Leadership - Position Information Questionnaire (PIQ)

The purpose of this questionnaire is to gather information about a position’s major functions, duties, responsibilities and requirements. This information will be relied upon to determine the position’s placement in the University’s Administrative/ATSS classification program. Supervisors are to provide detailed information that closely reflects position’s current duties and responsibilities, or anticipated new duties and responsibilities that are being assigned due to your work unit or department being actively reorganized.

**Sections A through B**: These sections can be completed jointly by the employee(s) and his/her direct supervisor;

**Sections C through F**: These sections are completed by the employee’s direct supervisor and second level manager.

**GENERAL INSTRUCTIONS:**

1. Be objective and accurate in your answers. Consider the normal day-to-day responsibilities.
2. A sample statement of position duties and responsibilities follow these instructions to provide you with an example of how duty statements are written. When indicating the percentage of time an employee would 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, unless your work unit or department is actively engaged in a unit or department reorganization.

1. Remember, you are considering the position and the requirements for the position—not the incumbent’s personal background (e.g., if the duties could be competently performed by someone with 2 years’ experience, but the incumbent has 6 years’ experience – the correct response is 2 years’ experience required).
2. Answer all questions as completely as possible and provide a brief explanation for any question that is determined to be non-applicable.
3. The questionnaire should be forwarded to the Department of Human Resources when completed.

# Position Identification

|  |  |  |  |
| --- | --- | --- | --- |
| Position Title: | | | |
| Department: | | Position #: | |
| Work status (check one):  Full-time  Part-time | | | |
| Position FTE: | Hours worked per week: | | Months worked per year: |
| Supervisor Name: | | Supervisor’s Title: | |

# Job Description

# Job Purpose Statement

Briefly describe the position’s primary purpose in three to four sentences.

If applicable, please describe below how the position’s primary purpose has changed since the position was last evaluated.

# Major Job Functions

List the major or most important functions assumed by this position. A function is a grouping of duties and responsibilities that are related. Typical roles have 4-6 functions. Functions should be listed in order of priority. **A sample function statement is provided in the below example**.

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# Duties and Responsibilities

List the position’s duties and responsibilities within each function.

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 the incumbent performs 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 time when averaged over the entire year. **Sample duty statements are provided in the below example**. **The total of all percentages must equal 100%**.

**EXAMPLE:**

|  |  |
| --- | --- |
| **Function:** Creation, revision, and implementation of policies and procedures relating to all department functions:  **Duties & Responsibilities:** | **% of Time** |
| 1. Reviews current policies and procedures for need for revision and adjusts | 35% |
| 1. Develops new policies and procedures as needed | 30% |
| 1. Involves impacted stakeholders in review e. g Governance Groups | 15% |
| 1. Revises as needed | 10% |
| 1. Moves the policies and procedures through the approval process | 10% |
|  | **100%** |

|  |  |
| --- | --- |
| Function #1 (from above): | % of Time |
|  | % |
|  | % |
|  | % |
|  | % |
|  | % |
|  | % |

|  |  |
| --- | --- |
| Function #2 (from above): | % of Time |
|  | % |
|  | % |
|  | % |
|  | % |
|  | % |
|  | % |

|  |  |
| --- | --- |
| Function #3 (from above): | % of Time |
|  | % |
|  | % |
|  | % |
|  | % |
|  | % |
|  | % |

|  |  |
| --- | --- |
| **Total of all percentages must equal 100%** | **100%** |

# Job Requirements

# 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)*. Preferred or desired qualifications can be identified at the end of this section. 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) |
| Some College  Associate Degree  Bachelor’s Degree  Master’s Degree  Doctoral Degree (Ph.D.) or equivalent. | No experience or up to 6 months  1 year  2 - 3 years  4 -5 years  6 or more |

# If a degree is required, indicate the appropriate field(s) of study.

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

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

1. List the education, experience, knowledge, skills and/or abilities that aren’t required, but would be preferred or desired.

1. List the typical physical and/or environmental demands required to effectively handle the position responsibilities. Please indicate the frequency of these demands (e.g., often, sometime, rarely)

# Reporting Relationships

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

**Key**

A. Title of supervisor’s supervisor

B. Supervisor’s title

**C. This position’s title**

D. Other titles that report to same supervisor

E. Titles that report directly to this position

F. Titles that report indirectly to this position through other positions

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | |  | **A.** | | |  | | |
|  | |  |  |  |  |  |  | |
|  | |  | **B.** | | |  |  | |
|  |  |  |  | |  |  |  | |
|  |  |  |  | |  |  |  |  |
| **D.** | |  | **C.** | | |  | **D.** | |
|  |  |  |  | |  |  |  |  |
|  |  |  |  | |  |  |  |  |
| **E.** | |  | **E.** | | |  | **E.** | |
|  |  |  |  | |  |  |  |  |
| **F.** | |  | **F.** | | |  | **F.** | |

**Only answer the following two questions if this position directly supervises other staff (NOT STUDENTS).**

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

# Competencies

Indicate what competencies below are relevant to this position. Prioritize from 1-10.

**Leadership** – Using appropriate methods and flexible interpersonal styles, builds a cohesive team that meets university objectives. Focuses on the development of employees within assigned organization

**Problem Solving** – Builds a logical approach to address problems, opportunities, or situation at hand by drawing on one’s knowledge and experience base, and calling on other references and resources as necessary

**Innovation -** Applies original thinking in approach to job responsibilities and to improve processes, methods, systems, or services

**Building University Partnerships** – Promotes and generates cooperation and teamwork among one’s peers in leadership to achieve a collective outcome, fosters the development of a common vision, and fully participates in creating a unified team that gets results

**Planning and Organizing** – Establishes a systematic course of action for self or others to ensure accomplishment of a specific objective. Sets priorities, goals, and timetables to achieve maximum productivity

**In Touch** – Understands agendas and perspectives of others, recognizing and effectively balancing the interests and needs of one’s own group with those of the broader organization

**Leadership Communication** –Creates an atmosphere in which timely and high-quality information flows smoothly up and down, inside and outside the University; encourages open expression of ideas and opinions. Effectively transfers thoughts and expresses ideas in writing or verbally in individual or group settings

**Technical Expertise** – Applies and improves extensive or in depth specialized knowledge, skills, and judgment to accomplish a result or to accomplish one’s job effectively

**Professionalism** – Thinks carefully about the likely effects of one’s words, actions, appearance, and mode of behavior. Selects the words or actions most likely to have the desired effect on the individual or group in question

**Results Driven** – Demonstrates concern for achieving or surpassing results against an internal or external standard of excellence. Shows a passion for improving the delivery of services with a commitment to continuous improvement

# Supplemental Questions (Please type non-applicable if the question does not apply to this position)

1. Please describe how the position’s essential functions, duties and responsibilities have changed since the position was last evaluated. What are the major changes in responsibility?

1. List any job duties for which the position was previously accountable for which no longer apply.

1. List any job duties which were not a part of the position originally but have been assumed on a permanent basis.

1. Are there any job duties that require more or less of the incumbent’s time than originally determined?

1. Are there any job duties that require more or less skills, knowledge, or experience than originally determined?

# Supervisor’s Comments/Exceptions

1. Recognizing that no questionnaire can cover every part of a position, provide any other information that might be important in understanding the functions, duties, responsibilities and requirements of the job; are there other variables that should be considered when analyzing this job?

1. 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) below:
   1. This job is comparable to:
   2. This job is greater than:
   3. This job is lesser than:

Sign below indicating that, to your knowledge, the information provided is accurate pertaining to this position.

**Supervisor’s Signature: Date:**

**Supervisor’s Title:**

# 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.
   1. This job is comparable to:
   2. This job is greater than:
   3. This job is lesser than:
2. Provide any other comments that would be helpful to understanding this position.

Sign below indicating that, to your knowledge, the information provided is accurate pertaining to this position.

**Second Level Management’s Signature: Date:**

**Second Level Management’s Title:**

# Human Resources Evaluation

1. Grade Determination:

|  |  |
| --- | --- |
| **Current Grade** | **New Grade** |
|  |  |

Classification Codes:

|  |  |  |  |
| --- | --- | --- | --- |
| **BLS SOC Code** | **IPEDS SOC Code** | **CENSUS Code** | **EEO 6 Code** |
|  |  |  |  |

1. Rationale:

**HR Representative Signature: Date:**

**HR Representatives Title:**