

DUTY STATEMENT

GS 907T (REV. 03/03)

SHADED AREA FOR HUMAN RESOURCES ONLY**INSTRUCTIONS:** Refer to the Essential Functions Duty Statement Preparation and Construction Manual for Instructions

RPA-

EFFECTIVE DATE:

1. DGS OFFICE OR CLIENT AGENCY	POSITION NUMBER (Agency - Unit - Class - Serial)
2. UNIT NAME AND CITY LOCATED	3. CLASS TITLE
4. WORKING HOURS/SCHEDULE TO BE WORKED a.m. to .p.m.	5. SPECIFIC LOCATION ASSIGNED TO
6. PROPOSED INCUMBENT (If known)	7. CURRENT POSITION NUMBER (Agency - Unit - Class - Serial)

YOU ARE A VALUED MEMBER OF THE DEPARTMENT'S TEAM. YOU ARE EXPECTED TO WORK COOPERATIVELY WITH TEAM MEMBERS AND OTHERS TO ENABLE THE DEPARTMENT TO PROVIDE THE HIGHEST LEVEL OF SERVICE POSSIBLE. YOUR CREATIVITY AND PRODUCTIVITY ARE ENCOURAGED. YOUR EFFORTS TO TREAT OTHERS FAIRLY, HONESTLY AND WITH RESPECT ARE IMPORTANT TO EVERYONE WHO WORKS WITH YOU.

8. BRIEFLY (1 - 3 sentences) DESCRIBE THE POSITION'S ORGANIZATIONAL SETTING AND MAJOR FUNCTIONS

COMPLETION REQUIRED

9. Percentage of time performing duties	10. Indicate the duties and responsibilities assigned to the position and the percentage of time spent on each. Group related tasks under the same percentage with the highest percentage first. <i>(Use additional sheet if necessary)</i>
<p>Essential functions assigned less than 5% should be combined with other task statements and the maximum percentage for any one or group of tasks shall be no more than 30%-35%. The total percentage of all functions, including marginal, must equal 100%</p>	<p><i>The following headings (in bold type) need to be included on the duty statement in the order they appear. You will need to copy and past them on the appropriate pages of the duty statement. Please delete this paragraph when you are creating your Duty Statement and the (completion required) or (optional) statement after the headings.</i></p> <p>ESSENTIAL FUNCTIONS (completion required) "Other duties as required" CANNOT be used as a <u>task statement</u>.</p> <p><i>The following are samples of complete task statements:</i></p> <p>In order to maintain and repair all building systems following published guidelines and industry standards by:</p> <ul style="list-style-type: none"> ▪ Completing watch tours by visual inspection of all building systems and equipment requiring walking, climbing stairs, entering small spaces and noisy spaces. ▪ Recording findings in manual watch tour log. ▪ Recommending and taking appropriate action on repairs by evaluating functionality of equipment and systems. ▪ Calibrating and repairing automated building systems by physically aligning setting with design parameters. ▪ Programming automated building systems through software application (i.e., wizard). ▪ Administering and organizing files and databases by backing up files and debugging database corrupted file errors.
11. SUPERVISOR'S STATEMENT: <i>I HAVE DISCUSSED THE DUTIES OF THE POSITION WITH THE EMPLOYEE</i>	
SUPERVISOR'S NAME (Print)	SUPERVISOR'S SIGNATURE
	DATE
12. EMPLOYEE'S STATEMENT: <i>I HAVE DISCUSSED WITH MY SUPERVISOR THE DUTIES OF THE POSITION AND HAVE RECEIVED A COPY OF THE DUTY STATEMENT</i>	
The statements contained in this duty statement reflect general details as necessary to describe the principal functions of this job. It should not be considered an all-inclusive listing of work requirements. Individuals may perform other duties as assigned, including work in other functional areas to cover absence of relief, to equalize peak work periods or otherwise to balance the workload.	
EMPLOYEE'S NAME (Print)	EMPLOYEE'S SIGNATURE
	DATE

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	<p>ESSENTIAL FUNCTIONS (continued)</p> <p>Responds to service requests or emergencies as submitted by tenants or other BPM staff by following BPM guidelines and reports to supervisor when appropriate to ensure delivery of quality service.</p> <p>Inspects all components of the golf course to ensure compliance with established maintenance standards, identifies plant pathogens and other pests, and provides recommendations to the Golf Course Superintendent regarding methods of control.</p> <p>Responds to questions and complaints from the public, related to division activities, and explains Division or department policies.</p> <p>Administrative and Supervisory Responsibilities (the following task statements should be on every supervisory/managerial duty statement)</p> <p>Employee Leave Accounting In order to maintain an accurate reporting to the State Controller's Office (SCO) for issuance of correct payroll warrants of subordinate staff's time or accurate reporting to the Office of Fiscal Services (OFS) for the billing of services for clients through the use of the Project Accounting and Leave (PAL) system in accordance with DGS policies and guidelines, MOU provision and State Personnel Board (SPB) or Department of Personnel Administration (DPA) laws and rules, and effectively manages and directs subordinate staff in accordance with established Equal Employment Opportunity (EEO) and personnel policies, rules and regulations:</p> <ul style="list-style-type: none"> • Grants or denies subordinate staff request for time off or requests to work overtime. • Ensures subordinate staff has sufficient leave credits available for the requested leave. • Oversees supervisors who enter subordinate's time in PAL system, i.e., time charged to projects, leave usage, approved leave without pay (dock or NDI), Absence Without Leave (AWOL), etc. • Approves PAL entries for subordinate staff on dock or AWOL on or before the designated SCO's semi-monthly or monthly payroll cut-off date in order to ensure issuance of a SCO warrant for pay day. • Approves or disapproves PAL entries for subordinate staff within three (3) working days after the completion of the pay period. This is to ensure the correct issuance of a SCO warrant this is returned to SCO for late dock, issuance of correct overtime pay due to an employee and proper billing to clients for services rendered. <p>Employee Performance In order to effectively manage, coach, and direct subordinate staff in accordance with DGS constructive intervention process, Office of Legal Services (OLS) direction, and established personnel, equal employment opportunity, and MOU provision, policies, rules, and regulations:</p> <ul style="list-style-type: none"> • Identifies performance expectations utilizing probationary reports and/or Individual Development plans and convey expectations to the employee via written and verbal communication/direction. • Monitors performance through various production documents, supervisor's daily reports, personal observations, and by following-up with employee to ensure that performance expectations are being met. • Provide feedback to employees on performance noting exceptional performance as well as areas of improvement through regular discussions. • Sustain employee performance using the departmental constructive intervention and progressive discipline principles and processes. • Prepares daily, weekly and monthly management unit reports to Deputy Director/Office Branch Chief using established BPM forms and report formats

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	<p>ESSENTIAL FUNCTIONS (continued)</p> <p>Staffing Level Responsibilities In order to avoid the loss of coded budgeted positions and to maintain adequate staffing levels:</p> <ul style="list-style-type: none"> • Follows the Request for Personnel Action (RPA) process for recruitment of vacant or new positions. • Reviews the duty statement and organizational chart provided by the Personnel Liaison (PL) for accuracy on the specific position being recruited. • Posts the Employment Opportunity Bulletin (aka JOB) and the Local Post and Bid (P&B) form, if applicable, at the work sites of your employees. • Conducts hiring interviews after verifying eligibility with the Office of Human Resources (OHR) staff. • Advises all appropriate personnel of candidate selection/proposed hire securing departmental approvals, ensuring pre-hiring requirements (documents) are completed and cleared by OHR, and proposed start date has been communicated to OHR through telephone or email communication. <p style="text-align: center;">OR</p> <p>Consistent with DPA and SPB rules and regulations, perform the full range of management and supervisory duties for Division staff.</p> <ul style="list-style-type: none"> • Provide direction and guidance regarding ongoing assignments and daily work activities to ensure deadlines are met. • Delegate responsibility to staff to facilitate timely completion of work. • Review work and evaluate performance of staff by completing probationary reports and individual development plans to ensure performance expectations are met. • Complete personnel action documentation and conduct hiring interviews to maintain adequate staffing levels and facilitate the recruitment process. • Approve travel and leave requests for staff following leave usage guidelines. • Conduct, arrange and approve training for staff to increase staff knowledgebase. <p>MARGINAL FUNCTIONS (completion required) "Other duties as required CANNOT be used as a task statement. <i>The following are samples of marginal functions.</i></p> <p>May be called on during off-duty hours to respond to emergencies related to division activities in order to maintain critical processes and programs under the direction of existing policies and procedures.</p> <p>May act for the Assistant Manager, Classification and Pay Unit in his/her absence in order to maintain the work performance of staff following existing policies, processes and procedures.</p>

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	<p>KNOWLEDGE, SKILLS AND ABILITIES (completion required) (found on the class specification) <i>Knowledge of:</i> Include only the knowledge, from the class spec., essential to this position.</p> <p><i>Ability to:</i> Include only the abilities, from the class spec., essential to this position.</p> <p><i>Skill at:</i> Include only the skills, from the class spec., essential to this position.</p> <p>Remember, you can "leave out" those KSAs not applicable to the position; but you cannot "add to."</p>

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	<p>➤ DESIRABLE QUALIFICATIONS (completion required) Desirable Qualifications inform the applicant of specific qualities, experience, education, and interests that relate to the position. Knowledge and experience included here have to link back to the essential functions. For example, if it were a position in procurement, you may want to include language such as, knowledge of the Public Contract Code, or knowledge of the State Administrative Manual.</p> <ul style="list-style-type: none"> ▪ Read, speak and write Spanish. ▪ Possess a valid California Drivers' License (Class C). <p>SPECIAL PERSONAL CHARACTERISTICS (optional - may be found on the class spec, if not on the spec – do not include.)</p> <ul style="list-style-type: none"> ▪ Willingness as a learner to do routine or detailed work in order to learn the practical application of administrative principles; and demonstrated capacity for development as evidenced by work history, academic attainment, participation in school or other activities, or by well-defined occupational interests; willingness and ability to accept increasing responsibility. <p>ADDITIONAL QUALIFICATIONS (optional - may be found on the class spec.) <i>The following are samples.</i></p> <ul style="list-style-type: none"> ▪ Possess a valid California Drivers' License, Class C. ▪ Have a good driving record. <p>INTERPERSONAL SKILLS (optional) <i>The following are samples.</i></p> <ul style="list-style-type: none"> ▪ Display good interaction skills. ▪ Interact successfully in a team environment. ▪ Communicate successfully in a diverse community. ▪ Communicate effectively with individuals from varied experiences, perspectives and backgrounds, which may involve some exposure to aggressive clientele or adversarial conditions. ▪ Deal with individuals with a range of moods and behaviors in a tactful, congenial, personal manner so as not to alienate or antagonize them. <p>WORK ENVIRONMENT, PHYSICAL OR MENTAL ABILITIES (completion required) <i>The following are samples of work environment, physical or mental abilities verbiage. Similar tasks should be grouped together; however, they do not need to be separated by heading as depicted below:</i></p> <p><u>Work Environment</u></p> <ul style="list-style-type: none"> ▪ Work involves moderate exposure to unusual elements, such as extreme temperatures, dirt, dust, fumes, smoke, unpleasant odors, and/or loud noises. ▪ Work environment involves some exposure to hazards or physical risks, which require following basic safety precautions. ▪ Indoor work is common, although outdoor work may be required to prepare promotional and seasonal displays. ▪ May have to stand for long periods. ▪ Work hours may be various, such as shift work, weekends, evenings and holidays. ▪ While performing the duties of this job, the employee is regularly required to sit. ▪ Typical work activities involve frequent and prolonged periods of standing and walking. ▪ Typical work activities may involve some exposure to aggressive clientele. ▪ May require an employee to work in adversarial situations. ▪ Work in a range of climatic environments and may be exposed to extreme weather and traffic conditions.

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	<p><u>Physical Ability</u></p> <ul style="list-style-type: none"> ▪ Considerable physical activity. Requires heavy physical work; heavy lifting, pushing, or pulling required of objects up to 50 pounds. Physical work is a primary part (more than 70%) of job. ▪ Use hand and power tools applicable to trade. ▪ Operate vacuums, buffers, floor waxers. ▪ Transport materials and/or equipment up to 50 lbs. ▪ The employee frequently is required to use hands to finger, handle, or feel and talk, or hear. ▪ The job duties require an employee to stand for long periods. ▪ The job duties require an employee to work under stressful conditions. ▪ May entail muscular strain, including walking, standing, stooping, sitting, reaching, and lifting. ▪ Talking, seeing, and hearing are essential to performing the job requirements. ▪ Common eye, hand and finger dexterity is required for most essential functions. ▪ Requires prolonged sitting, standing, and walking on uneven and slippery surfaces. ▪ Requires reaching, twisting, turning, kneeling, bending, stooping, squatting, crouching, grasping and making repetitive hand movements in the performance of daily duties. ▪ Requires both near and far vision when inspecting work and operating assigned equipment. ▪ Requires lifting, carrying and pushing tools, equipment and supplies weighing up to 60 lbs. ▪ Climb ladders, use power and noise producing tools and equipment, drive motorized vehicles and construction equipment and respond to emergency situations to provide rescue assistance or fight fires. ▪ Requires safety equipment, such as: <ul style="list-style-type: none"> ➢ Hard hat ➢ Safety glasses ➢ Safety boots ➢ Gloves ➢ Mask ➢ Ear protection <p><u>Mental Ability</u></p> <ul style="list-style-type: none"> ▪ Understand and follow safety procedures. ▪ Read, understand, follow, and enforce safety procedures ▪ Understand verbal instructions ▪ Understand written and verbal communication. ▪ Add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, decimals. ▪ Apply common sense understanding to carry out instructions furnished in written, oral, or diagram form. ▪ Deal with problems involving several concrete variables in standardized situations. <p><i>The following statement should be added at the end of the Work Environment, etc section.</i></p> <p>Some of the above requirements may be accommodated for otherwise qualified individuals requiring and requesting such accommodations.</p> <p>See the next page for additional assistance.</p>

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	<p>If applicable to the position, the following statements may be used. These statements can be modified as to the level of complexity required of the position. Contact your C&P Analyst for assistance.</p> <p><u>Reading</u>: Understand and use written information that may be presented in a variety of formats, such as text, tables, lists, figures, and diagrams; select reading strategies appropriate to the purpose, such as skimming for highlights, reading for detail, reading for meaning, and critical analysis.</p> <p><u>Writing</u>: Express ideas and information in written form clearly, succinctly, accurately, and in an organized manner; use English language conventions of spelling, punctuation, grammar, and sentence and paragraph structure; and tailor written communication to the intended purpose and audience.</p> <p><u>Mathematics</u>: Understand, interpret, and manipulate numeric or symbolic information; solve problems by selecting and applying appropriate quantitative methods such as arithmetic, quantitative reasoning, estimation, measurement, probability, statistics, algebra, geometry, and trigonometry.</p> <p><u>Organizing and planning</u>: Organize and structure work for effective performance and goal attainment; set and balance priorities; anticipate obstacles; formulate plans consistent with available human, financial, and physical resources; modify plans or adjust priorities given changing goals or conditions.</p> <p><u>Using social skills</u>: Interact with others in ways that are friendly, courteous, and tactful and that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.</p> <p><u>Adaptability</u>: Change one's own behavior or work methods to adjust to other people or to changing situations or work demands; be receptive to new information, ideas, or strategies to achieve goals.</p> <p><u>Working in teams</u>: Work cooperatively and collaboratively with others to achieve goals by sharing or integrating ideas, knowledge, skills, information, support, resources, responsibility, and recognition.</p> <p><u>Leading others</u>: Motivate, inspire, and influence others toward effective individual or team work performance, goal attainment, and personal learning and development by serving as a mentor, coach, and role model and by providing feedback and recognition or rewards.</p> <p><u>Building consensus</u>: Build consensus among individuals or groups by facilitating agreements that involve sharing or exchanging resources or resolving differences in such a way as to promote mutual goals and interests; by persuading others to change their point of view or behavior without losing their future support; and by resolving conflicts, confrontations, and disagreements while maintaining productive working relationships.</p> <p><u>Self and career development</u>: Identify own work and career interests, strengths, and limitations; pursue education, training, feedback, or other opportunities for learning and development; manage, direct, and monitor one's own learning and development.</p> <p><u>Listening</u>: Attend to, receive, and correctly interpret verbal communications and directions through cues such as the content and context of the message and the tone, gestures, and facial expressions of the speaker.</p> <p><u>Speaking</u>: Express ideas and facts orally in a clear and understandable manner that sustains listener attention and interest; tailor oral communication to the intended purpose and audience.</p> <p><u>Using information and communications technology</u>: Select, access, and use necessary information, data, and communications-related technologies, such as basic personal computer applications, telecommunications equipment, Internet, electronic calculators, voice mail, email, facsimile machines, and copying equipment to accomplish work activities.</p> <p><u>Gathering and analyzing information</u>: Obtain facts, information, or data relevant to a particular problem, question, or issue through observation of events or situations, discussion with others, research, or retrieval from written or electronic sources; organize, integrate, analyze, and evaluate information.</p> <p><u>Analyzing and solving problems</u>: Anticipate or identify problems and their causes; develop and analyze potential solutions or improvements using rational and logical processes or innovative and creative approaches when needed.</p> <p><u>Making decisions and judgments</u>: Make decisions that consider relevant facts and information, potential risks and benefits, and short- and long-term consequences or alternatives.</p>