time 10** **Priority Weight 5**
- a. Monitors general fund, lottery, concurrent enrollment, and foundation accounts.
 - b. Requests transfer of funds to subaccounts as needed. Make decisions on which account will be used for specific expenditures.
 - c. Processes travel reimbursements and purchase requisitions.
- 7. Student Assistant Coordination** **% of Time 10** **Priority Weight 5**
- Assigns, trains, leads and coordinates student undergraduate and graduate student assistants.

D. LEAD RESPONSIBILITIES

There are no work lead responsibilities for this position.

E. GENERAL GUIDELINES AND EXPECTATIONS

1. Represent the organization, affirming, and promoting a positive public image. Acknowledge, respect, and value each individual. Act professionally; work in harmony, instilling professionalism as a baseline requirement.
2. Work cooperatively as a member of your department and organization toward the achievement of its mission and goals.
3. Keep commitments.
4. Demonstrate an open, participatory, team-oriented style.
5. Demonstrate flexibility regarding changes.
6. Maintain your knowledge and skills at a level necessary to perform your work with excellence.
7. Be meaningfully engaged in work.
8. Notify supervisor if a deadline cannot be met by describing what measures can be taken to correct the situation.
9. Refrain from initiating negative discussions, which undermine the well-being of your department, the organization, and community.
10. Use specified formats for communication.
11. Recognize that quality service is important to our customers and community.
12. Apply the highest standard of excellence to the delivery of service.
13. Serve all staff and external customers in a highly efficient manner.
14. Ensure compliance with all local, state, federal, and organization policy and guidelines when implementing procedures.
15. Provide appropriate planning and notice for all absences.
16. Adhere to established work hours including starting time, lunch, and break.



17. Be fiscally responsible with the organization's equipment, property, and funds.

F. QUALIFICATIONS

To perform this job successfully, an individual must be able to perform each essential responsibility satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. This position requires the ability to effectively establish and maintain cooperative working relationships within a diverse multicultural environment.

1. Demonstrated Knowledge, Skills, and Abilities

- a. Thorough knowledge of methods, procedures, and practices, English grammar, business writing, punctuation, and spelling. Verbal skills sufficient to give clear, concise information.
b. Ability to compose and appropriately format correspondence and reports. Must have organizational skills sufficient to handle heavy workload and multiple projects with frequent interruptions and schedule changes.

G. PHYSICAL DEMANDS

The physical demands described are representative of those that must be met by an employee to successfully perform the essential functions of the job. Reasonable accommodations may be made to enable individual with disabilities to perform the essential functions. Work extensively at computer terminals. May require travel across campus to other offices and buildings.

H. WORK ENVIRONMENT

Describe work environment.

I. APPROVAL

In Order of Approval

Appropriate Administrator: _____ Date: _____

Classification/Compensation: _____ Date: _____

Vice President (or President's Designee): _____ Date: _____

Employee: _____ Date: _____



A. POSITION INFORMATION

Incumbent: _____ **Empl ID:** _____

Working Title: Academic Advisor **Reports To Title:** Department Chair

Department: _____

Division: _____ **College (if applicable):** _____

Reason:
 New Position Classification Review/In Range Progression Revision Performance Evaluation

HR Use Only	
Classification Title: SSP II	Job Code: 3038
Position Number: 00000000	Level/Range/Grade: 2
FLSA Code: <input checked="" type="checkbox"/> Exempt <input type="checkbox"/> Non-Exempt	Time Base: 1.0
Academic Year: <input type="checkbox"/> 10/12 month <input type="checkbox"/> 11/12 month <input checked="" type="checkbox"/> 12/12 month	CBU: 4

B. POSITION PURPOSE

Performs duties under general supervision but works independently to provide basic and moderately complex academic advising and guidance to students and assist in educational goals and professional aspirations.

C. ESSENTIAL FUNCTION AND RESPONSIBILITIES include but are not limited to the following:

- | | % of Time | Priority Weight |
|--|------------------|------------------------|
| 1. Academic Advising | | |
| a. Provides academic advising for potential and existing students. Explains requirements, policies, and procedures. | | |
| b. Works closely with faculty and academic administrators to assist students in meeting academic goals and requirements. | | |
| c. Acts as a liaison to associate deans and staff advisors in the undergraduate colleges, professional schools, graduate programs, etc., to address specific problem areas. | | |
| d. Works closely with the faculty master advisor in issues related to exception to policy. | | |
| e. Monitors student progress and assists the faculty in certifying the completion of prerequisite course requirements. | | |
| 2. Department Support | | |
| a. Works in cooperation with nonprofit and government agencies to provide volunteer opportunities and seminars. | | |
| b. In cooperation with the faculty, coordinates Program-related colloquia seminars and cultural series that involve students in planning as well as participation. | | |
| c. Assists in developing services to enhance the academic mission of the Program and involve undergraduates and graduate students in planning as well as in participation. | | |
| 3. Student Support | | |
| a. Works with Program faculty to develop the Internship course and coordinates out of class internships in conjunction with the Internship and Career Center for undergraduate students. | | |
| b. Oversees and coordinates the training of three to four student assistants. | | |
| 4. Other | | |
| Performs other duties as assigned. | | |



D. WORK LEAD RESPONSIBILITIES

This position will be responsible for planning the work, setting expectations, determining what results have been accomplished, and evaluating the performance of one Administrative Support Assistant.

E. GENERAL GUIDELINES AND EXPECTATIONS

1. Represent the organization, affirming, and promoting a positive public image. Acknowledge, respect, and value each individual. Act professionally; work in harmony, instilling professionalism as a baseline requirement.
2. Work cooperatively as a member of your department and organization toward the achievement of its mission and goals.
3. Keep commitments.
4. Demonstrate an open, participatory, team-oriented style.
5. Demonstrate flexibility regarding changes.
6. Maintain your knowledge and skills at a level necessary to perform your work with excellence.
7. Be meaningfully engaged in work.
8. Notify supervisor if a deadline cannot be met by describing what measures can be taken to correct the situation.
9. Refrain from initiating negative discussions, which undermine the well-being of your department, the organization, and community.
10. Use specified formats for communication.
11. Recognize that quality service is important to our customers and community.
12. Apply the highest standard of excellence to the delivery of service.
13. Serve all staff and external customers in a highly efficient manner.
14. Ensure compliance with all local, state, federal, and organization policy and guidelines when implementing procedures.
15. Provide appropriate planning and notice for all absences.
16. Adhere to established work hours including starting time, lunch, and break.
17. Be fiscally responsible with the organization's equipment, property, and funds.

F. QUALIFICATIONS

To perform this job successfully, an individual must be able to perform each essential responsibility satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

This position requires the ability to effectively establish and maintain cooperative working relationships within a diverse multicultural environment.

1. Demonstrated Knowledge, Skills, and Abilities

- a. Working knowledge of the practices, procedures, and activities.
- b. General knowledge of the methods and problems of organizational and program management; general knowledge of research and interview techniques.
- c. General knowledge of the principles of individual and group behavior.
- d. Ability to interpret and apply program rules and regulations.
- e. Ability to use initiative and resourcefulness in planning work assignments and in implementing long-range program improvements.
- f. Ability to obtain factual and interpretative information through interviews.
- g. Ability to reason logically.
- h. Ability to collect, compile, analyze, and evaluate data and make verbal or written presentations based on these data.
- i. Ability to advise students individually and in groups on routine matters where required.
- j. Ability to establish and maintain cooperative working relationships with faculty, administrators, student organizations, private and public agencies and others in committee work, student advising, and community contacts.
- k. Thorough knowledge of methods, procedures and practices, English grammar, business writing, punctuation and spelling.
- l. Ability to compose and appropriately format correspondence and reports.



- m. Working knowledge of software applications: word processing, spreadsheet, and database management.
- n. Ability to perform accurately in a detail-oriented environment.
- o. Ability to quickly learn and apply a variety of state, federal, CSU and CSU, Chico policies and procedures.
- p. Strong oral communication skills. Must possess excellent customer service and public relations skills.

2. Education and/or Experience

- a. Equivalent to graduation from a four-year college or university in one of the behavioral sciences, public or business administration or job-related field is required. Additional specialized experience during which the applicant has acquired and successfully applied the knowledge and abilities shown above may be substituted for the required education on a year-for-year basis. Possession of this knowledge and ability is typically demonstrated through the equivalent of two years of professional experience in one of the student services program areas or in a related field; experience should give evidence of competence and indicate the potential for further growth.

G. PHYSICAL DEMANDS

The physical demands described are representative of those that must be met by an employee to successfully perform the essential functions of the job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. Position may be required to frequently sit, move, or stand for office functions. Requirements may include the need to sit or work at a computer terminal for long periods of time on projects. May require walk/travel across campus to other offices or buildings on and off the main campus.

H. WORK ENVIRONMENT

Typical office environment and equipment.

I. APPROVAL

In Order of Approval

Appropriate Administrator: _____ Date: _____

Classification/Compensation: _____ Date: _____

Vice President
(or President's Designee): _____ Date: _____

Employee: _____ Date: _____



A. POSITION INFORMATION

Incumbent:

Empl ID:

Working Title: Professional Development Manager

Reports To Title: Chief HRO

Department: Human Resources Service Center

Division: Business and Finance

College (if applicable): n/a

Reason:

New Position Classification Review/In Range Progression Revision Performance Evaluation

HR Use Only	
Classification Title: ADMIN I	Job Code:
Position Number: 00000000	Level/Range/Grade: 2
FLSA Code: <input checked="" type="checkbox"/> Exempt <input type="checkbox"/> Non-Exempt	Time Base: 1.0
Academic Year: <input type="checkbox"/> 10/12 month <input type="checkbox"/> 11/12 month <input checked="" type="checkbox"/> 12/12 month	CBU: MPP

B. POSITION PURPOSE

Leads, plans, coordinates, and directs the staff development program. Manages the performance program for staff and MPP employees. As webmaster, manages and supports the Human Resources Service Center (HRSC) web site. Coordinates the university Fee Waiver Program. Implements guidelines and practices to insure the operational needs of the unit are met. Performs duties personally, with staff, and/or consultants.

C. ESSENTIAL DUTIES AND RESPONSIBILITIES include but are not limited to the following:

1. **Customer Services** **% of Time NA Priority Weight 10**
 - a. Responds to employee inquiries. Develops and implements processes and guidelines for all unit activities and functions.
 - b. Coordinates services and works with colleges/departments (managers or appropriate personnel) to assure quality of service. Supports department managers in a timely way.
 - c. Develops and coordinates customer service evaluation process to assess quality of service and need for refinement of services. Notifies department and campus in a timely way of all changes.

2. **Training** **% of Time 25 Priority Weight 20**
 - a. Develops, implements, maintains, and coordinates the university's training program for staff and MPP employees.
 - b. Establishes, implements, and communicates guidelines for workshops and training.
 - c. Conducts needs analysis studies and confers with managers, supervisors, and staff to determine training needs.

3. **Performance Management Program** **% of Time 25 Priority Weight 20**
 - a. Manages the performance management program for staff and MPP employees.
 - b. Establishes, implements, manages, and communicates guidelines for the performance management program.
 - c. Develops and presents workshops that include process, use of performance appraisal tools and instruments, setting expectations, and coaching.
 - d. Develops workshops appropriate for specific attendees (i.e., MPP's, staff or bargaining unit).



- | | | |
|--|----------------------------|----------------------------------|
| <p>4. Fee Waiver Program</p> <ul style="list-style-type: none"> a. Coordinates the university fee waiver program. b. Manages, implements, and communicates guidelines for the Fee Waiver Program. c. Provides assistance to employees in career and professional development planning. d. Develops forms and evaluative materials. e. Develops fee waiver workshops for managers and employees on the appropriate steps for submission of requests and approval. | <p>% of Time 20</p> | <p>Priority Weight 20</p> |
| <p>5. Webmaster for Unit</p> <ul style="list-style-type: none"> a. Develops, maintains, and supports the HRSC website. Establish, implement, manage, and communicate guidelines to units for HRSC website. b. Provides continuous assessment of website to meet changing customer needs and makes recommendations regarding policy and procedures pertaining to website content and technology. c. Develops and maintains positive relations with campus Systems and Technology groups and others needed to address web interface issues and needs. d. Implements schedule for each unit to update the website. | <p>% of Time 20</p> | <p>Priority Weight 20</p> |
| <p>6. Data and Reports</p> <ul style="list-style-type: none"> a. Maintains data on staff development, performance management and fee waiver activities. Prepares and analyzes statistical reports and other data. Prepares projections as needed. b. May draft applications and proposals to submit to fund granting authorities such as government and foundations. c. Consults with management to identify program needs and budgets projections. Compiles data and analyzes past and current year training requirements to justify funds requested. | <p>% of Time 10</p> | <p>Priority Weight 10</p> |
| <p>7. Linking and Integrating</p> <ul style="list-style-type: none"> a. Campus Community b. Employment Services Unit c. Classification/Compensation Unit d. Equal Opportunity and Dispute Resolution Unit e. Payroll Unit f. Benefit Unit g. Worker's Compensation Unit h. HRIS Unit i. Labor Relations Unit j. Safety and Risk (to develop process for tracking volunteers) k. Safety and Ergonomics | <p>% of Time NA</p> | <p>Priority Weight NA</p> |
| <p>8. Committees</p> <ul style="list-style-type: none"> a. University Staff Development Committee | <p>% of Time NA</p> | <p>Priority Weight NA</p> |
| <p>9. Collective Bargaining</p> <ul style="list-style-type: none"> a. Information and participation as requested. | <p>% of Time NA</p> | <p>Priority Weight NA</p> |
- D. SUPERVISORY RESPONSIBILITIES**
- 1. May directly supervise employees.
 - 2. Interviews, hires, and trains employees. Plans, assigns, and directs work. Appraises performance. Rewards and disciplines employees. Addresses complaints and resolves problems.
 - 3. Carries out responsibilities in accordance with university policies and applicable laws
- E. MANAGEMENT STANDARDS AND EXPECTATIONS**
- As a member of the management team, you are expected to meet the following standards:**
- 1. Demonstrate that standards matter. Instill confidence through demonstration of expertise and judgment.
 - 2. Represent the organization positively, affirming and promoting a positive public image. Act professionally, be respectful, work in harmony, and perform efficiently, instilling professionalism as a baseline requirement.



3. Understand that customers, staff, and community members perceive performance, actions, and behaviors of an individual as a representation of how the organization functions as a whole. Understand that perceptions are important; therefore, check your actions.
4. Keep commitments.
5. Work cooperatively as a member of the department, division, and organization toward the achievement of its goals and objectives. Follow department guidelines. Demonstrate an open, participatory, team-oriented management style.
6. Maintain and develop state-of-the-art practices, keeping abreast of current trends and practices in the field.
7. Develop, recommend, and implement techniques and practices to improve your area of responsibility ensuring optimum performance. Notify supervisor if deadlines cannot be met by describing what measures will be taken to correct the situation. Demonstrate flexibility regarding changes.
8. Support sharing of resources within and between work units and departments.
9. Recognize that service to our internal department members is as inherently important to our mission as is service to our external customers and community at large. Maintain effective customer service by working cooperatively.
10. Serve all staff and customers in a highly efficient manner. Educate staff about changes related to policy, services, and expectations. Routinely contact customers to ascertain whether the service was sufficient to meet their needs. Maintain contact with agencies and personnel affected by your work unit.
11. Ensure compliance with local, state, federal laws, policy, and guidelines to establish and implement appropriate procedures.
12. Present proactive workplace ideas clearly stated in writing. Use specified forms and formats for internal and external guidelines.
13. Recommend budget and authorize expenditures within the parameters of budget authorization.

F. QUALIFICATIONS

To perform this job successfully, an individual must be able to perform each essential responsibility satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

This position requires the ability to effectively establish and maintain cooperative working relationships within a diverse multicultural environment.

1. Demonstrated Knowledge, Skills, and Abilities

- a. Ability to interpret technical procedures or regulations.
- b. Ability to write reports, business correspondence, and procedure manuals.
- c. Ability to effectively present information and respond to questions from groups of managers, customers, and the general public.
- d. Ability to work with mathematical concepts such as probability and statistical inference, to apply concepts such as fractions, percentages, ratios, and proportions.
- e. Ability to define problems, collect data, establish facts, and draw valid conclusions and to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with multiple abstract and concrete variables.

2. Education and/or Experience

- a. Combination of education and experience required to perform the duties of the assigned position.

G. PHYSICAL DEMANDS

The physical demands described are representative of those that must be met by an employee to successfully perform the essential functions of the job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. Position may be required to frequently sit, move, or stand for office functions. Requirements may include the need to sit or work at a computer terminal for long periods of time on projects. May require walk/travel across campus to other offices or buildings on and off the main campus.

H. WORK ENVIRONMENT

Typical office environment and equipment.



**CALIFORNIA STATE
UNIVERSITY CHICO**
HUMAN RESOURCES SERVICE CENTER

400 W. 1ST STREET
KENDALL HALL ROOM 220
CHICO, CA 95929-0010
530-898-6771
FAX: 530-898-5120

**EXAMPLE:
MPP POSITION DESCRIPTION**

I. APPROVAL

In Order of Approval

Appropriate Administrator: _____ Date: _____

Classification/Compensation: _____ Date: _____

Vice President
(or President's Designee): _____ Date: _____

Employee: _____ Date: _____



ACTION VERBS AND DEFINITIONS

Asterisks are used to denote the verbs most frequently used at California State University, Chico.

Adapt	To modify or change to fit specific new conditions or situations
Administer*	Manage, supervise or direct the execution of affairs
Adopt	Take up and practice as one's own
Advise*	Recommend a course of action; offer an informed opinion based on specialized knowledge
Allocate	To assign or appropriate a resource for a specific reason
Analyze*	Separate into elements and critically analyze; to study or determine relationships
Anticipate	Foresee and deal with in advance
Appraise	Give an expert judgment of worth and merit
Approve*	Accept as satisfactory; exercise final authority with regard to commitment of resources
Arrange	Make preparation for an event; put in proper order
Assemble	Collect or gather together in a predetermined order from various sources
Assign*	Specify or designate tasks or duties to be performed by others
Assist	To help or aid, not directly responsible
Assume	Undertake; take for granted
Assure	Give confidence; make certain
Authorize*	Approve; empower through vested authority
Bind	Make a commitment resulting in a financial or other obligation or arrangement
Calculate*	Make a mathematical computation; to reckon by exercise of practical judgment
Circulate	Pass from person to person or place to place
Clear	To submit for approval
Collaborate	Work jointly with; cooperate with others
Collect*	Gather; bring together (as in data, etc.)
Commit	Pledge to a particular course of action
Compile*	Put together information; collect from other documents (such as reports, demographics and other departments)
Concur	Agree with a position, statement, action or opinion
Conduct	Carry on; direct the execution of tasks; take responsibility for acts and achievements of a group; direct handling and manipulating or maneuvering toward desired results
Confer	Consult with others to compare views
Consolidate	Bring together
Consult	Seek the advice of others
Control	Measure, interpret and evaluate actions for conformance with plans or desired results
Cooperate	Act jointly with others
Coordinate*	Initiate, execute, implement and evaluate
Correlate	Establish a reciprocal relationship; present or set forth to show a relationship
Correspond	Communicate with writing (i.e. memos and other written documents)
Create	Produce or develop using originality and ingenuity
Delegate	Entrust to another; appoint as one's representative to perform tasks or duties that may carry specific degrees of accountability
Design*	Conceive, create and execute according to plan
Determine	Resolve; fix conclusively; to find out or come to a decision by investigation, reasoning or calculation



Develop*	Disclose, discover, perfect or unfold a plan or idea; to set forth or make clear by degrees in detail
Devise	Come up with something new (perhaps by combining or applying known ideas or principles)
Direct*	Guide work operations through the establishment of objectives, policies, rules, practices, methods and standards; carry out; regulate activities or course of action
Discuss	Exchange views for the purpose of arriving at a conclusion
Dispose	Get rid of
Disseminate	Spread or disperse information
Distribute	Deliver to proper destinations
Draft	Prepare papers or documents in preliminary form
Endorse	Support or recommend
Ensure	To make sure, certain or safe
Establish*	Bring into existence; to make firm or stable; to institute
Estimate	Forecast future requirements; to judge tentatively
Evaluate*	Determine or assign a value to (i.e. work, duties, performance); determine significance, worth or condition by appraisal or review
Execute*	Put into effect or carry out; to do what is required; perform indicated tasks according to instructions
Expedite	Accelerate the process or progress of
Forecast	Predict future events or occurrences based on knowledge of the topic area and specified assumptions (assumes analysis)
Formulate	Develop or devise
Furnish	Provide with what is needed; supply
Guide	To direct another in a course of action
Implement*	Carry out; execute a plan or program; accomplish
Improve	Make something better; enhance in value or quality to advance, make progress; make useful additions or amendments
Inform	Communicate information to others
Initiate*	Start or introduce
Inspect	Critically examine for suitability
Instruct	Teach, demonstrate and impart knowledge
Interpret*	Explain something to others mostly in written or presentation form; tell meaning of; present in understandable terms
Investigate	Study through close examination and systematic inquiry
Issue	Put forth or to distribute officially
Lead*	Direct the operations, activity, and/or performance of individuals
Maintain*	Keep in an existing state; to support or continue; update
Manage	Direct, control, plan and organize the operations of an organizational unit. Conveys authority for decision making and accountability for results
Monitor*	Watch, observe, or check for a specific purpose; keep track of; check for special purpose
Negotiate	Confer with others with an eye to reach agreement
Notify	Make known to
Operate	Perform an activity or series of activities
Oversee	Supervise/manage a functional area or operation without necessarily having people supervisory experience
Participate*	Take part in



Perform*	Fulfill or carry out some action or duties accurately in a timely fashion
Place	Locate and choose position for
Plan*	To arrange the parts of; devise or project realization or achievement
Practice	Perform work repeatedly in order to gain proficiency
Prepare*	Make ready for a particular purpose; to put together
Proceed	Begin to carry out an action
Process*	Subject something to special treatment; handle in accordance with prescribed procedure; carry through
Promote	Advance to a higher level or position; to contribute to the growth
Propose	Declare a plan or intention
Provide	Supply what is needed; furnish
Recommend*	Advise or counsel a course of action; offer or suggest for adoption; to endorse as fit, worthy or competent
Reconcile	To check, adjust, settle or to make or prove consistent
Represent	Act in the place of or for
Report	Give an account of; furnish information or data
Research*	Inquire into a specific matter from several sources and put information together
Review	Examine or re-examine; to give critical examination of
Revise	Rework in order to correct or improve; to make a new, amended, improved or up-to-date version
Schedule	Plan a timetable; to place in a schedule; to appoint, assign or designate for a fixed time
Secure	Gain possession of; make safe
Select	Choose the best suited
Sign	Formally approve a document by affixing a signature
Specify	State precisely in detail or name explicitly
Stimulate	Excite to activity; urge
Study	Process of applying thought, analysis and research to the subject under investigation
Submit	Yield or present for the discretion or judgment of others
Supervise*	Personally oversees, directs, inspects or guides the work of others with responsibility for meeting standards of performance
Survey	To take a general view of; thorough inspection or examination
Train*	Teach or guide others in order to bring up to a predetermined standard; to teach so as to make fit, qualified or proficient; to make prepared
Transcribe	Transfer data from one form of record to another or from one method of preparation to another- without changing the nature of the data
Troubleshoot	Locate and eliminate the source of a problem in the flow of work
Validate	To ensure something is founded in truth or sound data and reasoning
Verify	Confirm or establish authenticity; substantiate



ACTION VERBS CATEGORIED

The following list of action verbs is designed to assist in finding the strongest and most descriptive verb. The verbs are grouped together by broad categories. This list is followed by some common working definitions to provide consistency in interpreting key verbs at CSU.

<p><u>Administrative/Management</u> Administer Coordinate Decision maker Direct Lead Manage Oversee Supervise</p>	<p><u>Analyze/Evaluate</u> Appraise Analyze Ascertain Assemble Assess Balance Calculate Calibrate Check Compare Compile Consider Detect Determine Develop Diagnose Distinguish Estimate Evaluate Examine Forecast Identify Improve Inspect Interpret Investigate Judge Measure Plan Propose Rate Reconcile Report Research Resolve Review Solve Study Summarize Survey Test Troubleshoot</p>	<p><u>Receive/Provide</u> Accept Accumulate Acquire Arrange for Assemble Buy Collect Compile Deliver Distribute Exchange Forward Furnish Gather Inform Inquire Issue Mail Notify Prepare Process Procure Provide Purchase Receive Recruit Request Report Secure Send Solicit Submit Supply Transfer Withdraw</p> <p><u>Communication/Interactive</u> Communicate Consult Counsel Edit Explain Interview Negotiate Present Teach Write</p>	<p><u>Control</u> Audit Check Conserve Control Edit Enforce Ensure Guarantee Inspect Monitor Prevent Protect Regulate Restrict Review Schedule Track Validate Verify</p> <p><u>Create</u> Adapt Create Design Devise Develop Establish Express Fabricate Forecast Initiate Install Originate</p> <p><u>Assisting Verbs</u> <i>These verbs should only be used when they are an accurate description of the work/role performed.</i> Advise Aid Assist Cooperate Guide Help Participate</p>
<p><u>Administrative Action</u> Advise Allocate Appoint Approve Assign Authorize Conduct Control Consult Decide Delegate Enforce Establish Execute Implement Initiate Organize Originate Plan Propose Recommend Refer Review Select Train</p>			
<p><u>Taking Action</u> Activate Encourage Expedite Implement Install Maintain Motivate Operation Retool Troubleshoot Update</p>			



VERBS FOR PHYSICAL DEMANDS

Following is a list of seven physical demand categories. For each category, the list provides generic verbs that may be used to avoid risking prejudice to persons with disabilities. Several verbs are listed for more than one physical demand category; others may also transcend categories.

	Physical demand category	Generic verbs
1	Strength	Moves/transport Puts Installs/takes out Removes/replaces Positions/places Transfers
2	Climbing or Balancing	Ascends/descends Works atop Traverses
3	Walking/running, stooping, kneeling, crouching, and/or crawling	Moves (about or to) Traverses
4	Reaching, handling, fingering and/or feeling	Detects Diagnoses Installs/places Removes/replaces Operates, adjusts, attaches Positions, sets up Activates, feeds, controls Applies, measures, uses Modifies, signals, inputs Drafts, prepares
5	Talking and/or hearing	Communicates, detects Converses with Discerns, conveys Expresses oneself Discusses Exchanges information
6	Seeing	Detects, determines Distinguishes, identifies Recognizes, perceives Estimates, judges Discerns, inspects, compares Observes, assesses
7	Other demands	Detects, uses Perceives, discerns