

C. JOB FUNCTIONS

List and briefly describe major functions of the job.
List in order of importance, most important first

For each function, indicate percentage of time spent and answer ‘yes or no’ to the ten questions provided. (NOTE: The response to question “) is a decision about “essential” functions under ADA.) For “essential” functions, identify equipment, machinery or vehicle required to performance

	Indicates the % of total annual work time typically spent on this function.	a. Does this function need to be done at all?	b. At this time, is the incumbent of this position the only staff member to whom this function can be assigned?	c. Would eliminating this function fundamentally change the job?	d. Does this job exist primarily to do this function?	e. Is special expertise/judgement required?	f. Is special training or education required?	g. Is a license required?	h. Would there be any significant consequence if this is not done?	i. Did the previous incumbent of the position do this?	j. Is this function “essential”? (NOTE: Use ADA definition. The more ‘yes’ responses a-I, the stronger the support for “essential”).	For each “essential” functional list any equipment, machinery, or vehicles required to perform the function.
1.												
2.												
3.												
4.												
5.												
6.												

E. ESSENTIAL FUNCTIONAL COGNITIVE REQUIREMENTS:	F. ESSENTIAL FUNCTIONAL MATHEMATICS REQUIREMENTS:	G. ESSENTIAL FUNCTIONAL COMMUNICATION REQUIREMENT SPEECH:
Circle the number for the highest level of Section C on page 1.	Circle the number for the highest level of any of the "essential" functions marked in Section C on page 1.	Circle the number for the highest level of speech communication needed to perform any of the essential functions marked in Section C on page 1.
<ol style="list-style-type: none"> 1. Apply common sense understanding to carry out simple one- or two-step instructions. Deal with standardized situations with occasional or no variables in or from these situations encountered on the job. 2. Apply common sense understanding to carry out detailed but uninvolved written or oral instructions. Deal with problems involving a few concrete variables in or from standardized situations. 3. Apply common sense understanding to carry out instructions furnished in written, oral, or diagrammatic form. Deal with problems involving several concrete variables in or from standardized situations. 4. Apply principles of rational systems to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Interpret a variety of instructions furnished in written, oral, diagrammatic, or schedule form. 5. Apply principles of logical or scientific thinking to define problems, collect data, establish facts, and draw valid conclusions. Interpret an extensive variety of technical instructions, in books, manuals, and mathematical or diagrammatic form. Deal with several abstract and concrete variables. 6. Apply principles of logical or scientific thinking to a wide range of intellectual and practical problems. Deal with non-verbal symbolism (formulas, scientific equations, graphs, musical notes, etc.) in its most difficult phases. Deal with a variety of abstract and concrete variables. Comprehend complex, hard-to-understand concepts. 	<ol style="list-style-type: none"> 1. No mathematics requirement. 2. Perform simple addition and subtraction, reading and copying of figures, or counting and recording. 3. Use arithmetic to add, subtract, multiply, and divide whole numbers. 4. Make arithmetic calculations involving fractions, decimals and percentages. 5. Perform ordinary arithmetic, algebraic, and geometric procedures in standard, practical applications. 6. Apply knowledge of advanced mathematical and statistical techniques such as differential and integral calculus, factor analysis, and probability determination, or work with a wide variety of theoretical mathematical concepts and make original applications of mathematical procedures, as in empirical and differential equations. 	<ol style="list-style-type: none"> 1. No speech requirement. 2. Expression of a level to verbally respond to supervisors or co-workers in the affirmative or negative. 3. Expression of a level to respond to or make basic requests. Vocalization to alert others to emergencies. Capable of basic verbal exchange, though may not be able to communicate by telephone. 4. Expression of a level to communicate verbally with clients/customers and others to obtain and provide basic information. Able to communicate by telephone. Capable of explaining routine policies and of properly referring more complex cases. 5. Expression of a level to communicate fluently with clients/customers and others to obtain and provide complex information. Vocalize and explain detailed data and problem-solve, both in-person and by telephone. Capable of interpretation of technical materials, oral presentation of reports and able to adapt vocabulary, tone and content for listener. 6. Expression of a level comparable to 5, plus highest order verbal skills such as ability to lecture to large groups, ability to speak on complex issues without prepared notes.

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H. ESSENTIAL FUNCTIONAL COMMUNICATION REQUIREMENT-COMPOSITION	I. TRAVEL REQUIREMENTS
Circle the number for the highest level of composition ability needed to perform any of the essential functions marked in Section C on page 1.	Circle the number for the highest level of travel needed to perform any of the essential functions marked in Section C on page 1.
<ol style="list-style-type: none"> 1. No composition requirement 2. Comprehension and expression of a level to record very limited information such as name and address of client/customer. 3. Comprehension and expression of a level to record fairly uncomplicated information frequently such as filling in report forms, logging entries and taking telephone messages. 4. Comprehension and expression of a level to routinely draft narrative information such as case histories, compose routine correspondence on own initiative, make interview notes. May involve a large volume of such composition. 5. Comprehension and expression of a level to draft lengthy technical documents such as project or research reports, policy position papers and other advanced informational materials requiring grammatical correctness and clarity of expression. Requires facility to compose narrative text and technical data that may vary according to the intended audience. May involve a large volume of such composition. 6. Comprehension and expression of a level comparable to 5, plus highest order of composition skills such as ability to do this as primary function of the job, to draft and edit publication-quality papers, to prepare highly complex documents such as wills and contracts. May involve a large volume of such composition. 	<ol style="list-style-type: none"> 1. No travel required. 2. Minimal travel required - ability to travel infrequently (i.e., annually) for activities such as developmental sessions at a centralized training center. 3. Moderate travel required - ability to travel occasionally (i.e., quarterly) for activities such as out-of-town meetings or training sessions. 4. Normal travel required - ability to travel frequently (i.e., weekly-monthly) for activities such as home visits, collateral contacts, transport of clients to appointments, delivering mail, auditing records, inspecting facilities, or other activities requiring frequent travel under normal conditions. 5. Extreme travel required - ability to travel routinely (i.e., daily) under extreme conditions such as all hours of day/night in high risk/dangerous settings such as to remove and place children in protective custody or heavy travel for long distances such as conducting business sessions in various parts of the state or nation.
	J. OTHER SPECIAL DEMANDS: List and explain any other special requirements of the position <u>necessary</u> to perform the essential job functions identified in Section C on page 1.
<hr/> <p style="text-align: center;">Reviewer's Name</p> <hr/> <p style="text-align: center;">Date</p> <hr/> <p style="text-align: center;">Position</p> <hr/> <p style="text-align: center;">Reviewer's Signature</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>