

## Why Are Job Descriptions Important?

Regardless of the size or complexity of an organization, good job descriptions are vital management tools and important documents for many legal reasons. While law does not require them, job descriptions are critical in supporting practically every employment action (hiring, compensation, promotion, discipline, and termination).

*Job descriptions help employees understand exactly what their jobs require so they can focus their attention on the most important tasks first. Job descriptions give managers the guidelines to hire, promote, and supervise with maximum effectiveness.*

Employers today must comply with a long and growing list of employment laws and regulations. If an employee or a government agency challenges a hiring or employment decision, one of the most important documents you will be expected to provide is a copy of the job description.

The Americans with Disabilities Act (ADA), many state workers' compensation laws, and the Occupational Safety and Health Act (OSHA) have put a new spotlight on not just what people do (the essential job duties) but how they do it (physical demands and work environment). A well written, thorough job description can help you make the critical decisions necessary to comply with these challenges.

Employers are not required by law to have written job descriptions. However, there are many laws that impact the employer-employee relationship and having job descriptions can help you comply with those regulations.

There are federal laws such as the Fair Labor Standards Act (FLSA) that impact almost every employee in the United States. Other laws, such as federal discrimination statutes, prohibit discrimination against various protected classes. Additionally, some states have enacted discrimination laws that protect classes not covered by federal legislation.

Because job descriptions document the duties and qualifications of a job, they can help you support why you felt one applicant was qualified and another was not, why you pay one employee more than another, or why you terminated an employee for poor performance.

When an employee-employer disagreement cannot be resolved internally, the employee can file a claim with a federal agency such as the Equal Employment Opportunity Commission (EEOC)

or the Department of Labor, with a state or local government agency, or go directly to an attorney and the court system.

Government regulatory agencies sometimes initiate investigations and audits independent of an individual complaint. Most common are EEOC audits or wage and hour investigations targeting specialized segments of businesses.

It is guaranteed that job duties will change over time and an outdated job description is of little benefit to anyone. To guard against your job descriptions becoming out-of-date, take steps (like the ones listed below) to ensure that they stay current and accurate.

1. Include the job information fields Prepared Date and Approved Date on all job descriptions. Every time the job description is revised, change one or both dates.
2. Ask managers to confirm that the job description is up-to-date as part of the performance review process.
3. Ask managers to confirm that the job description is up-to-date before any recruitment or replacement hiring.
4. Review all job descriptions on a set schedule, such as annually. If this is impossible because of the time involved, at least do in-depth spot audits of one section or division.
5. Give all employees a copy of their job descriptions and ask them to give feedback to their managers. Employees often have the most investment in making sure their job description is accurate!

### **Instructions for Using the CSRMA Job Description Builder**

1. Tab I contains a template for all the sections and information a job description ought to contain. Section I of this template asks for you to provide information specific to the position.
2. Sections II – X may be completed using the worksheets included in Tab II. It is very important that all the worksheets be completed.  
Each worksheet is a checklist. All you need do is check all the statements that apply for each category. When completed, either attach the completed worksheets to the completed template, or create your own job description by using the language provided in the worksheets.

## **For More Information...**

This information was obtained from the software program "Descriptions Now!". This program is on file in the CSRMA Resource Library and is available for CSRMA members to check out and use.

If you would like to borrow this software, or if you have any additional questions regarding job descriptions or applicable labor laws, please contact David Patzer at (415) 371-5430 or at [dpatzer@rfdriver.com](mailto:dpatzer@rfdriver.com)

## Section Two – Qualifications

### Education and Experience:

Select the level needed to successfully accomplish the essential duties of this job:

|         |   |
|---------|---|
| Level 1 | No prior experience or training   |
| Level 2 | Less than high school education; or up to one month related experience or training; or equivalent combination of education and experience   |
| Level 3 | High school diploma or general education degree (GED); or one to three months related experience and/or training; or equivalent combination of education and experience                               |
| Level 4 | One year certificate from college or technical school; or three to six months related experience and/or training; or equivalent combination of education and experience                               |
| Level 5 | Associates degree (A.A.) or equivalent from two-year college or technical school; or six months to one year related experience and/or training; or equivalent combination of education and experience |
| Level 6 | Bachelor's degree (B.A.) from four-year college or university; or one to two years related experience and/or training; or equivalent combination of education and experience                          |
| Level 7 | Fifth year college or university program certificate; or two to four years related experience and/or training; or equivalent combination of education and experience                                  |
| Level 8 | Master's degree (M.A.) or equivalent; or four to ten years related work experience and/or training; or equivalent combination of education and experience   |
| Level 9 | Doctoral degree (Ph.D.) or equivalent; or more than 10 years related experience and/or training; or equivalent combination of education and experience  |

### Language Skills:

Select the level needed to successfully accomplish the essential duties of this job:

|         |  |
|---------|--|
| Level 1 | Ability to read a limited number of two- and three-syllable words and to recognize similarities and differences between words and between series of numbers. Ability to print and speak simple sentences.  |
| Level 2 | Ability to read and comprehend simple instructions, short correspondence, and memos. Ability to write simple correspondence. Ability to effectively present information in one-on-one and small group situations to customers, clients, and other employees of the organization.   |
| Level 3 | Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals. Ability to write routine reports and correspondence. Ability to speak effectively before groups of customers or employees of organization.  |
| Level 4 | Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from groups of managers, clients, customers, and the general public.   |
| Level 5 | Ability to read, analyze, and interpret common scientific and technical journals, financial reports, and legal documents. Ability to respond to common inquiries or complaints from customers, regulatory agencies, or members of the business community. Ability to write speeches and articles for publication that conform to prescribed style and format. Ability to effectively present information to top management, public groups, and/or boards of directors. |
| Level 6 | Ability to read, analyze, and interpret the most complex documents. Ability to respond effectively to the most sensitive inquiries or complaints. Ability to write speeches and articles using original or innovative techniques or style. Ability to make effective and persuasive speeches and presentations on controversial or complex topics to top management, public groups, and/or boards of directors.  |

**Mathematical Skills:**

Select the level needed to successfully accomplish the essential duties of this job:

|         |   |
|---------|---|
| Level 1 | Ability to add and subtract two digit numbers and to multiply and divide with 10's and 100's. Ability to perform these operations using units of American money and weight measurement, volume, and distance.   |
| Level 2 | Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute rate, ratio, and percent and to draw and interpret bar graphs.  |
| Level 3 | Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference, and volume. Ability to apply concepts of basic algebra and geometry.  |
| Level 4 | Ability to work with mathematical concepts such as probability and statistical inference, and fundamentals of plane and solid geometry and trigonometry. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.   |
| Level 5 | Ability to apply advanced mathematical concepts such as exponents, logarithms, quadratic equations, and permutations. Ability to apply mathematical operations to such tasks as frequency distribution, determination of test reliability and validity, analysis of variance, correlation techniques, sampling theory, and factor analysis. |
| Level 6 | Ability to comprehend and apply principles of advanced calculus, modern algebra, and advanced statistical theory. Ability to work with concepts such as limits, rings, quadratic and differential equations, and proofs of theorems.  |

**Reasoning Ability:**

Select the level needed to successfully accomplish the essential duties of this job:

|         |  |
|---------|--|
| Level 1 | Ability to apply common sense understanding to carry out simple one- or two-step instructions. Ability to deal with standardized situations with only occasional or no variables.  |
| Level 2 | Ability to apply common sense understanding to carry out detailed but uninvolved written or oral instructions. Ability to deal with problems involving a few concrete variables in standardized situations.  |
| Level 3 | Ability to apply common sense understanding to carry out instructions furnished in written, oral, or diagram form. Ability to deal with problems involving several concrete variables in standardized situations.  |
| Level 4 | Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.   |
| Level 5 | Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.  |
| Level 6 | Ability to apply principles of logical or scientific thinking to a wide range of intellectual and practical problems. Ability to deal with nonverbal symbolism (formulas, scientific equations, graphs, musical notes, etc.,) in its most difficult phases. Ability to deal with a variety of abstract and concrete variables. |

**CERTIFICATES, LICENSES, REGISTRATIONS:**

(List Below)

|  |
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## **Section Three – Physical Demands**

### **Physical Activity**

#### **Examples:**

- Stand: The ability to remain on one's feet in an upright position at a work station without moving about.
- Walk: The ability to move about on foot.
- Sit: The ability to remain in a normal seated position.
- Finger: The ability to type, pick, pinch, or otherwise work primarily with fingers, rather than with the whole hand or arm.
- Handle: The ability to seize, hold, grasp, turn, or otherwise work with hand or hands. (Fingers are involved only to the extent that they are an extension of the hand.)
- Feel: The ability to perceive attributes of objects and materials such as size, shape, temperature, or texture, by touching with skin, particularly fingertips.
- Reach with hands and arms: The ability to extend the hands and arms in any direction.
- Climb: The ability to ascend or descend ladders, stairs, scaffolding, ramps, poles, ropes, and the like, using feet and legs and/or hands or arms.
- Balance: The ability to maintain body equilibrium to prevent falling when walking, standing, crouching, or running on narrow, slippery, or erratically moving surfaces.
- Stoop: The ability to bend the body downward and forward by bending spine at the waist; requires full use of the lower extremities and back muscles.
- Kneel: The ability to bend legs at the knees to come to rest on knee or knees.
- Crouch: The ability to bend the body downward and forward by bending legs and spine.
- Crawl: The ability to move about on hands and knees or hands and feet.
- Talk: The ability to express or exchange ideas accurately, loudly, or quickly by means of the spoken word, imparting information or detailed instructions to clients, to the public, or to other workers.
- Hear: The ability to perceive the nature of sounds by ear.
- Taste and smell: The ability to accurately distinguish differences or similarities in intensity or quality of flavors or odors, or to recognize particular flavors or odors, using tongue and/or nose.

How much on-the-job time is spent performing the following physical activities?

|  | ✓ | None             | ✓ | Less Than 1/3 of Time   | ✓ | 1/3 to 2/3 Time   | ✓ | More than 2/3 of Time  |
|--|---|------------------|---|---|---|---|---|--|
| <b>Stand</b>                               |   | Nothing Required |   | While performing the duties of this job, the employee is occasionally required to stand |   | While performing the duties of this job, the employee is frequently required to stand |   | While performing the duties of this job, the employee is regularly required to stand |
| <b>Walk</b>                                |   | Nothing Required |   | The employee is occasionally required to walk   |   | The employee is frequently required to walk   |   | The employee is regularly required to walk   |
| <b>Sit</b>                                 |   | Nothing Required |   | The employee is occasionally required to sit  |   | The employee is frequently required to sit  |   | The employee is regularly required to sit  |
| <b>Use hands to finger, handle or feel</b> |   | Nothing Required |   | The employee is occasionally required to use hands to finger, handle or feel            |   | The employee is frequently required to use hands to finger, handle or feel            |   | The employee is regularly required to use hands to finger, handle or feel            |
| <b>Reach with hands or arms</b>            |   | Nothing Required |   | The employee is occasionally required to reach with hands and arms                      |   | The employee is frequently required to reach with hands and arms                      |   | The employee is regularly required to reach with hands and arms                      |
| <b>Climb or balance</b>                    |   | Nothing Required |   | The employee is occasionally required to climb or balance                               |   | The employee is frequently required to climb or balance                               |   | The employee is regularly required to climb or balance                               |
| <b>Stoop, kneel, crouch or crawl</b>       |   | Nothing Required |   | The employee is occasionally required to stoop, kneel, crouch or crawl                  |   | The employee is frequently required to stoop, kneel, crouch or crawl                  |   | The employee is regularly required to stoop, kneel, crouch or crawl                  |
| <b>Talk or hear</b>                        |   | Nothing Required |   | The employee is occasionally required to talk or hear                                   |   | The employee is frequently required to talk or hear                                   |   | The employee is regularly required to talk or hear                                   |
| <b>Taste or smell</b>                      |   | Nothing Required |   | The employee is occasionally required to taste or smell                                 |   | The employee is frequently required to taste or smell                                 |   | The employee is regularly required to taste or smell                                 |

**Lifts Weight or Exerts Force:**

Definition: Lifts weight or exerts force by lifting, lowering, pulling, carrying, pushing, slapping, striking, kicking, pulling, or jerking.

Defining the level of strength required to do a job is particularly important since back problems have been the most frequent basis for ADA complaints.

In completing this section, consider both the intensity and frequency of any action that requires some form of lifting, pushing, pulling, carrying, dragging, kicking, striking, slapping, or jerking.

You can select more than one weight and frequency as long as they are not contradictory.

How much on-the-job time is spent performing the following physical activities?

|                      | ✓ | None             | ✓ | Less Than 1/3 of Time  | ✓ | 1/3 to 2/3 Time  | ✓ | More than 2/3 of Time   |
|----------------------|---|------------------|---|--|---|--|---|---|
| Up to 10 pounds      |   | Nothing Required |   | The employee must occasionally lift and/or move up to 10 pounds      |   | The employee must frequently lift and/or move up to 10 pounds      |   | The employee must regularly lift and/or move up to 10 pounds      |
| Up to 25 pounds      |   | Nothing Required |   | The employee must occasionally lift and/or move up to 25 pounds      |   | The employee must frequently lift and/or move up to 25 pounds      |   | The employee must regularly lift and/or move up to 25 pounds      |
| Up to 50 pounds      |   | Nothing Required |   | The employee must occasionally lift and/or move up to 50 pounds      |   | The employee must frequently lift and/or move up to 50 pounds      |   | The employee must regularly lift and/or move up to 50 pounds      |
| Up to 100 pounds     |   | Nothing Required |   | The employee must occasionally lift and/or move up to 100 pounds     |   | The employee must frequently lift and/or move up to 100 pounds     |   | The employee must regularly lift and/or move up to 100 pounds     |
| More than 100 pounds |   | Nothing Required |   | The employee must occasionally lift and/or move more than 100 pounds |   | The employee must frequently lift and/or move more than 100 pounds |   | The employee must regularly lift and/or move more than 100 pounds |

**Vision Requirements:**

Select the specific vision requirements of this job (you may select as many as needed):

| Vision Type             | ✓ | Language   |
|-------------------------|---|--|
| Close Vision            |   | The ability to see clearly at 20 inches or less.   |
| Distance vision         |   | The ability to see clearly at 20 feet or more.   |
| Color Vision            |   | The ability to identify and distinguish colors.  |
| Peripheral Vision       |   | The ability to observe an area that can be seen up and down or to the left and right while eyes remain fixed on a given point.               |
| Depth Perception        |   | Three-dimensional vision, the ability to judge distances and spatial relationships to see objects where and as they actually are.            |
| Ability to adjust focus |   | The ability to adjust the eye to bring an object into sharp focus. This is required when doing close work at varying distances from the eye. |

## **Section Four – Work Environment**

The description of the work environment shown in a job description gives important guidance to supervisors who interview candidates for a job. It also helps an applicant understand what the job is like regardless of whether a disability exists. For persons with disabilities, they will need to know any environmental conditions that might impact them in order to evaluate whether they may need a reasonable accommodation.

Work environment consists of environmental conditions and noise level.

Environmental conditions include circumstances of weather, heat, cold, wet, height, fumes, electricity, radiation, explosives, vibration. The list of environmental conditions can be customized to show only conditions that are appropriate for your organization.

Information about the typical noise level in the workplace gives an applicant a good idea of what working conditions will be like.

**Definitions:**

|                                       |  |
|---------------------------------------|--|
| Wet or humid conditions (non-work):   | Work requires contact with water or other liquids or humid conditions that are not related to weather. Amount of exposure is sufficient to cause marked bodily discomfort. |
| Working near moving mechanical parts: | Work requires exposure to possible bodily injury from moving mechanical parts of equipment, tools, or machinery.   |
| Work in high, precarious places:      | Work requires exposure to possible bodily injury from falling.   |
| Fumes or airborne particles:          | Work requires exposure to conditions such as fumes, noxious odors, dusts, mists, gases, and poor ventilation that affect the respiratory system, eyes, or skin.            |
| Toxic or caustic chemicals:           | Work requires exposure to toxic or caustic chemicals.  |
| Outdoor weather conditions:           | Work surroundings provide no effective protection from weather.  |
| Extreme cold (non-weather):           | Work requires exposure to temperatures sufficiently cold to cause marked bodily discomfort.  |
| Extreme heat (non-weather):           | Work requires exposure to temperatures sufficiently high to cause marked bodily discomfort.  |
| Risk of electrical shock:             | Work requires exposure to possible bodily injury from electrical shock and electrocution.  |
| Work with explosives:                 | Work requires exposure to possible bodily injury from explosives.  |
| Risk of radiation:                    | Work requires exposure to possible bodily injury from radiation.   |
| Vibration:                            | Work requires exposure to a shaking object or surface.   |

**While performing the duties of this job:**

|                                      | ✓ | None             | ✓ | Less Than 1/3 of Time   | ✓ | 1/3 to 2/3 Time   | ✓ | More than 2/3 of Time  |
|--------------------------------------|---|------------------|---|---|---|---|---|--|
| Wet or humid conditions (non-work)   |   | Nothing Required |   | The employee is occasionally exposed to wet and/or humid conditions |   | The employee is frequently exposed to wet and/or humid conditions |   | The employee is regularly exposed to wet and/or humid conditions |
| Working near moving mechanical parts |   | Nothing Required |   | The employee is occasionally exposed to moving mechanical parts     |   | The employee is frequently exposed to moving mechanical parts     |   | The employee is regularly exposed to moving mechanical parts     |
| Work in high, precarious places      |   | Nothing Required |   | The employee is occasionally exposed to high, precarious places     |   | The employee is frequently exposed to high, precarious places     |   | The employee is regularly exposed to high, precarious places     |
| Fumes or airborne particles          |   | Nothing Required |   | The employee is occasionally exposed to fumes or airborne particles |   | The employee is frequently exposed to fumes or airborne particles |   | The employee is regularly exposed to fumes or airborne particles |
| Toxic or caustic chemicals           |   | Nothing Required |   | The employee is occasionally exposed to toxic or caustic chemicals  |   | The employee is frequently exposed to toxic or caustic chemicals  |   | The employee is regularly exposed to toxic or caustic chemicals  |
| Outdoor weather conditions           |   | Nothing Required |   | The employee is occasionally exposed to outdoor weather conditions  |   | The employee is frequently exposed to outdoor weather conditions  |   | The employee is regularly exposed to outdoor weather conditions  |
| Extreme cold (non-weather)           |   | Nothing Required |   | The employee is occasionally exposed to extreme cold                |   | The employee is frequently exposed to extreme cold                |   | The employee is regularly exposed to extreme cold                |
| Extreme heat (non-weather)           |   | Nothing Required |   | The employee is occasionally exposed to extreme heat                |   | The employee is frequently exposed to extreme heat                |   | The employee is regularly exposed to extreme heat                |
| Risk of electrical shock             |   | Nothing Required |   | The employee is occasionally exposed to risk of electrical shock    |   | The employee is frequently exposed to risk of electrical shock    |   | The employee is regularly exposed to risk of electrical shock    |
| Work with explosives                 |   | Nothing Required |   | The employee is occasionally exposed to explosives                  |   | The employee is frequently exposed to explosives                  |   | The employee is regularly exposed to explosives                  |
| Risk of radiation                    |   | Nothing Required |   | The employee is occasionally exposed to risk of radiation           |   | The employee is frequently exposed to risk of radiation           |   | The employee is regularly exposed to risk of radiation           |
| Vibration                            |   | Nothing Required |   | The employee is occasionally exposed to vibration                   |   | The employee is frequently exposed to vibration                   |   | The employee is regularly exposed to vibration                   |

**Sound Environment:**

Select the noise level that is typical for this work environment::

| ✓ | Noise Level           | Examples   |
|---|-----------------------|--|
|   | Very quiet conditions | <ol style="list-style-type: none"><li>1. Tracks animals in forest.</li><li>2. Tests hearing equipment in isolation booth.</li><li>3. Collects plant and animal specimens by diving in oceans.</li></ol>  |
|   | Quiet conditions      | <ol style="list-style-type: none"><li>1. Stacks books in library.</li><li>2. Works in private office.</li><li>3. Tends greens on golf course.</li></ol>  |
|   | Moderate Noise        | <ol style="list-style-type: none"><li>1. Works in business office with computers and printers operating.</li><li>2. Sells goods in department store or grocery store.</li><li>3. Transports elderly patients in van through light traffic.</li></ol> |
|   | Loud Noise            | <ol style="list-style-type: none"><li>1. Moves and stacks garbage cans in metal can manufacturing company.</li><li>2. Operates large earth-moving equipment.</li><li>3. Drives bus in heavy traffic.</li></ol>                                       |
|   | Very loud noise       | <ol style="list-style-type: none"><li>1. Operates jackhammer on public roads.</li><li>2. Guards stage by standing in front row at rock concerts.</li><li>3. Tests high performance automobile engines in enclosed engine testing area.</li></ol>     |

# CSRMA Job Description Template

**Job Title:**

**Department:**

**Reports To:**

**FLSA Status:**

**Prepared By:**

**Prepared Date:**

**Approved By:**

**Approved Date:**

## **SUMMARY:**

- I. ESSENTIAL DUTIES AND RESPONSIBILITIES** include the following. Other duties may be assigned.
- II. SUPERVISORY RESPONSIBILITIES** (see attached worksheet, Section One)
- III. QUALIFICATIONS** To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
- IV. EDUCATION and/or EXPERIENCE** (see attached worksheet, Section Two)
- V. LANGUAGE SKILLS** (see attached worksheet, Section Two)
- VI. MATHEMATICAL SKILLS** (see attached worksheet, Section Two)
- VII. REASONING ABILITY** (see attached worksheet, Section Two)
- VIII. CERTIFICATES, LICENSES, REGISTRATIONS** (see attached worksheet, Section Two)
- IX. PHYSICAL DEMANDS** (see attached worksheet, Section Three)  
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
- X. WORK ENVIRONMENT** (see attached worksheet, Section Four)

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

# CSRMA

## Example Job Description

**Job Title:** Laboratory Supervisor  
**Department:** Technical Services  
**Reports To:** Lab Director  
**FLSA Status:** Nonexempt  
**Prepared By:** John Doe, Technical Services Director  
**Prepared Date:** xx/xx/xx  
**Approved By:** Jane Doe, General Manager XYZ Sanitation Agency  
**Approved Date:** yy/yy/yy

### SUMMARY

Supervises and coordinates activities of personnel engaged in performing chemical and physical tests required for quality control of processes and products by performing the following duties.

**ESSENTIAL DUTIES AND RESPONSIBILITIES** include the following. Other duties may be assigned.

Directs and advises personnel in special test procedures to analyze components and physical properties of materials.

Compiles and analyzes test information to determine operating efficiency of process or equipment and to diagnose malfunctions.

Confers with scientists or engineers to conduct analyses, interpret test results, or develop nonstandard tests.

Adjusts formulas and processes based on test results.

Tests and analyzes sample products.

Prepares test solutions, compounds, and reagents for use by laboratory personnel in conducting tests.

Conducts research to develop custom products and investigates complaints on existing products.

Establishes or adjusts work procedures to meet testing schedules.

Recommends measures to improve testing procedures and use of equipment.

Analyzes and resolves, or assists workers in solving work problems.

Maintains time and testing records.

### SUPERVISORY RESPONSIBILITIES

Directly supervises three employees in the Technical Services. Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws. Responsibilities include interviewing, hiring, and training employees; planning, assigning, and directing work; appraising performance; rewarding and disciplining employees; addressing complaints and resolving problems.

**QUALIFICATIONS** To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill,

and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

### **EDUCATION and/or EXPERIENCE**

Bachelor's degree (B. A.) from four-year college or university; or one to two years related experience and/or training; or equivalent combination of education and experience.

### **LANGUAGE SKILLS**

Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from groups of managers, clients, customers, and the general public.

### **MATHEMATICAL SKILLS**

Ability to apply advanced mathematical concepts such as exponents, logarithms, quadratic equations, and permutations. Ability to apply mathematical operations to such tasks as frequency distribution, determination of test reliability and validity, analysis of variance, correlation techniques, sampling theory, and factor analysis.

### **REASONING ABILITY**

Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

### **CERTIFICATES, LICENSES, REGISTRATIONS**

CWEA Lab Technician IV

**PHYSICAL DEMANDS** The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to use hands to finger, handle, or feel and talk or hear. The employee frequently is required to stand, walk, sit, reach with hands and arms, and taste or smell. The employee is occasionally required to climb or balance and stoop, kneel, crouch, or crawl. The employee must regularly lift and/or move up to 10 pounds and frequently lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

**WORK ENVIRONMENT** The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is frequently exposed to moving mechanical parts, fumes or airborne particles, and toxic or caustic chemicals. The employee is occasionally exposed to wet and/or humid conditions, outside weather conditions, and vibration. The noise level in the work environment is usually moderate.

## Section One – Supervisory Responsibilities

(The supervisory section covers both direct supervision of employees and indirect supervision of employees through subordinate supervisors)

**START**

