

WV Higher Education Policy Commission POSITION INFORMATION QUESTIONNAIRE

I. EMPLOYEE INFORMATION

DATE: _____

INSTITUTION: SHEPHERD UNIVERSITY

DEPARTMENT USE ONLY

CLASSIFICATION REVIEW REQUEST

- Posting of a Vacant Position
 New Position
 Review of Existing Position
 Other, Explain: _____

**Instructions for
Completing the PIQ
are found on the
following pages.**

HUMAN RESOURCES USE ONLY

Job Title: _____
Title Code: _____ PG: _____
EEOC #: _____ Employment Status: _____
Benefit Eligible: Yes _____ No _____
FLSA Status: A _____ E _____ P _____ NE _____

Analyst: _____
Date of Action: _____
Effective Date: _____

Comments:

Dean/Director/Administrator's Signature _____ Date _____

Present Job Title: _____
Area/Org #: _____
Assignment #: _____

Pay grade: _____
Fund #: _____
Position #: _____

Department, College, or School: _____

Unit/Division: _____

Scheduled Hours Worked Per Week: _____ Appointment Length: _____

If Temporary Position, Indicate Ending Date: _____

Incumbent: _____

Telephone Number: _____

Campus Address: _____

Title: _____

Immediate Supervisor: _____

Telephone Number: _____

Campus Address: _____

II. JOB SUMMARY

Briefly describe the general purpose of the job in one or two sentences.

In this section, you should write 1 or 2 sentences to accomplish the following:

1. Explain why the position exists.
2. Describe how the position fits into the overall operational scheme of the University and your department.
3. Outline, do not duplicate, the statements to be written in the Duties and Responsibilities section.

Example Job Summary Statements:

Campus Service Worker: Provides a variety of support services to maintain the interior appearance of institutional facilities.

Admissions Assistant: Offers positive student service by greeting visitors, answering and forwarding calls in a timely manner, and arranging campus visits.

Food Service Assistant: Performs a variety of routine tasks related to preparing and serving food.

III. DUTIES AND RESPONSIBILITIES

List and completely explain the current duties and responsibilities of the position. Indicate the average percentage of time spent performing each separate job duty. Describe what the duties and responsibilities are and how they are performed. Consider work performance over a 12-month period. Employees must use their own words to describe duties and responsibilities. The copying of a generic job description or another employee's PIQ verbatim is not acceptable and the PIQ will be returned. The percentages must total 100%. Duties that take less than five (5) percent should be combined into at least five (5) percent.

% of time

Duties and Responsibilities

- In this section, you should describe the CURRENT duties and responsibilities required to accomplish the primary purpose of the position.
- Do not list future or anticipated duties or past duties no longer being performed.
- Time spent on each task is an approximation of time over the entire year. Show the percentages from highest to lowest.
- Consider all work performed over the appointment period, including seasonal or cyclical work.
- Do not use acronyms or abbreviations unless they have been previously described in the document.

Duty Statements: Key Elements

1. What is being done (use action verbs)
2. What is acted on (activity that is being completed)
3. Tools, equipment, processes or resources

Example: Secretary

Types letters, reports, proposals, charts, or memoranda from rough draft to final form using correct English grammar, spelling, and punctuation by utilizing word processing software on a personal computer.

TOTAL OF ALL PERCENTAGES MUST EQUAL 100%

IV. QUALIFICATIONS

Education/Knowledge

1. List the level and type of minimum education required to qualify for this position not for the incumbent.

- Junior High School/Middle School
- High School Diploma or GED
- Business, Technical, Vocational
- Associate's Level Degree
- Bachelor's Level Degree
- Master's Level Degree

Example: Secretary

High School Diploma or GED required.

2. What licenses or certification(s) (e.g. electrician's license) if any, are required for the position? Specifically state the reason for this licensure requirement (supervisor's preference, state or federal law, etc.).

Example: Bus Driver

Commercial Driver's License (CDL)

3. What specific skills are **required** in order to carry out the duties of the position?

- For this item, define attributes needed to successfully perform responsibilities of the position.
- Ensure that these skills are realistic and relate to the job.
- Do not confuse with personal specifications; that is, do not include the qualifications the employee brings to the job but, rather, what the position will need.

Example: Secretary

- Demonstrated ability to type with speed and accuracy.
- Demonstrated ability to operate a personal computer utilizing various word processing software packages.
- Thorough knowledge of office methods, procedures, practices, and protocol.
- Thorough knowledge of correct English, grammar, spelling and punctuation.

Experience

1. In addition to the knowledge/education, please describe the type and **least** amount of **prior directly related** work experience typically required, if any, for a person coming into this position. Experience listed here is considered as concurrent not cumulative.

Type of Experience Needed
(Months/Years)

Amount of Experienced Needed

- Specify experience in number format (months or years)
- If experience is in several areas, indicate length in each designated area.

Experience Example: Secretary

Two Years

Previous, related and progressively responsible experience of a nature to have acquired knowledge of office skills such as typing, work processing, office methods, practices and protocols.

The knowledge, skills and abilities listed above are typically acquired through the levels of education and experience listed. However, any equivalent combination of education and/or experience which provide an applicant with the listed knowledge, skills and abilities to perform the essential duties and responsibilities of the job is acceptable.

V. COMPLEXITY AND PROBLEM SOLVING

This section measures the degree of problem solving required, the types of problems encountered, and how these problems are solved. Consider the amount of judgment and thought required as determined by the complexity of duties. Also consider whether guidelines, standards, and precedents are available to assist in solving problems.

Please list the common types of problems faced in this position and the course of action you take to solve these problems.

- List 1-2 examples of common problems faced by the person in this position.
- Describe a course of action required to solve the problems.
- Consider available guidelines, standards, and precedents.

Example: Administrative Secretary

This position operates in a fast-paced environment; the nature of which demands the ability to multi-task, evaluate and troubleshoot emergency situations, maintain accurate records, and follow-up on matters of an urgent nature.

Employee must be familiar with general guidelines and procedures; however, it is not uncommon for unusual circumstances and situations to occur, and the employee must have problem-solving and decision-making skills in order to arrive at an appropriate solution.

VI. FREEDOM OF ACTION

This section measures the degree to which the position is structured as is determined by the types of control placed on work assignments. Controls are exercised in the way assignments are made, how instructions are given to the employee, how work assignments are checked, and how priorities, deadlines and objectives are set. Controls are exercised through established precedents, policies, procedures, laws and regulations which tend to limit the employee's freedom of action.

1. Describe the type of guidance and review the supervisor gives the incumbent in this job and how often (i.e., daily, weekly) the supervisor checks or inspects the work.

Type of Guidance and Review

How Often

In this section, describe the following:

- Type of guidance provided by supervisor
- How instructions are given
- How often the work is inspected/reviewed
- How priorities and deadlines are established
- Degree of restriction/freedom provided by policies, procedures, or formal guidelines.

Example: Campus Service Worker

Tasks are substantially structured with the incumbent receiving specific instructions from the supervisor regarding how tasks are to be performed and the scheduling of work.

Daily

2. Describe the policies and procedures or formal regulations which guide the actions in this job.

Incumbent is expected to follow all University and department policies, as well as all Federal and State laws and guidelines.

VII. SCOPE AND EFFECT

This section measures the position's responsibility for accomplishing the mission of the institution and West Virginia higher education systems. **Describe** the types of decisions regularly required of the position, and how the position's work product supports, guides or develops the goals of the work unit, department, and institution. Take into consideration the size of the area that could be affected if the position's duties were performed incorrectly and any long-term affects of such an error. Assume that any error is not due to sabotage, mischief or lack of responsible attention and care for the duties of the position.

Prior to writing, consider the "Safety Net" this position has.

- Explain whether/how this position could impact the operations of the department, college, or institution.
- Provide a monetary range that this position could gain or lose. (hundreds, thousands, millions)
- Provide an example.

Example: Secretary

- Lack of organizational skills in the main office could result in confusion, missed meetings or delays for the department as a whole.
- Most items can be corrected without significant financial/public relations loss to the department.
- Uncorrectable errors or time spent correcting could cost the department hundreds/thousands of dollars.

VIII. BREADTH OF RESPONSIBILITY

For what functional area(s) does this job have formal and ongoing management accountability and responsibility? List the specific functional areas of management responsibility and briefly indicate the level of responsibility and accountability with respect to primary activities performed.

Functional Area

Management
Responsibility/Accountability

Most positions will not have anything entered in this section. This would be the place to indicate whether a position has responsibility and authority over an entire function or department. In order to receive credit in this section, individuals must have supervisory responsibilities over regular employees (not student employees).

IX. CONTACTS

This section appraises the responsibility for working with or through other people within and outside the State College and University System of West Virginia to get results. Consider the purpose and level of contact encountered on a regular, recurring and essential basis during operations. Consider whether the contacts involve furnishing or obtaining information, explaining policies or discussing controversial issues. This factor considers only those contacts outside the job's immediate work area.

INTRA SYSTEMS (within the West Virginia Higher Education Systems)

With whom does the position regularly communicate within West Virginia higher education systems in order to perform the duties (e.g., faculty members outside your area, managers of other units, Vice Presidents)? What is normally discussed and how often does it occur (e.g., daily, weekly)?

<u>Title</u>	<u>Communicate About What</u>	<u>How Often</u>
--------------	-------------------------------	------------------

Individuals *inside* the WV Higher Education System.

- Interaction must be on a regular, recurring, substantial and essential basis in order for the incumbent to perform the duties of the position.
- Explain the nature of the contact and how often it occurs.
- Students are external, not internal!

Example: Human Resources Representative

Deans & Directors	Monthly	Basic policies/procedures interpretation, reorganization advice
Supervisors	As Needed	Grievance issues, employment issues, etc
Faculty & Staff	Daily	Classification issues

EXTERNAL (outside the West Virginia Higher Education Systems)

With whom does the position regularly communicate outside the West Virginia higher education systems to perform the duties (e.g., students, suppliers, governmental agencies, product representatives)? What is normally discussed and how often does it occur (e.g., daily, weekly)?

Title

Communicate About What

How Often

List individuals *outside* of the WV Higher Education System

- Interaction must be on a regular, recurring, substantial and essential basis in order for the incumbent to perform the duties of the position.
- Explain the nature of the contact and how often it occurs.
- Students are external, not internal!

Example: Admissions Counselor

Prospective & current students

Daily

Shepherd University application procedures, admission requirements, and extracurricular activities

Parents/alumni.

Daily

Shepherd University application procedures, academic interest, campus safety

XI. INDIRECT SUPERVISION EXERCISED (Supervision over first-line supervisors)

This section considers the position's responsibility for the indirect supervision of subordinates informal work relationships are not considered. Indicate the number of indirect employees under this position's line of authority. The number of subordinates should be reported in full-time equivalency (FTE) and not head count.

1. List the official title(s) of the employee(s) this position indirectly supervises.

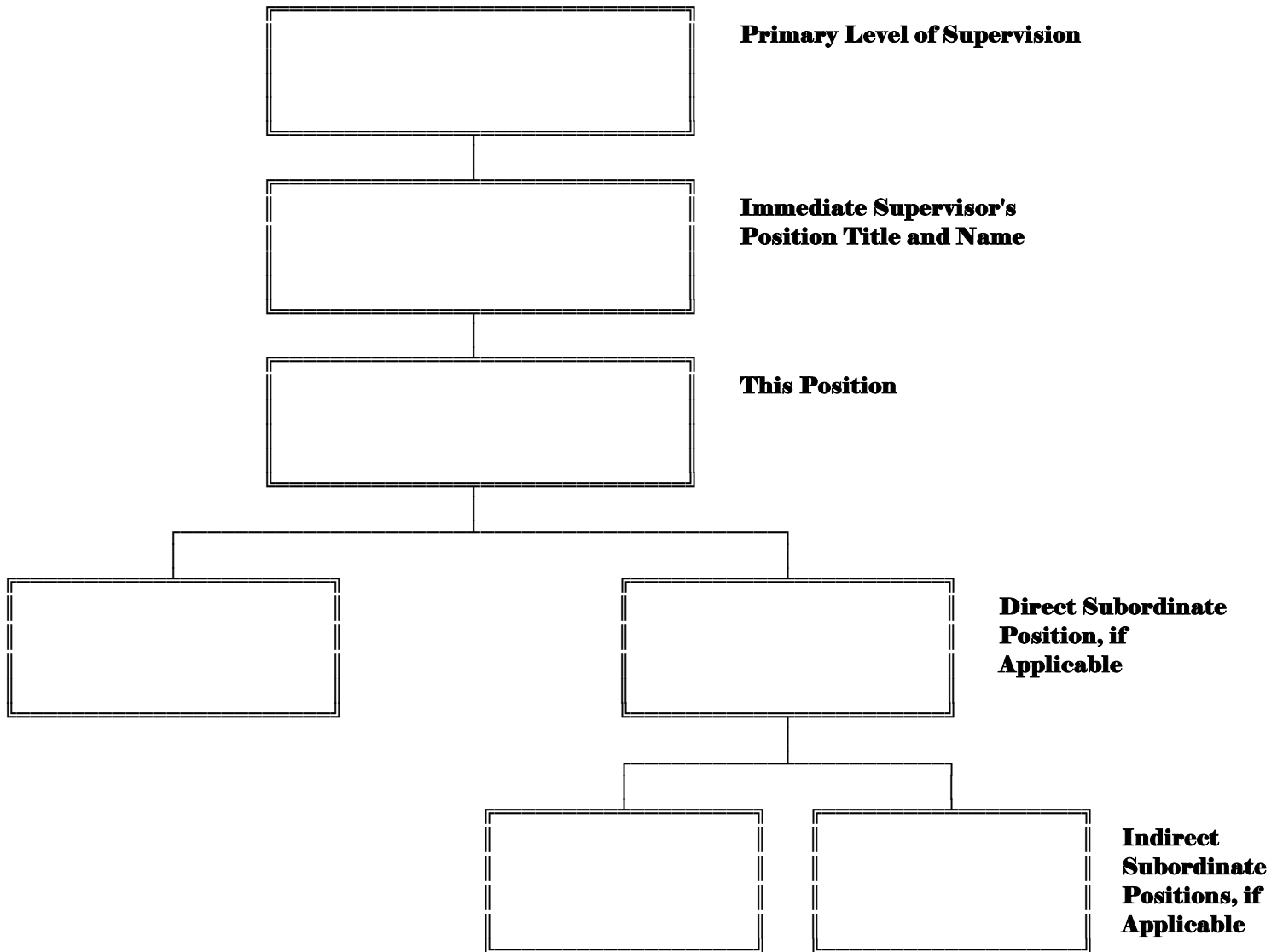
<u>Title</u>	<u>Headcount</u>	<u>Total FTE (to be verified by HR Office)</u>
--------------	------------------	--

Supervision of first-line supervisors and their direct reports.

- Formal authority over lead/non-supervisory employees.
- Direct supervision of first-line supervisors.
- Direct supervision of manager-level employees.
- List headcount and FTE's. (Do not include temporary, contract employees)

ORGANIZATIONAL REPORTING RELATIONSHIPS

Complete the following organization chart or attach an organizational chart from your unit/area etc.



XII. PHYSICAL COORDINATION

This section looks at the motor skills involved in performing this job. Consider the following issues; complexity of body movements; speed/timing of movements; precision of movements; and need for close visual attention.

Please give an example of the physical coordination required to perform this job, such as the amount of accuracy required to use a hand or power tool or operate a specific instrument or type of equipment.

- Explain the type of fine motor skills that would be required for the position.
- Provide examples of the amount of coordination required to operate, and the types of tools or equipment used, by the incumbent.

XIII. WORKING CONDITIONS

This section considers the quality of working conditions as measured by lighting adequacy, temperature extremes and variations, noise pollution, exposure to fumes, chemicals, radiation, contagious diseases, heights and/or other related hazardous conditions.

Check all items that describe the conditions or environment in which the position works and provide an example:

- Frequency (FQ):
- A = All of the time (90% or more per year)
 - M = Most of the time (50% or more per year)
 - S = Some of the time (less than 50% per year)
 - R = Rarely (less than 10% per year)
 - N = Never

- Mark each of the conditions appropriately. Do not leave any of them blank.
- Provide a brief explanation/example for any areas marked A, M or S.

	<u>Frequency</u>	<u>EXAMPLE</u>
Normal Office	---	_____
Use of Computer	---	_____
Inadequate Ventilation	---	_____
Extremes in Temperature	---	_____
Outside Weather Conditions	---	_____
Wetness/Humidity	---	_____
Dust/Fumes/Odor	---	_____
(from normal daily conditions)		_____
Heights (over 10 feet)	---	_____
Moving Parts	---	_____
Vibrations	---	_____
Electrical Current	---	_____
Excessive Noise	---	_____
Respirable	---	_____
(i.e. asbestos, silica, coal, etc.)		_____
Animals	---	_____
Radiation	---	_____
Chemicals	---	_____
Toxic Conditions/Fumes	---	_____
Contagious Diseases	---	_____
Body Fluids	---	_____
Other:		_____
_____	---	_____
_____	---	_____
_____	---	_____

XIV. PHYSICAL DEMANDS

This section measures the physical demands of the job as measured by the exertion placed on the skeletal, muscular and cardiovascular systems of the incumbent. Consider both how much and how often it occurs.

Describe any physical effort in the job, such as standing, lifting, carrying, bending, walking, etc., and list how often (daily, weekly, etc.) it happens.

Physical Effort

How Often

- Describe the physical effort required for the position and how often it occurs.
- Gross motor skills.
- Provide example(s) of items that the employee is responsible for lifting/moving as well as the weight of those items.

Example: Campus Service Worker

Work requires moderate physical effort involving long periods of standing and walking and lifting items weighing up to approximately 50 pounds.

Daily

XV. DISCLAIMER

This description does not state or imply that the duties listed are the only duties to be performed by the position incumbent. Justification for information provided in the PIQ may be requested. Employees are required to follow job-related instructions and perform other job-related activities assigned by their supervisor.

All requirements are subject to possible modification in order to provide a reasonable accommodation to individuals with disabilities. Some requirements may exclude individuals who pose a direct threat or significant risk to the health and safety of themselves, students, other employees, or the general public.

- The disclaimer section allows supervisors to adjust job responsibilities based upon the operational need of the unit.
- All Duties and Responsibilities are subject to possible modification in order to provide reasonable accommodations to individuals with disabilities.

XVI. EMPLOYEE GENERAL COMMENTS

You may add other information which would be important in understanding your job and which has not been covered in other sections of this form.

Employee's Signature

Date

The employee's signature indicates that the employee understands that these are the duties assigned to and expected of the position.

XVII. SUPERVISOR COMMENT SECTION

This portion of the questionnaire is to be completed by the employee's immediate supervisor. As a supervisor, it is important that you review this questionnaire for accuracy and completeness and note any comments you may have next to the employee's responses and please initial. The space provided is for general remarks you may have. Remember, this questionnaire is intended solely for the purpose of accurately describing the position and not the person or her/his performance.

Immediate Supervisor's Signature

Date

The supervisor's signature indicates that these are the duties that must operationally be performed.

XIII. MANAGEMENT COMMENT SECTION

This portion of the questionnaire is reserved for comments by the second-level supervisor and other management staff members, where applicable, who indirectly supervise this position through other supervisors. As the next level of management over this position, it is important that you review this questionnaire and note any comments you may have next to the employee's responses and please initial. The space provided below is for any general remarks you may have. Remember, this questionnaire is intended solely for data purposes of accurately describing the position and not the person or her/his performance.

Second Level Supervisor's Signature

Date

Effective: November 1, 1998