

 **Job Analysis Questionnaire (JAQ)**

Type of request: [ ]  Establish a new position [ ]  Re-evaluate an existing position [ ]  Other Date:

Current Incumbent’s Name:  Current Title:

Department:  School, College, or Division:

Supervisor’s Name:  Supervisor’s Title:

Proposed title:  Proposed Salary: $

Funding source (FOP):       Is this position grant-funded?: [ ]  Yes [ ]  No

**INSTRUCTIONS:**

The purpose of the questionnaire is to obtain current information on a specific job based on a review of the job duties and responsibilities. Please complete this questionnaire as honestly, completely, and accurately as you can. Base your answers on what is normal to the current job, not special projects or temporary assignment duties. If two answers seem to fit the job, please check the one that works best. When answering the questions, imagine you are describing the job duties to someone just hired for the position. The form is not intended to measure job performance and is not intended to adversely affect anyone who assists by completing the form. The information will be used to assist in appropriately classifying the position. PLEASE ATTACH ANY ADDITIONAL DOCUMENTATION WHICH YOU BELIEVE WILL BE BENEFICIAL IN THIS PROCESS.

1. **SUMMARY OF CHANGES**

*Briefly detail the reason for the request.*

*Describe how this position has changed in terms of job functions or duties. This may include supervisory responsibility, level of decision making, exercising judgment, degree of autonomy, new skills being utilize, and qualitative and/or quantitative changes. Provide examples to illustrate these changes.*

1. **GENERAL PURPOSE**

*In two or three sentences, briefly describe the general purpose of the position or this position’s contribution to the department or the organization. Why does the job exist?*

1. **DUTIES AND RESPONSIBILITIES**

 *In order of importance, consider the essential functions and major activities/responsibilities of this position. Describe each essential function of the position and estimate the percentage of time spent on each function. Include all important aspects of the job – whether performed daily, weekly, monthly, or annually; and any that occur at irregular intervals. Combine minor or occasional duties in one last statement (as the non-essential function). If more space is needed, please include an additional sheet.*

Essential Function 1:

% of time dedicated to this responsibility/duty:

Essential Function 2:

% of time dedicated to this responsibility/duty:

Essential Function 3:

% of time dedicated to this responsibility/duty:

Essential Function 4:

% of time dedicated to this responsibility/duty:

Essential Function 5:

% of time dedicated to this responsibility/duty:

Essential Function 6:

% of time dedicated to this responsibility/duty:

Essential Function 7:

% of time dedicated to this responsibility/duty:

Essential Function 8:

% of time dedicated to this responsibility/duty:

Essential Function 9:

% of time dedicated to this responsibility/duty:

Essential Function 10:

% of time dedicated to this responsibility/duty:

Essential Function 11:

% of time dedicated to this responsibility/duty:

Essential Function 12:

% of time dedicated to this responsibility/duty:

Essential Function 13:

% of time dedicated to this responsibility/duty:

Essential Function 14:

% of time dedicated to this responsibility/duty:

Essential Function 15:

% of time dedicated to this responsibility/duty:

Non-essential functions (list all in one statement):

Does this position receive or supervise the receipt of payments as a regular function of the job? [ ]  Yes [ ]  No

If yes, briefly describe these duties:

1. **KNOWLEDGE, SKILLS, & ABILITIES**

*Identify the Knowledge, Skills, and Abilities (KSAs) that are necessary to perform successfully in this position.*

*Knowledge* **–** the subjects, topics, and items of information that an employee should know at the time he or she is hired or moved into the job. Knowledge represents bodies of information that are applied directly to the performance of work functions.

*Skills* **–** technical or manual proficiencies which are usually learned or acquired through training. Skills should be measurable and observable.

*Abilities* **–** the present demonstrable capacity to apply several knowledge and skills simultaneously in order to complete a task or perform an observable behavior. Abilities may also relate to personal and social attributes which tend to be innate or acquired without formal instructions. Abilities are enduring talents that can help a person do a job.

**INSTRUCTIONS:**

For the remainder of the questionnaire, most of the questions require that you check the box or list information. Guidelines for completing these sections are as follows: 1) read each definition carefully before answering; 2) consider the job, not the person filling the job; 3) answer based on the job as it currently exists; 4) select the most appropriate answer(s) for each question.

1. **EDUCATION, TRAINING, LICENSING, AND CERTIFICATIONS**

*Please indicate the minimum level of formal education* ***essential*** *to accomplish the position’s duties and responsibilities.*

[ ]  Limited or No Education [ ]  Some College/Associate’s Degree

[ ]  Less than 12 years, no GED [ ]  Bachelor’s Degree

[ ]  High School Diploma or GED [ ]  Master’s Degree

[ ]  Vocational/Technical/Business School [ ]  Doctoral Degree

*What specific field, if any, should education be in? (example: Bachelor’s Degree in accounting, business, or a related field for an Account position).*

*Please list any officially recognized certificates or licenses* ***necessary*** *for this position.*

*Please list any* ***preferred*** *education, training, licensing, or certifications that would prove beneficial for this position.*

*Could additional “related” experience substitute for the required education selected above?*  [ ]  Yes [ ]  No

*Please explain:*

1. **EXPERIENCE**

*Please indicate the minimum amount of experience* ***required*** *to perform the position’s duties and responsibilities.*

[ ]  Less than 6 months [ ]  3 Years, but less than 5 years

[ ]  6 Months, but less than 1 year [ ]  5 Years, but less than 7 years

[ ]  1 Year, but less than 2 years [ ]  7 Years, but less than 10 years

[ ]  2 Years, but less than 3 years [ ]  10 Years or more

*Please detail the specific job experience required by the position.*

*Please list any* ***preferred*** *experience that would be beneficial for this position.*

*Could additional “related” education substitute for the required experience selected above?*  [ ]  Yes [ ]  No

*Please explain:*

1. **SUPERVISION OR DIRECTION EXERCISED**

*Employees are considered to be supervisors when they perform the functions of hiring, terminating, and evaluating another employee’s performance. What is the nature of the direct supervisory responsibility of this job? Check one answer.*

[ ]  **Level 1:** No supervisory responsibility; may explain work instructions to others.

[ ]  **Level 2:** Involves general instructing, scheduling, and reviewing the work of others performing the same or directly related work. Acts as “lead worker”. This level involves functional supervision only.

[ ]  **Level 3:** Recommends personnel actions (hiring, termination, pay changes). Involves scheduling, supervision, and evaluation of work of employees who perform similar work assignments. Considered “first line” supervisor or supervisor over a section within a department.

[ ]  **Level 4:** Involves scheduling, supervision, and evaluation of work as a “manager” of the first line supervisors; or performs supervision of workers who perform distinct and separate blocks of work. Supervises supervisors or a small department.

[ ]  **Level 5:** Involves scheduling, supervision, and evaluation of work as a “manager” of one department.

[ ]  **Level 6:** Involves scheduling, supervision, and evaluation of work as a “manager” of multiple departments.

[ ]  **Level 7:** Director, through managers, of a single department. Involves scheduling, supervision, and evaluation of work as a superior of “managers”. Administers through subordinate managers, departmental multi-function programs or programs.

[ ]  **Level 8:** Director of multiple departments. Involves scheduling, supervision, and evaluation of work as a superior of those in Level 7.

*How many positions report directly to this position? (Student employees count as 1/3 FTE)*

[ ]  No supervisory responsibility

[ ]  Supervises 1 – 3 FTE employees

[ ]  Supervises 4 – 6 FTE employees

[ ]  Supervises 7 – 12 FTE employees

[ ]  Supervises 13 or more FTE employees

*List the names and payroll titles, etc. of each employee the position supervises if five (5) or fewer. If more then five (5), give the number of incumbents with each title. If the position does not supervise any employees, write ‘none’.*

**NAME / TITLE / FULLTIME or PARTTIME**

1. **COMPLEXITY OF DUTIES**

*Select the level that best describes the job difficulty, judgment involved, and independence of this position:*

**[ ]** Standardized: Simple, routine, repetitive job.

[ ]  Routine: Routine, repetitive job but requires knowledge of several procedures, some discrimination and care required.

[ ]  Basic: Generally routine, somewhat cyclical and specialized work requiring knowledge and selection from available procedures. Judgment required in selecting appropriate procedures. May direct lower rated personnel doing similar work.

[ ]  Substantial: Varied job duties requiring knowledge of many job procedures. Moderate judgment.

[ ]  Varied: Job requires planning and latitude in choosing methods in which to follow. Resourcefulness and skill are required in making decisions or completing complicated assignments.

[ ]  Analytic: Work is basically non-standardized and widely varied, involving many complex and significant variables. Analytic ability and inductive thinking are required to devise new methods in situations were previously accepted methods have proved inadequate.

1. **MENTAL EFFORT**

*Select the level that best describes the mental effort related to the overall complexity of the position as measured in the existence of policy and procedure, the nature of the tasks performed, and the level of analytical ability required:*

[ ]  Normal concentration and attention to deal with normal deadlines.

[ ]  Usually normal concentration and deadlines with periodic periods of sustained deadline pressure.

[ ]  High degree of concentration, above normal periods of attention, above normal deadlines, or a high degree of creative thinking.

[ ]  Requires an exceptional degree of sustained mental concentration with sustained periods of attention, constant deadlines, and a high level of creative thinking.

*Select the level that best describes the guidelines or procedures used and/or available in this position, the opportunity for independent action, and the corresponding amount of direction and supervision received.*

[ ]  Follows standard guidelines and procedures. Refers most problems to supervisor.

[ ]  Functions independently in order to accomplish assigned projects. Refers unusual problems to supervisor.

[ ]  Recommends or makes major policies for the department.

1. **IMPACT OF ACTIONS AND DECISIONS**

*Select the level that best appraises the impact of the position based upon the importance of the decisions or final recommendations typically rendered. Consider the impact which the decisions have upon the fiscal or major administrative matters of the University, or the importance of the work upon the operations, activities, and future of the University, its’ division, or services.*

[ ]  Minimal: Decisions and impact are minimal and are limited to the mechanics of the classification. Requires very little analytical thought or independent decision-making. The work has minimal overall impact.

[ ]  Limited: Regularly makes decisions involving how an operation will be done or carried out, and generally from an available set of alternatives or precedents.

[ ]  Moderate: Regularly makes decisions of responsibility, involving evaluation of information. Decisions may require development or application of alternatives or precedents.

[ ]  Significant: Regularly makes significant decisions and final results, typically affecting the entire department. Available guides or precedents are limited. Has authority over the allocation of resources.

[ ]  Substantial: Significant responsibility for decisions and final results, affecting more than one department or a department with multiple units. Substantial analysis is required and many factors must be weighed before a decision can be reached.

[ ]  Strategic: Major responsibility for decisions and final recommendation, which may result in the formation of strategic, plans of action to achieve the broad objectives for the University.

[ ]  Executive: Primary work responsibility involves the long-range future of the University. Decisions determine the scope, direction and goals of the University.

1. **CONTACTS**

*Select the level that best represents the responsibility associated with the position for working with and through other individuals. Consideration is given to the frequency and relative significance of the contacts with others.*

[ ]  Minimal: Primarily with own working groups.

[ ]  Limited: Routine contacts internally and outside. Use of common courtesy over routine matters outside.

[ ]  Moderate: Routine contacts with other departments, faculty, students, and/or the general public.

[ ]  Frequent: Frequent contact with key personnel, faculty, students, and/or the general public. Demands more than the usual amount of tact, etc.

[ ]  Substantial: Requires constant contact at all levels outside and inside the University. Exceptionally high degree of tact, diplomacy, persuasive ability and other qualities important in this work.

1. **WORKING CONDITIONS**

*Please indicate the level which appropriately describes the work environment of the position. In selecting the appropriate level, a judgment should be reached regarding the most disagreeable conditions that are a normal and recurring factor of the job.*

*Physical Demands:*

[ ]  Minimal: Minimal physical effort required. Minimal walking and/or standing; negligible lifting.

[ ]  Frequent: Frequent walking and/or standing and occasional lifting of less than 25 pounds.

[ ]  Moderate: Moderate physical exertion required by intermittent periods of frequent standing and occasional heavy lifting.

[ ]  Constant: Constant or continuous carrying, lifting, and/or standing or walking.

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

 Amount of Time

 None Seldom Monthly Weekly Daily

Standing up for more than an hour at a time [ ]  [ ]  [ ]  [ ]  [ ]

Sitting for more than an hour at a time [ ]  [ ]  [ ]  [ ]  [ ]

Using hands to finger, handling, feeling [ ]  [ ]  [ ]  [ ]  [ ]

Reaching with hands and arms [ ]  [ ]  [ ]  [ ]  [ ]

Climbing or balancing [ ]  [ ]  [ ]  [ ]  [ ]

Stooping, kneeling, crouching, bending, crawling [ ]  [ ]  [ ]  [ ]  [ ]

Lifting (Weight load:) [ ]  [ ]  [ ]  [ ]  [ ]

Pushing (Weight load: ) [ ]  [ ]  [ ]  [ ]  [ ]

Talking or hearing [ ]  [ ]  [ ]  [ ]  [ ]

Tasting or smelling [ ]  [ ]  [ ]  [ ]  [ ]

Driving University automobile or van [ ]  [ ]  [ ]  [ ]  [ ]

Use this space to describe any other physical requirements of the job:

*Does this job have any special vision requirements? Check all that apply.*

[ ]  Close vision (clear vision at 20 inches or less)

[ ]  Color vision (ability to identify and distinguish colors)

[ ]  Peripheral vision (three dimensional vision, ability to judge distances and spatial relationships)

[ ]  Ability to adjust focus (ability to adjust the eye to bring an object into sharp focus)

[ ]  No special vision requirements

*If the position has a special vision requirement, please explain the reason for the requirement or provide an example of work where it must be used.*

*Work Environment – What is the typical noise level for the work environment for this job?*

[ ]  Very Quiet (examples: isolation booth for hearing test)

[ ]  Quiet (examples: library, private office)

[ ]  Moderate noise (examples: business office with computers and printers, light traffic)

[ ]  Loud noise (examples: loud power equipment at physical plant, large earth-moving equipment)

[ ]  Very loud noise (examples: jack hammer work, front row at rock concert)

*Does this position require the employee be exposed to extreme Environmental conditions?*

[ ]  Yes [ ]  No

*If yes, please describe:*

*Work schedule:*

[ ]  Routine shift hours. Infrequent overtime, weekend, or shift rotation.

[ ]  Considerable irregularity of hours because of frequent overtime, weekend, or shift rotation.

[ ]  Work demands and irregularity of hours create considerable inconvenience for home and social life, such as regular and frequent on-call availability.

[ ]  Nature of work frequently requires highly irregular and unpredictable or particularly long hours, such as attendance and participation at evening meetings, covering double shifts, etc.

*Demands & Deadlines:*

[ ]  Little or no stress created by work, associates, or public.

[ ]  Occasional stress due to deadlines or workload because of intermittent or cyclical work pressures, or occasional exposure to distressed individuals within the immediate work environment.

[ ]  High volume and variable work demands and deadlines impose strain on routine basis or considerable stress intermittently; OR regular direct contacts with distressed individuals within the immediate work environment; AND/OR exposure to demands and pressures from persons other than immediate supervisor.

[ ]  Work requires frequent, substantive contacts with people in highly stressful situations; delicacy and unpredictability of contacts routinely creates considerable strain or heavy stress regularly.

1. **ORGANIZATION CHART**

*Please complete (or attach) an organizational chart for the department indicating supervisory relationships directly related to this position.*

1. **ADDITIONAL COMMENTS**

*Please provide any additional information you feel is relevant and that hasn’t previously been reported above.*