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| **Auburn University** | **Position Questionnaire** |
| The purpose of the questionnaire is to obtain accurate information regarding the work that is assigned to a position. The information provided will be used to appropriately classify the position, assign an appropriate salary grade, and help determine the minimum qualifications. This form should be used to create a new position or to reclassify a position that has undergone a significant change in responsibilities. When you are finished, please give the questionnaire to the next level of manager for review. When appropriate, the employee should complete the questionnaire and forward to the supervisor for comments. When the position is vacant the supervisor should complete the questionnaire. In all cases, the supervisor has the ultimate responsibility for its accuracy and completeness. Retain a copy of the questionnaire for your files. | |

**Section I—General Information**

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| --- | --- | --- | --- |
| First Name:  (Current Employee) |  |  | Date: |
| Last Name:  (Current Employee) |  | Please select the category that best describes the current position: (See attached for category definitions)\*  **Please check one box**:  Clerical/Administrative Support  Management  Paraprofessional  Professional  Protective Services  Service/Labor/Trade/Crafts  Technician  **Action Requested**  New Position  Reclassification of an Occupied Position  Reclassification of a Vacant Position  Other (Specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Current Position Title: |  |  |
| Department: |  |  |
| Supervisor  First Name: |  |  |
| Supervisor  Last Name: |  |

**Section II—What is the Purpose of the Position?**

**A: PURPOSE**: Please summarize the purpose or general nature of the job. The purpose of the job should answer the question, “why does this job exist?”

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| Supervisor Comments: |

**B: ESSENTIAL POSITION FUNCTIONS**: List the primary functions of the position below, indicating the most important first, and the approximate percentage of time spent on each function over the course of one year (total should add up to 100%).

1. Begin each statement with an action verb. For examples of some action verbs, please refer to the list attached at the end of this document. You are not limited to this list.

2. Do not list duties or responsibilities that require 5% or less of the position’s time.

3. With each function that you list, it should describe how the work gets done.

Here are some examples of job responsibilities for various jobs.

**Examples:**

Financial Aid – Interviews students applying for financial aid to determine eligibility for assistance

Accountant – Compiles and sorts documents, such as invoices and checks, substantiating business transactions

Budget Analyst – Reviews and verifies budget data for consistency with financial objectives

Plumber – Installs or repairs water, steam, or gas pipefittings

**Example: Performs analyses and produces charts/graphs from industry data using Excel software. 50%**

**% of Time**

|  |  |
| --- | --- |
| 1) |  |
| 2) |  |
| 3) |  |
| 4) |  |

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| Supervisor Comments: |

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| --- | --- |
| 5) |  |
| 6) |  |
| 7) |  |
| 8) |  |
| 9) |  |
| 10) |  |
|  | + |
| Total should equal | 100% |

**B: Essential Position Functions (cont’d)**

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| Supervisor Comments: |

**Section III— Qualifications**

1. List the minimum knowledge required to perform the essential functions of the position. For example, knowledge of electrical codes, accounting principles, basic math knowledge of state and federal contract guidelines, etc.

     

1. List any licensure, certification, or apprenticeship requirements for this position.
2. List any skills or abilities that are required for this position.
3. List office equipment, software, laboratory instruments, vehicles, machines, tools, or equipment used in performing the duties of the position.

**Section IV—Education**

What level of formal education or vocational training is required for this job?

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| --- | --- | --- | --- |
| **Minimum** | **Preferred** | **Current Incumbent’s Education\* (if available)** |  |
|  |  |  | Ability to read and write |
|  |  |  | High School |
|  |  |  | Some College, Vocational or associates degree |
|  |  |  | Four-year college degree |
|  |  |  | Master degree |
|  |  |  | Ph. D |
|  |  |  |  |
| What is the focus of education or major required for this job? | | |  |

Can work experience be substituted for formal education? If so, how much and what type of work experience?

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| **Supervisor Comments:** |

**Experience or On the Job Training**

|  |  |  |  |
| --- | --- | --- | --- |
| How many years of related experience do you feel are required for this job? Under “Current Incumbent’s Experience”, please list the relevant experience the current incumbent had when he/she took this position. | Minimum | Preferred | Current Incumbent’s Experience (if available) |
|  |  |  |

|  |  |
| --- | --- |
| What type of experience is required? |  |

**Section V—Job Characteristics**

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| --- |
| What types of decisions are made in this position? |
| What types of decisions are referred to the supervisor? |
| What problems would result from typical errors in this position? |

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| Supervisor Comments: |

**Section V—Job Characteristics (cont’d)**

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| What types of problems are analyzed or solved in this position? |
| What guidelines, policies, procedures, manuals, handbooks, laws, contracts, etc. must an incumbent comply with in this position? |
| Describe the purpose, level and nature of any contacts, communications, or interactions with other University employees (i.e. internal contacts, such as departments, students, faculty) which are necessary to carry out work assignments. For example, “Constant contact with prospective students answering questions about admissions paperwork”. |
| Describe the purpose, level, and nature of any contacts, communications, or interactions with individuals, organizations, or agencies outside the University which are necessary to carry out work assignments. Whom does an incumbent communicate with outside Auburn? Describe contacts with vendors, state agencies, funding sources, etc. |
| Describe the type(s) of confidential or sensitive information an incumbent handles, and how the incumbent would use this information in his or her work. |

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| Supervisor Comments: |

**Section VI—Supervision of Employees (excluding students)**

**Please check all supervisory responsibilities:**

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| --- | --- |
|  | Training others |
|  | Assigning work to others |
|  | Assisting others with more difficult issues |
|  | Providing input to the performance reviews of others |
|  | Completing the performance reviews of others |
|  | Making pay decisions/recommendations for others |
|  | Hiring authority, or providing recommendations on hiring that are given substantial weight in making final decisions |
|  | Firing authority, or providing recommendations on firing that are given substantial weight in making final decisions |

Number of people (non-students) for which this position has direct supervisory responsibility:

|  |
| --- |
| Does this position supervise students? |

|  |  |  |  |
| --- | --- | --- | --- |
| Rarely or Never | Occasionally | Frequently | Continuously |

Total number of people (non-students) for which this position has direct or indirect supervisory responsibility (i.e., total non-student head count):

Number of students for which position has direct supervisory responsibility

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| --- |
| Supervisor Comments: |

**Section VII—Relationship to Other Positions**

If there are positions similar to the current position within the University, including ACES, please list them if possible. Provide name (title) and department.

What other positions (titles) report directly to the current position’s supervisor (if any)?

What position (title) does this position report to?

**Current Position**

What positions (titles) report directly to the current position (if any)?

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| Supervisor Comments: |

**Section VIII—Working Conditions/Work Demands**

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| --- | --- | --- |
|  |  |  |
| **Please select the option that best represents the working conditions.** *Check appropriate box* |  |  |
|  | Comfortable Environment and Sedentary Work-No unusual physical requirements—requires no heavy lifting, and nearly all work is performed in a comfortable indoor facility. |
|  | Minimal Physical Requirements—Occasional and/or light lifting required—limited exposure to elements such as heat, cold, noise, dust, dirt, chemicals, etc., but none to the point of being disagreeable. May involve minor safety hazards where likely result would be cuts, bruises, etc. |
|  | Moderate Physical Requirements—Regularly involves lifting, bending or other physical exertion—often exposed to one or more disagreeable environmental factors, such as heat, cold, noise, dust, dirt, chemicals, etc., with one often to the point of being objectionable—inquiry may require professional treatment-usually not resulting in significant loss of work time—some precautions required, i.e., protective clothing, safety glasses. |
|  | Heavy Physical Requirements—Frequent heavy or intense physical requirements, combined with exposure to a number of disagreeable environmental elements, such as heat, cold, noise, dust, dirt, chemicals, etc.—injury may require professional treatment or hospitalization-constant precautions required, i.e., face mask, safety glasses, and/or ear protection needed at all times. |

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| **Please select the option that best represents the work demands.**  *Check appropriate box* |  |  |
|  | Work schedules volume of work, or priorities seldom change—able to anticipate new work—minimum distractions or interruptions—seldom involves conflicting demands on time. |
|  | Routine deadlines-usually sufficient lead time—variance in work volume seasonal and predictable—priorities can be anticipated-some interruptions are present—involves occasional exposure to demands and pressures from persons other than immediate supervisor. |
|  | Externally imposed deadlines-set and revised beyond one’s control—interruptions influence priorities—difficult to anticipate nature or volume of work with certainty beyond a few days-meeting of deadlines and coordination of unrelated activities are key to position-may involve conflict resolution or similar interactions involving emotional issues or stress on a regular basis. |
|  | Externally imposed deadlines-set or revised on short notice—frequent shifts in priority—numerous interruptions requiring immediate attention—unusual pressure on a daily basis due to accountability for success for major projects or areas of operation. |

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| Supervisor Comments: |

**Amount of Time Spent**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Physical Requirements**  How often are the following physical activities required in this position? |  | Never | Less than 33% | Between 33%/66% | Greater than 66% |
| Standing |  |  |  |  |
| Walking |  |  |  |  |
| Sitting |  |  |  |  |
| Reaching with hands and arms |  |  |  |  |
| Climbing or balancing |  |  |  |  |
| Stooping, kneeling, crouching, or crawling |  |  |  |  |
| Talking |  |  |  |  |
| Hearing |  |  |  |  |
| Use hands to handle objects |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Lifting**  If the position requires that weight be lifted or force exerted, please indicate how much and how often. |  | Never | Less than 33% | Between 33%/66% | Greater than 66% |
| Up to 10 pounds |  |  |  |  |
| Up to 25 pounds |  |  |  |  |
| Up to 50 pounds |  |  |  |  |
| Up to 100 pounds |  |  |  |  |
| Over 100 pounds |  |  |  |  |

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| **Vision**  Please indicate any SPECIAL vision requirements (e.g., ability to distinguish similar colors, depth perception, close vision, distance vision, etc.). |
| No Special Vision Requirements |
| If there ARE special vision requirements, please describe below. |

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| Supervisor Comments: |

Additional Comments:

Please add any additional comments to help describe the work performed in this position:

Supervisor Comments:

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**THANK YOU!**

Thank you very much for your time. Please review your input to ensure it is accurate and complete. Be sure all required information has been provided

The information you have provided will be used by Human Resources to classify the position into an existing job or develop a new job description for the work done by this position.

|  |  |  |
| --- | --- | --- |
| Employee Signature |  | Supervisor Signature |
|  |  |  |
| Date |  | Date |

**ACTION VERBS**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Accepts  Accounts  Accumulates  Achieves  Acknowledges  Acquires  Activates  Acts  Adapts  Adjusts  Administers  Adopts  Advises  Advocates  Affirms  Aligns  Allots  Alters  Amends  Analyzes  Answers  Anticipates  Applies  Appoints  Appraises  Approves  Arranges  Ascertains  Assembles  Assesses  Assigns  Assists  Assumes  Assures  Attaches  Attains  Attends  Audits  Awards  Balances  Batches  Budgets  Builds  Calculates  Calls  Cancels  Certifies  Charts  Checks  Circulates  Clarifies  Classifies  Clears  Closes  Codes | Collaborates  Collates  Collects  Communicates  Compares  Compiles  Completes  Complies  Composes  Computes  Concurs  Condenses  Conducts  Confers  Confirms  Consolidates  Constructs  Consults  Contacts  Contributes  Controls  Converts  Conveys  Convinces  Coordinates  Copies  Corrects  Correlates  Corresponds  Counsels  Creates  Debugs  Decides  Delegates  Deletes  Delivers  Demonstrates  Describes  Designs  Determines  Develops  Devises  Dictates  Directs  Disciplines  Discusses  Dispatches  Displays  Disposes  Disseminates  Distributes  Diverts  Drafts  Draws | Edits  Elaborates  Elects  Eliminates  Employs  Encourages  Endorses  Engages  Enlists  Ensures  Establishes  Estimates  Evaluates  Examines  Exchanges  Excludes  Executes  Exercises  Expedites  Extends  Extracts  Facilitates  Feeds  Files  Finalizes  Finds  Follows up  Forecasts  Formulates  Fosters  Functions  Furnishes  Gathers  Generates  Governs  Guarantees  Guides  Helps  Hires  Identifies  Implements  Imports  Improves  Indicates  Informs  Initiates  Innovates  Inserts  Inspects  Installs  Institutes  Instructs  Integrates  Interprets | Interviews  Inventories  Invents  Investigates  Invests  Issues  Itemizes  Joins  Justifies  Keeps  Leads  Lends  Lets  Lists  Loads  Locates  Looks up  Maintains  Makes  Manages  Maps  Markets  Matches  Mediates  Merges  Models  Modifies  Monitors  Motivates  Moves  Names  Negates  Negotiates  Neutralizes  Notifies  Nullifies  Observes  Obtains  Occupies  Omits  Opens  Operates  Opposes  Organizes  Orients  Originates  Oversees  Participates  Performs  Permits  Persuades  Pinpoints  Places  Plans | Posts  Practices  Predicts  Prepares  Prescribes  Presents  Preserves  Prevents  Prices  Proceeds  Processes  Procures  Produces  Programs  Projects  Promotes  Proposes  Provides  Pulls  Purchases  Qualifies  Quantifies  Questions  Rates  Reads  Receives  Recommends  Reconciles  Reconstructs  Records  Recruits  Rectifies  Reduces  Refers  Refines  Registers  Reinforces  Rejects  Releases  Remits  Removes  Renders  Represents  Reports  Requisitions  Rescinds  Researches  Responds  Restricts  Retrieves  Reviews  Revises version  Routes  Salvages | Satisfies  Scans  Schedules  Screens  Searches  Secures  Selects  Sells  Sends  Serves  Services  Signs  Simplifies  Solicits  Solves  Sorts  Specifies  Spends  Standardizes  Stimulates  Structures  Studies  Submits  Summarizes  Supervises  Supplements  Supplies  Surveys  Synthesizes  Systematizes  Tabulates  Takes  Tenders  Tends  Tests  Totals  Traces  Trades  Trains  Transacts  Transcribes  Translates  Transmits  Turns  Types  Uncovers  Understands  Updates  Utilizes  Verifies  Weighs  Withholds  Withstands  Writes |

**Position Category Definitions**

**Clerical/Administrative Support—**responsible for recording and retrieving data and/or information and other paperwork required in an office and responsible for internal and external communications.

**Management—**responsible for broad policies, exercising overall responsibility for execution of policies, or directing individual departments or special phases of operations, or provides specialized consultation on large scale basis.

**Paraprofessional—**responsible for some of the duties of a professional or technician in a supportive role which usually requires less formal training and/or experience normally required for professional/technical status

**Professional—**responsible for duties requiring specialized and theoretical knowledge which is usually acquired through college training. Includes positions where the primary duty is teaching/instruction of students.

**Protective Services—**responsible for public safety, security and protection from destructive force

**Service/Labor/Trades/Crafts—**responsible for duties resulting in or contributing to the comfort, convenience, hygiene or safety of others or which contribute to the upkeep and care of buildings or facilities. In some instances, may involve specialized skills or training acquired through licensure or on-the-job training.

**Technician—**responsible for duties requiring basic scientific or technical knowledge and manual skill obtained through specialized post-secondary school education or through equivalent on-the-job training.