

Position Information Questionnaire

A. Instructions

The purpose of this questionnaire is to gather information about your position and its duties, responsibilities and educational/experience requirements. This information will be used to ensure the position is properly classified and evaluated through the University's compensation program. Responses must accurately represent the way the position is currently functioning. The employee is to complete sections B through H with the supervisor completing the remaining sections I through K. The employee and supervisor are strongly encouraged to discuss the position to facilitate the process and ensure mutual understanding. If the position is vacant or the employee has occupied the position for less than six months, it is suggested the supervisor complete the questionnaire.

1. Be objective and accurate in your answers. Consider your normal day-to-day responsibilities.
2. When indicating the percentage of time you spend on each duty, consider what is performed over a 12-month period. The percentages do not need to be exact but should reflect the more time-consuming parts of the position.
3. Describe the position as it is being performed today, not as it might be in the future or as you think it should be.
4. Remember, you are considering the position and the requirements for the position—not your own personal background (e.g., if the duties could be competently performed by someone with 2 years experience, but you have 6 years experience – indicate 2 years experience required).
5. All questions must be answered completely. The employee should forward the questionnaire to the supervisor when completed. An explanation must accompany any question that is determined to be non-applicable. A sample statement of position duties and responsibilities follow these instructions to provide you with an example of how duty statements are written.
6. This PIQ may be completed electronically, then printed and signed by both employee and supervisor. Please submit the signed paper copy to Human Resources when completed.

B. Position Identification

Employee:		
Current Title:		
Department:		
Work status (check one): <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time		
Position FTE:	Hours worked per week:	Months worked per year:
Supervisor:		
Supervisor's Title:		

C. Summary Statement

Briefly describe the position's primary purpose in one or two sentences.

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D. Essential Duties and Responsibilities

List the position's essential or most important functions and responsibilities. Include all important aspects of the work—whether performed daily, weekly, monthly, or annually; and any duties that occupy at least 5% of the total job. Indicate the approximate percentage of time spent performing each duty on an annualized basis. For example, if you perform a duty that consumes virtually all of your time but for only one month out of twelve, then that duty would occupy about 8% (1/12) of your time when averaged over the entire year. Sample duty statements are provided below.

Sample Duties and Responsibilities	% of Time
1. Maintains an electronic database, enters and retrieves information, writes queries to produce special reports.	25%
2. Prepares correspondence, graphs, charts and reports using various software.	20%
3. Provides factual information concerning department policies and procedures to students and other departments.	15%
4. Files correspondence and records.	10%
5. Duplicates reports, documents and related materials.	10%
6. Orders and receives supplies and maintains inventory.	10%
7. Monitors department budget and prepares monthly updates.	<u>10%</u>
	100%

1.	%
2.	%
3.	%
4.	%
5.	%
Total of all percentages must equal 100%	100%

E. Decision Making

1. Describe a typical challenge, issue or problem you regularly face in performing the duties of your position. Indicate how you solve it and the kind of guidance (e.g., instructions, procedures, precedents, policies, etc.) you have available to reach a solution. Also indicate the frequency that problems like this occur.

Typical problem faced:

How you evaluate/solve it:

Available guidance:

Frequency of occurrence (e.g., daily, weekly, etc.):

2. Identify two types of decisions you routinely make without review or input from your supervisor, and what type of guidance is available. Also indicate how often a decision like this is likely to occur.

Example:

I routinely decide <i>what inspection tests to administer.</i>	Daily <input type="checkbox"/>	Weekly <input type="checkbox"/>	Monthly <input type="checkbox"/>
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I routinely decide	Daily <input type="checkbox"/>	Weekly <input type="checkbox"/>	Monthly <input type="checkbox"/>
I routinely decide	Daily <input type="checkbox"/>	Weekly <input type="checkbox"/>	Monthly <input type="checkbox"/>

F. Nature of work

1. **Task Complexity** - check the percentage of time that is best described by each of the following statements and provide an example of each. *The three percentages should generally total 100%.*

	Seldom Or None (<25%)	Occasional (25%-50%)	Majority of Time (50%-75%)	Almost Always (>75%)
a. Tasks are straightforward, routine and frequently repetitive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Example:

b. Tasks are varied and moderately complex.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Example:

c. Tasks are highly complex.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Example:

2. **Discretion and Judgment** - check the percentage of time that is best described by each of the following statements and provide an example of each. These percentages will likely not total 100%.

	Seldom Or None (<25%)	Occasional (25%-50%)	Majority of Time (50%-75%)	Almost Always (>75%)
a. Tasks follow set guidelines or procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Example:

b. Tasks require comparing alternative courses of action and making a decision after considering the options.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Example:

c. Tasks require contact with sensitive and confidential information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Example (if applicable):

d. Tasks require the management of a unit involving formulating, directing or interpreting policy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Example (if applicable):

	Seldom Or None (<25%)	Occasional (25%-50%)	Majority of Time (50%-75%)	Almost Always (>75%)
e. Work requires imagination, originality and/or creativity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Example:

f. Receive clear instructions from supervisor on what to do and how to do it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Example:

g. Has authority to make significant choices and decisions without specific guidance or direction from supervisor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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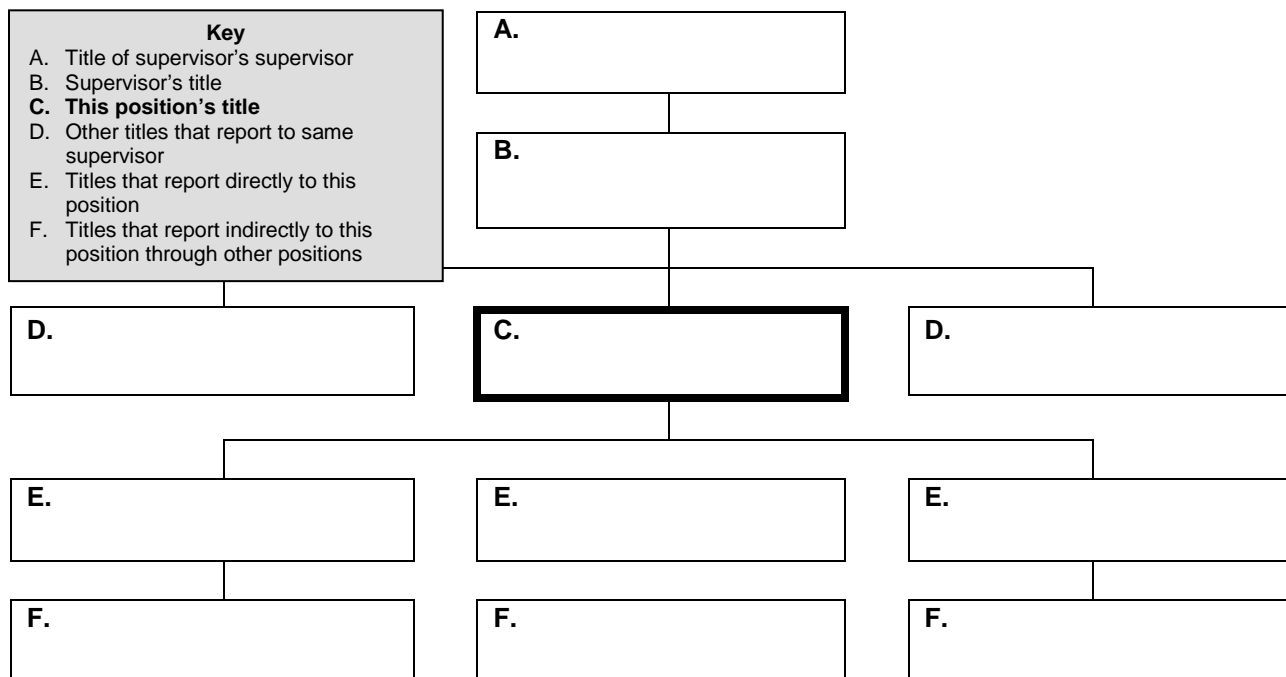
Example (if applicable):

G. Leadership Responsibilities and Reporting Relationships

1. Check the appropriate box that best characterizes your responsibilities for providing functional guidance or direct supervision to staff members. This information is extremely important in determining the appropriate job level for matching to the market.

- Has no authority or responsibility for the supervision of staff.
- Has authority or responsibility for the oversight/supervision of student workers only.
- Functions in a lead capacity over staff employees on a regular basis but is not a direct supervisor. May assign, schedule and monitor the work of staff.
- Functions as a first-line supervisor over one or more staff. Assigns, schedules and monitors the work of staff. Has the authority to hire, terminate, discipline, and appraise performance or strongly recommend such actions.
- Functions as a manager of a unit or major function within a department and typically supervises personnel who are first-line supervisors or persons having professional responsibility.
- Functions as a director of a division, department or large program and typically supervises management personnel. Indirectly supervises subordinate staff under this position's line of authority.

2. In the organizational chart below, indicate the reporting lines by completing the boxes with the appropriate titles based on the key.



Only answer the following two questions if you directly supervise other staff (NOT STUDENTS).

3. What percentage of your total time do you spend managing and directing staff? %
4. How many staff employees report directly to you? Total FTE %

H. Employee Comments

Recognizing that no questionnaire can cover every part of a position, provide any other information that might be important in understanding your duties and responsibilities.

Sign below indicating that, to your knowledge, the information you have provided is accurate pertaining to your current position and **that you have discussed this information with your immediate supervisor.**

Employee's Signature: _____ **Date:** _____

The remaining sections of the questionnaire must be completed by the supervisor or a level of management close to the job.

I. Oversight and Direction

1. Check the box beside the statement that best captures the degree of independence under which this position operates.

- Receives clear and specific instructions and/or follows standardized instructions or procedures without ongoing supervision. Work is checked for accuracy, adequacy and adherence to instructions. Employee consults with supervisor on matters not covered in the original instructions or by guidelines.
- Receives moderate to limited supervision working from objectives set by supervisor. Employee organizes and carries out most assignments in accordance with standard practices, instructions or previous training. Employee handles some unusual situations independently.
- Receives general direction working from established policies and objectives. Employee plans and carries out assignments and resolves most conflicts that arise. Completed work is checked only to determine feasibility and compatibility with other work, or effectiveness in meeting objectives of the unit.
- Receives only broad administrative guidance. Assignments are in terms of setting objectives within strategic planning goals. Employee has responsibility for planning, designing and implementing programs, projects and studies and sets goals for a major unit or department. Approval from higher supervision may be necessary only in terms of financial impact and availability of funds but little reference to detail is discussed with the supervisor.

2. Provide comments, if desired, to clarify this position's level of authority (optional).

J. Minimum Requirements

1. Check the minimum combination of education and experience that is needed by the employee to satisfactorily perform the functions of the position (*not the education and experience that the current incumbent possesses*). Indicate the minimum qualifications and not the preferred or desired qualifications. Note that for some jobs, experience and education may be substituted.

Knowledge Acquired Through Education and Training (Check the level of education required specific to the job, not the person)	Knowledge Acquired Through Work Experience (Check the amount of experience needed to function competently in the job)
<input type="checkbox"/> High school diploma or GED <input type="checkbox"/> Two years of education beyond high school in college or technical school <input type="checkbox"/> Associate's degree or up to 3 years of college or technical school <input type="checkbox"/> Bachelor's degree (4 years) <input type="checkbox"/> Bachelor's degree (5 years) AND advanced certification (CPA or license) <input type="checkbox"/> Master's degree <input type="checkbox"/> Master's degree (5 years) AND advanced certification (CPA or license) <input type="checkbox"/> Doctoral degree or equivalent (Ph.D., J.D., Ed.D.)	<input type="checkbox"/> No experience or up to 6 months <input type="checkbox"/> 1 year <input type="checkbox"/> 2 - 3 years <input type="checkbox"/> 4 to 5 years <input type="checkbox"/> 6 to 8 years <input type="checkbox"/> 9 or more years

2. If a degree is required (Associate through Doctorate), indicate the appropriate field(s) of study.

3. If applicable, indicate licenses, certifications or registrations that are required to qualify for this position.

4. List any skills or abilities important for this position as well as the type of experience, if any, that would be the most beneficial.

K. Supervisor's Comments/Exceptions

1. Review Sections B – H of the questionnaire completed by the employee. Include any comments you have here that would be helpful in understanding the position or any discrepancies that could not be resolved through discussion with the employee.

2. Do you consider this position to be comparable to other jobs in your area in terms of responsibility, complexity, impact and skill? If yes, indicate the job(s).

Yes No

Sign below indicating that, to your knowledge, the information provided is accurate pertaining to this position and **that you have discussed this information with the employee.**

Supervisor's Signature: _____ **Date:** _____

Supervisor's Title: _____

Section K should be completed by the individual designated for final review.

L. Second Level Management's Comments

1. Considering other jobs in the department or unit, indicate any that are comparable to this position in complexity, responsibility, impact and skill.

2. Provide any other comments that would be helpful to understanding this position.

Second Level Management's Signature: _____ **Date:** _____

Second Level Management's Title: _____