

Employee Name:



## MPP / Staff Position Description

HUMAN RESOURCES USE ONLY	
<b>Conflict of Interest (COI) Designated:</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<b><u>MPP Positions Only</u></b>
<b>Mandated Reporter:</b> <input type="checkbox"/> Limited <input checked="" type="checkbox"/> General <input type="checkbox"/> N/A	<b>MPP Job Code:</b>
<b>Review Date: 10/24/2024</b>	<b>Job Family:</b>
	<b>Job Function:</b>
	<b>Job Category:</b>

**Mandated Reporter Per CANRA**  YES  NO

The person holding this position is considered a 'mandated reporter,' under the California Child Abuse and Neglect Reporting Act (CANRA) and is required to comply with the requirements set forth in CSU Executive Order 1083 as a condition of employment.

**Please Note:** A current and accurate signed Position Description is required for each MPP / Staff position and must be on file in the Center for Human Resources. After completion, the Position Description should be reviewed, signed and dated by the employee, the supervisor and the Center for Human Resources - Classification and Compensation.

**Please check one:**  New Position  Existing Position Update

<b>Date:</b>	10/21/24
<b>Department &amp; Division:</b>	Career Services, Students Affairs + Campus Diversity
<b>Employee Name</b> <i>(leave blank if vacant):</i>	
<b>Current Classification &amp; Grade:</b>	Student Services Professional III & Grade 1
<b>FLSA Status:</b> <i>(exempt or non-exempt)</i>	Exempt
<b>Working Title:</b>	Career Management Lead
<b>Position Number &amp; Job Code:</b>	10002033 & Job Code 3084
<b>Working Title &amp; Position Number of HEERA Designated Appropriate Administrator:</b>	Associate Director Career Management Lead 10002578

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**I. FUNCTION OF THE EMPLOYING UNIT:**

*State the basic purpose of the Department/Unit in one brief paragraph. Include the division's DEI statement here.*

The Office of the Vice President for Student Affairs and Campus Diversity is responsible for the coordination and development of student services and building the inclusive excellence of SDSU's staff and faculty at San Diego State University. Departments include, but not limited to, Assistant Deans for Student Affairs; Career Services; Communications Services; Counseling & Psychological Services; Cultural and Identity Centers; Center for Educational Opportunity Programs, Outreach and Success; Financial Aid and Scholarships; Military Veterans Program; New Student and Parent Programs; Office of the Student Ombudsman; Residential Education; Resource Management; Student Ability Success Center; Student Health Services; Student Life and Leadership; Student Rights and Responsibilities; Testing Services Office; Well-being & Health Promotion; and programming related to Inclusive Excellence.

*Division of Student Affairs and Campus Diversity*

The Division facilitates the academic and career success, personal growth and well-being of all students, and works proactively to address systemic inequities through professional learning, community building, advocacy, policy recommendations and organizational structures. We aim to foster an affirming campus culture based on the core values of excellence, equity, diversity, belonging and inclusion through:

- Recruiting and retaining faculty and staff who are reflective of the diverse student body and communities served by SDSU, and recruiting students who are representative of the rich diversity of the region and the world;
- Fostering an environment that is welcoming, affirming, and empowering for students, faculty, staff and alumni of all backgrounds;
- Enhancing the career and educational pathways of a diverse student body, the faculty and staff, including enhancing the learning environment and expanding learning opportunities for all students inside and outside the classroom, and expanding and connecting opportunities for students to participate in transformational experiences;
- Developing leaders who believe in and lead others toward supporting civility, mutual respect and diversity in our society and workplaces; and
- Cultivating relationships with the local community that advance the well-being of diverse individuals and communities.

Position upholds the Student Affairs and Campus Diversity Statement on Diversity, Equity, and Inclusion, specifically:

*“The Division of Student Affairs and Campus Diversity acknowledges and honors the inherent value and dignity of all individuals by creating and nurturing a learning and working environment that affirms and leverages our community’s diversity of traditions, heritages, perspectives, and experiences. We are committed to fostering a culture of inclusive excellence designed to facilitate the personal and professional success, growth, development, and well-being of all members of our community. We manifest this commitment through our innovative, strategic and collaborative efforts to develop leaders who believe in and lead others toward practicing civility, mutual respect, and inclusion in our workplaces and society.”*

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The Senior Associate Vice President for Student Affairs and Campus Diversity and Dean of Students reports to the Vice President for Student Affairs and Campus Diversity and serves as one of the executive officers in the Division. The Senior Associate Vice President for Student Affairs and Campus Diversity and Dean of Students is responsible for the direction and coordination of department programs/personnel as designated by the Vice President for Student Affairs and Campus Diversity. The Senior Associate Vice President for Student Affairs and Campus Diversity and Dean of Students represents the interests of the Division on a day-to-day basis at the sub-Cabinet level and is responsible for the promotion of student development through a program of co-curricular activities and services to students. The Senior Associate Vice President for Student Affairs and Campus Diversity and Dean of Students is also responsible for the quality of the campus social, cultural and educational environment and the student services that enhance the University's academic programs and the intellectual and personal development of students on the San Diego State University campus.

The Senior Associate Vice President for Student Affairs and Campus Diversity and Dean of Students is responsible for supervising, monitoring and implementing programs and services that have a direct impact on orientation, transition, and student retention. These programs and services are designed to ease the transition to the University, enhance student involvement/participation in university organizations, and promote diversity, equity, and inclusion. The Senior Associate Vice President for Student Affairs and Campus Diversity and Dean of Students promotes student rights and encourages citizenship responsibility among students. They also facilitate the development of orientation, transition and retention initiatives.

**Career Services**

The department of Career Services is a unit in the Division of Student Affairs and Campus Diversity. It is an innovative, reputable, and globally recognized leader that supports education, workforce, and economic development.

The Career Services department serves students by supporting their career development journey through the following activities:

- Career exploration
- Professional development
- Employment preparation and experiential learning
- Industry engagement and employment outcomes

The Career Services department serves industry partners by supporting their talent acquisition and business needs through the following activities:

- Workforce development planning and consulting
- Professional development
- Direct services and resources to support talent acquisition

**II. PURPOSE OF POSITION:**

*State the basic purpose of the position in one to three specific statements.*

The purpose of this position is to serve as a campus lead for career management activities for students and alumni. This role coordinates the career management cycle and leads at an institutional and regional level to support workforce development strategic planning, career management and education, and all elements of the career development process. This effort accomplishes this through coordination in the following areas:

- Career Pathways Coordination

**Employee Name:**

- Career & Major Exploration
- Employment Preparation
- Experiential Learning, Curriculum Design & Integration
- Career Navigation, Professional Development & Continuing Education
- Workforce Development Trends, Policies, & Metrics/Outcomes

This role is tasked with leading campus and regional efforts that support the career development needs of students, alumni, and key stakeholders. This role serves as a career management liaison to colleges and industries and is a driving force for designing, implementing, and assessing career development activities that align with local, regional, national and global industry needs, strategies, and trends.

The incumbent accomplishes these priorities through a multi-faceted service delivery approach that may include the following activities: counseling/coaching, event planning, workshops/webinars, curriculum integration, program design and management.

**III. CHANGES IN RESPONSIBILITIES:**

**IV. MAJOR RESPONSIBILITIES:**

*Clearly list the major responsibilities/essential functions in descending order from the most important to the least important. Indicate the approximate percentage of time spent in each (percentages should not be less than 5%). The percentage must total 100%.*

<b>Description of Responsibilities:</b>	<b>(%) Percent of Time</b>
<p><b>I. Career Pathways Coordination</b></p> <ul style="list-style-type: none"><li>● Designs, implements, evaluates, and manages strategies for industry aligned career management activities that are responsive to student and industry needs and aligned with college, department, and institutional priorities.</li><li>● Coordinates campus alignment to regional industry needs and priorities to support workforce and economic development while serving as an assigned college and industry liaison.</li><li>● Coordinates programs, projects and activities that align with career management priorities and departmental expectations. Programs and activities may relate to student outreach and engagement, services targeted toward specific populations, High Impact Educational Practices (HIPS), career pathways and entrepreneurship, experiential learning, mentoring, career readiness competencies, academic integration, special projects/grants, and more.</li><li>● Works directly with campus and external stakeholders and their affiliate programs to plan career pathways strategies, and to identify and record outcomes.</li><li>● Implements department coordination of career development programming specific to assigned career pathways and college alignment.</li><li>● Serves as campus and regional coordinator for assigned industry clusters</li></ul>	20%

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Description of Responsibilities:	(% ) Percent of Time
<p>and career pathways that involve the management of all career development activities and strategies on campus and throughout the greater metropolitan area and beyond.</p> <ul style="list-style-type: none"> <li>• Coordinates career pathways teams, meetings and activities with department, division, faculty, and other key stakeholders to drive campus and regional strategies, planning, and other career development activities with a focus on achieving employment outcomes.</li> <li>• Participates in regional initiatives and strategic planning efforts pertaining to education, workforce economic development; ensure SDSU priorities are reflected in campus, local, and regional planning efforts with partners, employers, and industry influencers.</li> <li>• Coordinates and supports research efforts in alignment to department priorities that may include the development and coordination of white papers, strategic plans, and projects/proposals to be published.</li> <li>• Integrates entrepreneurship into the career pathways process by collaborating with campus and external partners to ensure that entrepreneurship and self-employment become viable career options for students/alumni.</li> </ul>	
<p><b>II. Career &amp; Major Exploration</b></p> <ul style="list-style-type: none"> <li>• Manages, designs, and coordinates career and major exploration activities through career pathways teams and align efforts to campus and regional priorities and initiatives.</li> <li>• Coordinates career and major exploration activities that may include career related assessments (administration &amp; interpretation), job shadows, mentoring, informational interviews/events, experiential learning and more.</li> <li>• Identifies and engages industry representatives through the Industry Relations team to support career and major exploration programming while ensuring alignment with industry/workforce trends and needs; integrate entrepreneurship into this process.</li> <li>• Identifies and implements virtual technologies and resources to support the exploration process; coordinate in-person and remote options and activities to support student career development.</li> <li>• Initiates campus and external partnerships to accomplish career exploration early in a student’s academic journey that may include aligning and collaborating with feeder schools to support freshman and transfer students.</li> </ul>	15%
<p><b>III. Employment Preparation</b></p> <ul style="list-style-type: none"> <li>• Designs career pathways services, resources, and activities to support the employment or entrepreneurship preparation process. This process may include industry research, resume creation, interview preparation, attire/dress preparation, business plan creation, salary negotiations,</li> </ul>	15%

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Description of Responsibilities:	(% ) Percent of Time
<p>government procurement options, and more.</p> <ul style="list-style-type: none"> <li>• Integrates industry stakeholders into the employment preparation process through the development and deployment of industry led workshops/webinars, panel discussions, career treks, mentoring, and related activities.</li> <li>• Coordinates career readiness certificate program and support other macro approaches to serving students with a focus on industry engagement and alignment.</li> <li>• Coordinates campus and external partner activities to support the employment preparation and job readiness process; align process with local feeder schools and community programs with a focus on industry trends/needs.</li> <li>• Supervises career development interns and integrate peer-to-peer activities into career pathway planning and design.</li> </ul>	
<p><b>IV. Experiential Learning &amp; Curriculum Integration</b></p> <ul style="list-style-type: none"> <li>• Co-leads career pathways planning in partnership with an Industry Relations liaison; identifies and engages employers with the institution with the goal of developing experiential learning opportunities for students/alumni. Opportunities may include internships, micro-internships, externships, co-ops, fellowships, service learning, volunteer opportunities, class projects, gigs/freelance, and other related work opportunities.</li> <li>• Coordinates and deploys the Career-to-Curriculum program for faculty who teach in liaison assigned colleges/majors.</li> <li>• Collaborates with faculty stakeholders to design career development activities that can be integrated into the curriculum/academic process.</li> <li>• Composes curriculum in partnership with faculty or through the creation of a faculty toolkit that integrates career development activities that may include career and major exploration, employment preparation, experiential learning, career navigation, professional development, continuing education, and workforce development trends.</li> <li>• Identifies and integrates experiential learning activities into career pathways planning and ensure a focus on High Impact Educational Practices (HIPS), specifically internships; work with an Industry Relations liaison to ensure industry alignment and engagement to regional workforce and economic development priorities.</li> </ul>	15%
<p><b>V. Career Navigation, Professional Development, &amp; Continuing Education</b></p>	15%

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Description of Responsibilities:	(% ) Percent of Time
<ul style="list-style-type: none"> <li>• Oversees and determines appropriate activities to support short- and long-term career planning and preparation; activities may include counseling/coaching, webinars/workshops, mentoring, individual or group engagement activities, etc.; activities will focus on industry engagement and alignment.</li> <li>• Engages students/alumni through in-person and virtual options that may include the coordination and oversight of virtual communities, newsletters, in-person connections with student orgs, and other activities.</li> <li>• Researches and identifies professional development and continuing education options for students/alumni to acquire appropriate workforce skills, and to upskill as needed; these activities may include certificate, licensing, and degree programs or other workforce training activities (apprenticeships, On-the-Job-Training, Earn-and-Learn models, etc.).</li> <li>• Supports and integrates Industry Consultants into the career pathway planning and deployment; industry consultants will include regional industry partners who can help support student appointments, panel discussions, workshops, and professional development with a focus on career guidance.</li> <li>• Identifies tools for students/alumni to enhance their subject matter expertise, skills, and work experience to successfully transition into the workforce; entrepreneurship will be an option for career navigation, professional development, and continuing education.</li> </ul>	
<p><b>VI. Workforce Development Trends, Policies, &amp; Metrics/Outcomes</b></p> <ul style="list-style-type: none"> <li>• Researches, analyzes and conveys economic and workforce trends to campus and external stakeholders through platforms that may include newsletters, presentations at conferences, publications, and more.</li> <li>• Identifies, designs, and implements research tools and instruments to support department priorities and publications in alignment with division, and campus strategic planning.</li> <li>• Identifies and analyzes metrics/outcomes to support career development with a focus on employment outcomes, salary, and student employment satisfaction rate; participate in the identification of entrepreneurship outcomes that may include business starts, revenues earned, capital infusion, jobs created, and increase in sales).</li> <li>• Leads and participates in campus and regional discussions, planning sessions, and strategic plans to identify and align priorities; alignment may include feeder schools and community colleges, workforce development boards, offices of economic development and other regional influencers.</li> <li>• Identifies and conveys workforce related legislation that will impact workers or employers with a focus on industry specific policies.</li> </ul>	10%

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Description of Responsibilities:	(%) Percent of Time
VII. Other Duties as Assigned	10%
<b>Total</b>	100 %

**V. LEAD WORK DIRECTION OVER OTHERS:**

List of individuals the incumbent supervises/leads. Indicate the type of supervision, whether direct (directly supervises the position and conducts performance evaluation) or general (acting in a lead capacity or assigning work).

Classification	Working Title	Type of work direction (Direct or General)
Student Intern	Career Management Intern	Direct

**VI. POSITION REQUIREMENTS:**

A. List education and years of experience required that are based on the classification standards.

Equivalent to graduation from a four-year college or university in a related field, including or supplemented by upper division or graduate course work in counseling techniques, interviewing, and conflict resolution where such are job-related. Possession of these knowledge and abilities is typically demonstrated through the equivalent of three years of progressively responsible professional student services work experience. One year in the program area to which assigned may be preferred but is not required.

A master's degree in Counseling, Clinical Psychology, Social Work, or a directly related field may be substituted for one year of experience. A doctorate degree and the appropriate internship or clinical training in counseling or guidance may be substituted for the three years of experience for positions with a major responsibility for professional career or personal counseling.

B. Skills, knowledge, and abilities required for this position that are based on the classification standards

- Working knowledge of research and observation techniques for the purpose of recording, classifying, and interpreting factual information; and working knowledge of the techniques and methods of interviewing.
- Working knowledge of the practices, procedures and activities of the program to which assigned; general knowledge of the methods and problems of organizational and program management; general knowledge of research and interview techniques; and general knowledge of the principles of individual and group behavior.
- Thorough knowledge of the principles of individual and group behavior; general knowledge of the principles, practices and trends of the Student Services field as well as general knowledge of the policies, procedures and practices of the program area to which assigned.; general knowledge of individual counseling techniques; general knowledge, or the ability to rapidly acquire such knowledge,



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of the organizational procedures and activities of the specific campus to which the position is assigned; working knowledge of student services programs outside the program to which immediately assigned.

- Ability to gather and analyze data; ability to reason logically, draw valid conclusions and make appropriate recommendations; ability to participate in and contribute to group meetings, conferences and interviews; ability to clearly express ideas and recommendations orally; ability to write clear and concise reports.
- Ability to interpret and apply program rules and regulations; ability to use initiative and resourcefulness in planning work assignments and in implementing long-range program improvements; ability to obtain factual and interpretative information through interviews; ability to reason logically; ability to collect, compile, analyze and evaluate data and make verbal or written presentations based on these data; ability to advise students individually and in groups on routine matters where required; ability to recognize multicultural, multi-sexed and multi-aged value systems and work accordingly.
- Demonstrated ability to make decisions and carry through actions having implications with regard to other program or service areas Services Office.
- Ability to analyze complex situations accurately and adopt effective courses of action; ability to advise students individually and in groups on complex student-related matters; ability to determine appropriate courses of action and proper techniques to utilize while engaged with individuals in personal interactions of an argumentative or sensitive nature; ability to interpret and evaluate descriptions and explanations of problems brought forward by individuals or student organizations, analyze and define the problem, draw valid conclusions and project consequences of various alternative courses of action; ability to carry out a variety of professionally complex assignments without detailed instructions; and ability to establish and maintain cooperative working relationships with a variety of individuals.

*C. Specialized skills required for this position*

*D. License and Certification Required (I.e., Driver's License and Grade, Certification, etc.)*

- Driver's License

**VII. PREFERRED QUALIFICATIONS:**

(Education, experience, knowledge, skills and/or abilities which are preferred but not required.)

- N/A

**VIII. SIGNATURES:**

*The signature indicates position description is an accurate and correct statement of duties and responsibilities assigned to the position. (Limited to 3 Signers as listed below)*

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Incumbent's Signature/Acknowledgment

*Rosa Moreno*

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Appropriate Administrator Signature

---

Date

**Oct 29, 2024**

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Date

**Employee Name:**

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*Glenn Perez*

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Classification & Compensation Services

Oct 30, 2024

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Date

*[Signature]*

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Resource Management /Acknowledgment

Oct 29, 2024

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Date

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## Attachment A

Complete for all positions

**To comply with the provisions of the Americans with Disabilities Act, specify the physical, mental, and environmental conditions of the essential functions of the job, please complete the sections below.**

**Physical Summary:** Choose one description out of the categories below that best describes this position.

**Sedentary Work:** Involves mainly sitting. Walking and standing are minimal. Lifting is limited to lightweight objects (10 pounds or less).

**Light Work:** Job involves some lifting of medium weight objects (10-20 pounds) and/or 10% -20% of the job involves standing or walking.

**Medium Work:** Job involves lifting heavy-weight objects (20-40 pounds) and/or 20%-40% of the job involves standing, squatting, kneeling, or walking. May require pushing or pulling objects within the weight limits.

**Heavy Work:** Job involves lifting more than 40 pounds. Approximately half of the incumbent's time will be spent walking, standing, squatting, kneeling, or climbing.

**Use the codes below for each of the items which most accurately describe the extent of the specific activity performed in this position.**

"C" = constantly or 6-8 hours per day

"F" = frequently or 3-6 hours per day

"O" = occasionally or up to 3 hours per day

"N" = never

Physical Requirements of the Position		Mental Requirements of the Position	
O	Bending (neck)	C	Reading & Comprehending
O	Bending (waist)	C	Writing
N	Climbing	C	Performing Calculations
N	Crawling	O	Communicating Orally
O	Kneeling	C	Reasoning & Analyzing
O	Pushing/Pulling	C	Decision Making
C	Sitting	O	Directing/Coordinating Others:
O	Squatting		Other:
O	Standing	Environmental Working Conditions	
O	Twisting (neck)	N	Exposure to variations in temperature/humidity
O	Twisting (waist)	N	Exposure to chemicals, gases, dust or fumes
O	Walking	O	Operates machinery or drives motorized equipment
O	Handling Objects	N	Exposure to bio-hazards
F	Manual dexterity	C	Working in normal office environment
O	Reach above/below shoulder	O	Working outside with various weather conditions
O	Using foot controls	N	Uses specialized equipment
	Other:		Other:

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## Attachment B

Complete for all positions

**Sensitive Position:** For current employees who are voluntarily reassigned or reclassified to a sensitive position, a background check is also required. To determine if this position is a sensitive position, please consult with Human Resources and reference the [CSU Background Check Policy](#).

<b>Consideration for designation as a sensitive position per HR Technical Letter 2017-17</b>		
1. Does this position have responsibility for the care, safety, and security of people (including children and minors), animals, and CSU property?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Sexual offender registry check for those who perform work involving regular or direct contact with minor children and those who are identified as mandated reporters of child abuse and neglect under Executive Order 1083 and California Penal Code §11165.7(a).
2. Does this position have access to and responsibility for detailed personally identifiable information about students, faculty, staff, or alumni that is protected, personal, or sensitive?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Access to Level Protected Level 1 Data: (i.e., Passwords, DOB, Credit Card Numbers, SSN's, Medical Data, Law Enforcement Records, etc.) - Link to or incorporate ICSUAM pages.
3. Does this position have access to student records?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	FERPA (Access to student education records)
4. Is the position responding for recording/reporting Clery Data?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Clery Act Basics
5. Does the position have access to protected health information?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	HIPAA
6. Will this position be an active/participating member of the SDSU Emergency Operations Team?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	EOC Member
7. Does this position have responsibility for operating commercial vehicles, machinery or equipment that could pose environmental hazards or cause injury, illness, or death?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Motor Vehicle Records/Licensing Check is required. CA Defensive Driver
8. Does the position influence or make decisions regarding real property, real property acquisitions and/or leaseholds, land use and/or development?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	COI CAT 1
9. Does the position influence or make decisions regarding the purchase of goods, service or construction work? <b>Note: Having a procurement card is not qualifying if the individual is limited to making directed and supervised purchases from established vendors.</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	COI CAT 2

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10. Does the position influence or make decisions regarding the investment of <b>SDSU/CSU</b> funds.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	COI CAT 5
11. Does the position influence or make decisions regarding the sale of campus goods, services, products, or commodities (including agricultural commodities), which are sold by the campus?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	COI CAT 6

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## **Attachment C**

Complete for **MPP Positions Only**

### **Mental Effort:**

*Enter frequency of occurrence for all applicable activities using the following key:*

**1=Never Occurs    2=Seldom Occurs    3=Sometimes Occurs    4=Occurs Often    5=Almost Always Occurs**

<b><u>Planning</u></b>		<b><u>Staffing</u></b>	
	Forecast		Define Roles
	Set Program Goals		Give Input to Position Descriptions
	Determine Budget Allocations		Determine Selection Criteria
	Establish, Implement, Revise Policies		Recruit/Interview/Select
			Orient Staff
<b><u>Organization</u></b>		<b><u>Employee Relations</u></b>	
	Describe Relationships Between Functions		Initiate Corrective Action
	Define Department/Divisional Structure		Authorize Formal Discipline
	Establish Priorities to Meet Goals		Administer Collective Bargaining Agreements
	Schedule Work for Employees		Prepares/Investigates Grievance Awards and Complaints
	Implement procedures		Formulates/Represents University Position for Formal Grievances/Complaints
	Determine work methods		
	Balance multiple tasks/projects		
<b><u>Direction/Leadership/Supervision</u></b>		<b><u>Performance Evaluations</u></b>	
	Educate		Determine Performance Standards
	Delegate		Authorize/Approve Awards
	Coordinate		Prepare Performance Evaluations
	Coach/Train/Develop		Observe/Follow-Up on a Daily Basis
	Recommend Formal Training		Correct Work/Behavior Problems
	Motivate		
	Instruct/Demonstrate		
	Schedule Staff/Readjust Schedule		
<b><u>Organization</u></b>		<b><u>Other</u></b>	
	Describe Relationships Between Functions		
	Define Department/Divisional Structure		
	Establish Priorities to Meet Goals		
	Schedule Work for Employees		
	Establish deadlines		
	Implement procedures		
	Determine work methods		
	Balance multiple tasks/projects		

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## Attachment D

### Department Organization Chart

**Instruction:** Please insert an image of your department's organization chart and highlight where this Position Description falls within the chart.

