
Staff Position Evaluation and Compensation Program

Position Information Questionnaire

- NEW POSITION**
 CHANGES TO EXISTING POSITION
 CONVERSION OF HR 86 POSITION

BUDGET POSITION NUMBER (optional) _____

EMPLOYEE NAME	
JOB TITLE	
JOB CODE NUMBER	GRADE

NAME OF DEPARTMENT

DEPARTMENT HEAD/BUDGET EXECUTIVE SIGNATURE

DATE

HUMAN RESOURCES REPRESENTATIVE SIGNATURE

DATE

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Purpose and Instructions

The purpose of this Position Information Questionnaire (PIQ) is to collect specific information from you and your supervisor about the job you hold. This information will be used to ensure that the job is properly classified and valued in the Staff Position Evaluation and Compensation (SPEC) Program.

Before you begin to complete the questionnaire, please take time to review the following suggestions and instructions.

1. The PIQ is collecting information about the job as it is typically done today. Do not consider unique situations or temporary assignments.
2. The PIQ asks for information about the job you do, not about you or your performance.
3. Prior to completing the PIQ, you may want to refer to the duties and responsibilities in the existing PIQ for your position.
4. The thoroughness and accuracy of your responses are important.
5. Refer any questions you have about the PIQ to your supervisor or your Human Resources Representative. Your completed questionnaire must be returned directly to your supervisor who will review it and add comments. Your supervisor will not change your responses in any way.

Thank You



I. Primary Duties & Responsibilities

Please list all key duties and responsibilities which occupy a major part of the time spent on the job. Be as specific as possible and list the most important ones first.

Please indicate the approximate percent of time spent on each duty on an **annual basis**. Total time spent must not exceed 100%.

LIST DUTIES

% OF TIME

1.	_____	_____
	_____	<input type="checkbox"/> New Duty
	_____	<input type="checkbox"/> Existing Duty
2.	_____	_____
	_____	<input type="checkbox"/> New Duty
	_____	<input type="checkbox"/> Existing Duty
3.	_____	_____
	_____	<input type="checkbox"/> New Duty
	_____	<input type="checkbox"/> Existing Duty
4.	_____	_____
	_____	<input type="checkbox"/> New Duty
	_____	<input type="checkbox"/> Existing Duty
5.	_____	_____
		<input type="checkbox"/> New Duty
		<input type="checkbox"/> Existing Duty



I. Primary Duties & Responsibilities (cont.)

DUTIES

% OF TIME

6.	_____	_____
	_____	<input type="checkbox"/> New Duty
	_____	<input type="checkbox"/> Existing Duty
7.	_____	_____
	_____	<input type="checkbox"/> New Duty
	_____	<input type="checkbox"/> Existing Duty
8.	_____	_____
	_____	<input type="checkbox"/> New Duty
	_____	<input type="checkbox"/> Existing Duty
9.	_____	_____
	_____	<input type="checkbox"/> New Duty
	_____	<input type="checkbox"/> Existing Duty
10.	_____	_____
	_____	<input type="checkbox"/> New Duty
	_____	<input type="checkbox"/> Existing Duty

100%



II. Knowledge

Knowledge describes the kinds of specific skills and abilities that are required by jobs in the staff category. It also indicates the level of formal education and training that is typically associated with each kind.

Check the one box that best describes the minimum level of skills and abilities that the job requires.

- 1. **A high school diploma not required.** Ability to read, write, add and subtract and follow spoken or written instructions.
- 2. **A general high school diploma, GED or equivalent knowledge.** Knowledge of grammar, spelling and calculation of percentages and ratios.
- 3. **Additional specialized training beyond high school level or completion of formal high school vocational program or equivalent knowledge.** Skills in specific vocational areas or trades, such as computer operations, secretarial/bookkeeping and medical terminology.
- 4. **An Associate's degree in a technical or administrative program, or equivalent knowledge.** Knowledge of procedures and practices in a specialty or technical field or an advanced vocational skill such as computer programming, radiologic technology or electronic technology.
- 5. **A Bachelor's degree or equivalent knowledge.** Thorough understanding of both theoretical and practical aspects of a technical or professional discipline.
- 6. **A Master's degree or equivalent knowledge.** Applied knowledge of advanced principles and theories in a professional discipline or general management.
- 7. **A Doctoral degree or equivalent knowledge.** Singular knowledge of an advanced professional discipline.

Other Qualifications

Does the job **require** any specific certifications, registrations or licenses?

- Yes No

If yes, please describe the requirements.



III. Experience

Experience describes the **minimum** amount of job-related working background required to provide an adequate level of know-how and understanding to be hired into the job.

Check the one box that best describes the **minimum** level of **related work experience** that the job requires.

- 1. None
- 2. 3 months
- 3. 1 year
- 4. 2 years
- 5. 3 years
- 6. 5 years
- 7. 7 years
- 8. 9 years



IV. Judgment and Problem Solving

Judgment and Problem Solving describes the types of problems/challenges the job presents and the difficulty involved in resolving them.

1. What **typical** work actions and/or decisions do you make? Please provide 3-5 examples (add attachment if necessary).

2. What are the **most complex** work actions and/or decisions you make? Please provide 3-5 examples (add attachment if necessary).



V. Direction Received

Direction Received describes the guidance available to the job. This guidance includes policies, procedures, and guidelines, as well as supervision or empowerment to accomplish tasks with or without direction and access to authoritative advice.

Check the one box below that best describes the level of direction **typically** received by the job.

- 1. **Access to direct supervision.** The tasks and duties of the job are thoroughly addressed by specific systems and procedures.
- 2. **Supervision is present** to assign and review work, address exceptions and answer operational questions. The typical duties of the job are generally addressed by systems, procedures and standard rules of operation.
- 3. **Supervision is available** to organize work, set priorities and objectives, and to assist in problem resolution. The duties of the job are guided by some systems, procedures and broad guidelines.
- 4. **Sets objectives with supervisor** and receives advice and input as needed. The duties and responsibilities of the job are directed by precedent, policy or generally accepted principles.
- 5. **General direction is provided** for setting objectives. The responsibilities of the job are directed by policy, organizational objectives or theoretical concepts.
- 6. **Independently establishes goals and objectives** for higher level review. The accountabilities of the job involve establishing policy and significant policy exceptions or establishing precedent in a specific discipline.

Has there been a change in your reporting line and if so when? Has this affected your position? If yes, please explain.



VI. Organizational Impact

Organizational Impact describes the potential effect the job typically has on the achievement of the University's education, research and public service missions. This effect is measured in terms of the University's operations, its financial resources or impact on people.

Check the one box that best describes the impact the job has on the organization.

- 1. The results of actions have only a **minor impact** on my unit or program operations and may lead to minor inconvenience to people. They are confined to my single work unit and do not affect the overall finance of that area.
- 2. The results of actions may have a **measurable impact** on my work unit or program operations or finances.
- 3. The results of actions and decisions may have a **significant impact** on program or department operations. They may affect the finances of multiple work units.
- 4. The results of actions and decisions may have a **significant impact** on substantial segments of the University's operations or finances.
- 5. The results of decisions may create a **major impact** on University-wide operations and/or the University's current and future financial condition.

Describe below the impact the job has on the University, its financial resources or on people.



VII. Supervision of Others

If the job has no formal responsibility for the supervision of others, check here, and go to next page.

Supervision of Others describes the job's formal responsibility for the selection, supervision and management of other employees. It also describes the four major employee groups that the job may be responsible for supervising.

If the job is formally responsible for supervising other University employees, indicate the level of supervision for each of the major groups (as appropriate) by placing a number in the box provided.

LEVELS OF SUPERVISION	
1.	Reviewing and assigning work, interviewing, orientation and scheduling.
2.	Interviewing and selection, orientation and training, work assignment and review, performance appraisal and recommendations for various human resource actions.
3.	Selection and hiring, staff development, work planning, performance management and responsibility for initiating various human resource actions.
4.	Workforce planning, staff development, review of requests for human resource actions and organizational development.

EMPLOYEE GROUPS	LEVEL OF SUPERVISION	NUMBER OF EMPLOYEES
Supervisors and Managers	<input type="checkbox"/>	<input type="checkbox"/>
Other Exempt Staff	<input type="checkbox"/>	<input type="checkbox"/>
Nonexempt Staff/Technical Service	<input type="checkbox"/>	<input type="checkbox"/>
Wage Payroll Including Students	<input type="checkbox"/>	<input type="checkbox"/>

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VIII. Organizational Information

Please complete the organizational chart below to identify the job's relationship to other jobs in your work unit or workers in the University. Indicate the titles of supervisor(s), peer(s), and subordinate jobs supervised. Peer jobs are those at the same organizational level doing similar work.

<p>Next Highest Level of Supervision Name and Title</p>
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<p>Your Direct Supervisor(s) Name and Title</p>
--



<p>Your Name, Title and Grade</p>
--



<p>Employees Under Your Supervision (or give examples if too numerous to list) Name(s)</p> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>
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Work Unit Peers (optional)
Name(s)

University Peers (optional)
Name(s)



IX. Internal Contacts

Internal Contacts describes the spoken and written forms of communication the job typically has with other employees at teams, meetings, committees, etc. of the University. It also describes the frequency of those contacts.

For each Level of Contact described below indicate the Type of Contact and Frequency by using the codes provided. **Make only one entry in each box to best represent how the job typically functions.**

TYPE OF CONTACT		FREQUENCY
0 = No contact		1 = Every few months
1 = Exchange information and data		2 = Once a month
2 = Interpret and explain ideas and concepts		3 = Every few weeks
		4 = Once a week
3 = Solve problems and coordinate projects		5 = Every few days
4 = Negotiate and persuade to maintain diplomatic relations		6 = Once a day
		7 = Many times per day

LEVEL OF CONTACT	TYPE OF CONTACT	FREQUENCY
Faculty, staff, physicians and other employees in the immediate work unit	<input type="checkbox"/>	<input type="checkbox"/>
Faculty, staff, physicians and other employees in other work units	<input type="checkbox"/>	<input type="checkbox"/>
Supervisors and managers in other work units	<input type="checkbox"/>	<input type="checkbox"/>
Department Heads, Directors and CEOs	<input type="checkbox"/>	<input type="checkbox"/>
Deans and Vice Presidents	<input type="checkbox"/>	<input type="checkbox"/>
President, Provost and Board of Trustees	<input type="checkbox"/>	<input type="checkbox"/>



X. External Contacts

External Contacts describes the spoken and written forms of communication the job typically has with those whom the University serves and conducts business. It also describes the frequency of those contacts.

For each Level of Contact described below indicate the Type of Contact and Frequency by using the codes provided. **Make only one entry in each box to best represent how the job typically functions.**

TYPE OF CONTACT		FREQUENCY
0 = No contact		1 = Every few months
1 = Exchange information and data		2 = Once a month
2 = Interpret and explain ideas and concepts		3 = Every few weeks
3 = Solve problems and coordinate projects		4 = Once a week
4 = Negotiate and persuade to maintain diplomatic relations		5 = Every few days
		6 = Once a day
		7 = Many times per day

LEVEL OF CONTACT	TYPE OF CONTACT	FREQUENCY
General public, visitors or service representatives and vendors	<input type="checkbox"/>	<input type="checkbox"/>
Students, patients, customers, alumni, families or professional colleagues	<input type="checkbox"/>	<input type="checkbox"/>
Invited guests, representatives of government or regulatory agencies, research partners, referring physicians, consultants, media or key development contributors	<input type="checkbox"/>	<input type="checkbox"/>
Community, government and business leaders, major funding and support organizations and accrediting or licensing bodies	<input type="checkbox"/>	<input type="checkbox"/>



XI. Breadth of Responsibility

Breadth of Responsibility describes the different areas for which the job has **formal and ongoing accountability**.

Before considering the factor:

1. Review the job's primary duties and responsibilities in Section 1
2. Identify the area(s) for which the job has **formal and ongoing accountability**, from the following list, and check the block(s):

- | | |
|--|---|
| <input type="checkbox"/> accounting/budget/finance activities | <input type="checkbox"/> facilities activities |
| <input type="checkbox"/> administrative support | <input type="checkbox"/> food services |
| <input type="checkbox"/> admissions activities | <input type="checkbox"/> grants/contracts/industrial development activities |
| <input type="checkbox"/> agricultural activities | <input type="checkbox"/> housing activities |
| <input type="checkbox"/> allied health activities | <input type="checkbox"/> human resources activities |
| <input type="checkbox"/> analysis/planning activities | <input type="checkbox"/> library support |
| <input type="checkbox"/> arts (music, fine arts, theater) activities | <input type="checkbox"/> marketing/advertising activities |
| <input type="checkbox"/> audio-visual & broadcasting activities | <input type="checkbox"/> medical administration |
| <input type="checkbox"/> athletics/recreation activities | <input type="checkbox"/> nursing activities |
| <input type="checkbox"/> business operations activities | <input type="checkbox"/> publications/public information activities |
| <input type="checkbox"/> computer/information technology activities | <input type="checkbox"/> purchasing/inventory/stores activities |
| <input type="checkbox"/> continuing education activities | <input type="checkbox"/> records management |
| <input type="checkbox"/> counseling/advising activities | <input type="checkbox"/> research support |
| <input type="checkbox"/> development/alumni activities | <input type="checkbox"/> safety & security activities |
| <input type="checkbox"/> engineering activities | <input type="checkbox"/> student affairs/services |
| | <input type="checkbox"/> other activities |

Examples:

Staff Assistant V = 1 area (either administrative support, OR budget, OR etc.)

Research Support Technician = 1 area (research)

Director of Business Services = 3 areas (finance, facilities, human resources)

Manager, Housing and Food Services III = 2 areas (housing, foods)

Administrative Assistant = 2 areas (administrative support, accounting/budget/finance)

Comments:

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XII. Dexterity Skills

Dexterity Skills describes the demands of the position and/or degree to which the position requires coordinated eye/hand movements in the performance of job responsibilities.

Check the one box that best describes the level of dexterity skills that the job requires.

- 1. Perform average daily tasks such as using a telephone, calculator, lab equipment, computers, etc.
- 2. Perform tasks such as keyboarding, observing and recording experimental results, etc.
- 3. Perform precise tasks such as slide preparation, drafting, production typing or machine calibration.
- 4. Perform complex tasks such as equipment fabrication or surgical research procedures.

Please provide examples of specific dexterity skills that the job requires.
