

PALM BEACH STATE COLLEGE

JOB ANALYSIS QUESTIONNAIRE

The purpose of this questionnaire is to collect information about the responsibilities of the new position and to define information for position descriptions. Read the instructions and answer the questions carefully. Some questions may apply to the job more than others; answer each question to the best of your ability, as it applies to the position.

Complete the questionnaire and submit it to the Office of Human Resources.

New Position Information

Recommended

Job Title _____

Campus _____

Department _____

Grant Funded Yes No

If yes, what salary amount has been budgeted for this position (benefits not included)?

\$ _____/year for _____ years

What is the termination or renewal date of the grant? _____

Attach the Executive Summary from the grant and position overview if available.

Supervisor and Supervising Administrator Information

Supervisor

Name _____

Title _____

Signature _____

Date _____

The information on this form accurately describes the essential job functions of the position.

Division

Name _____

Title _____

Administrator

Signature _____

Date _____

HR Use Only

FLSA _____

Grade _____

BP# _____

I. Essential Job Functions

INSTRUCTIONS

The purpose of this section is to identify the essential job functions of the position.

At this point, refer to the Activity Dictionary. This document contains activities that are organized by function. Each activity is typically only listed once, under the function to which it most directly relates. The Activity Dictionary is located at <http://intranet.pbcc.edu/utilities/activitydictionary>. When using the Dictionary, use the following approach to identify the activities required of the position:

1. Select **no more** than twenty-five activities.
2. Locate the functional area where the position will perform most of the activities.
3. Review other sections of the Dictionary to be certain that the activities recorded adequately encompass the position's responsibilities.
4. Record the activities chosen on page 3 of this document by entering the "Activity #" and "Activity Title" of the activities that apply to the job (as shown below).
5. Not all of the essential job functions may be listed in the Activity Dictionary. If an activity that takes 5% or more time is not listed, describe the activity on page 3, under "Activity Title."

<u>Activity #</u>	<u>Activity Title</u>
Example	
002	Indirect Supervision

II. JOB FACTORS

This section includes a set of **10** factors that can be used to describe each position. These factors are the **MINIMUM REQUIREMENTS FOR THE POSITION**. Take careful consideration in completing this section.

1. Read each Job Factor in its entirety.
2. Read each Job Factor Level carefully, as **all** aspects of the level must be necessary for performing the position effectively.
3. Indicate with an "X", in the appropriate column, the one level within the job factor that best applies to the position requirements.

A. Education: This factor captures the general knowledge required for performing the job responsibilities, as measured by minimal acceptable education levels. It measures the breadth and depth of practical knowledge an incumbent must possess that is normally acquired through formal schooling, rather than from prior work experience or informal on-the-job training.

<input type="checkbox"/>	High school diploma or GED preferred.
<input type="checkbox"/>	High school diploma or GED.
<input type="checkbox"/>	High school diploma or GED required with additional training related to the position.
<input type="checkbox"/>	Associates degree or two years of college coursework.
<input type="checkbox"/>	Bachelors' degree.
<input type="checkbox"/>	Masters degree.
<input type="checkbox"/>	Doctorate or Juris Doctor.

B. Experience: This factor measures the minimal amount of experience required to competently fulfill the requirements of the job. Qualifying experience may have been acquired on related work or lower level jobs either with the College or with former employers.

<input type="checkbox"/>	Some related experience preferred.
<input type="checkbox"/>	Some related experience.
<input type="checkbox"/>	Minimum of one year related experience.
<input type="checkbox"/>	Minimum of four years related experience.
<input type="checkbox"/>	Minimum of eight years related experience.
<input type="checkbox"/>	Minimum of 12 years related experience.

- C. Authority:** This factor measures the latitude or freedom of action inherent in the position and the extent to which the responsibility for exercising such action is required.

<input type="checkbox"/>	Work is performed under direct supervision, following approved policies and procedures. Generally responsibilities are prescribed and initiative is encouraged in the improvement of one's own work assignment or within one's department.
<input type="checkbox"/>	Work is performed under direct supervision, following policies and procedures; some responsibility for making suggestions or contributing to the formulation of policies, procedures or operational improvements within one's own department would be typical.
<input type="checkbox"/>	Work is typically performed under the supervision of a department head or director; guided by general administrative policies and procedures. Moderate responsibility for formulating and administering procedures related to personnel, financial or general administration of the College.
<input type="checkbox"/>	Exercise of responsibility required in departmental areas of the College and only general supervision is received. Execution of responsibility involves interpreting non-routine academic, fiscal or administrative matters where precedent does not exist; some freedom of choice in approach to problems, methods of operations and the setting of goals and objectives.
<input type="checkbox"/>	Substantial exercise of responsibility required across departments/ functions of the college. Execution of responsibility involves recommending significant policy changes in academic, fiscal, or human capital matters. Substantial freedom of choice in approach.
<input type="checkbox"/>	Functions with little or no direct supervision in accordance with the goals set forth by top administrators and/or Board of Trustees having impact across the college. Incumbent is free to follow own methods and techniques for approach to problems, operational procedures and goal setting. Considerable responsibility for creativeness where policies, procedures and precedents do not exist in areas of fiscal, administrative or academic management and college- wide fiscal and budget responsibility.

- D. Physical Exertion:** This factor measures the level of physical effort required by the job.

<input type="checkbox"/>	Standard movements with limited physical exertion required for work.
<input type="checkbox"/>	Minor physical exertion - lifting, pushing, pulling, and carrying, etc. up to fifteen pounds regularly required for you to perform your job.
<input type="checkbox"/>	Manual labor requiring moderate physical exertion - consistent need to lift, push, pull, carry, etc. up to 75 pounds. Involves moderate discomfort. May require special safety precautions, such as working around moving parts, machines or with irritant chemicals. Employees may be required to use protective clothing or gear.
<input type="checkbox"/>	Manual labor requiring significant physical exertion - consistent need to lift, push, pull, carry, etc. over 75 pounds. Requires unusual environmental stress, such as working at great heights or under extreme outdoor weather conditions.

- E. Independence:** This factor measures the amount of autonomy in decision-making is involved in the job.

<input type="checkbox"/>	Follows specific instructions. Some initiative and original thinking is encouraged for own work and department area. Work is subject to close supervision and review.
<input type="checkbox"/>	Plans own time to meet predetermined schedules; work is subject to supervision and review. Follows general instructions and directions and makes recommendations for own work and department area.
<input type="checkbox"/>	Requires independent effort with limited direct supervision; uses original thinking to develop, recommend or initiate policies and procedures.
<input type="checkbox"/>	No direct supervision; requires full independence for a major area of the College; originality and initiative needed to develop programs in major areas.
<input type="checkbox"/>	No direct supervision; requires an innovative, creative thinker to initiate long range programs, goals, policies and procedures. Individual must identify problem areas and change or modify that sector of the College as needed. Ability to foresee and evaluate possible problems and to plan alternative solutions in order to nurture growth and stability within the College.

- F. Type of Supervision:** This factor evaluates the scope of supervision you exercise.

<input type="checkbox"/>	No supervision exercised.
<input type="checkbox"/>	Regularly assigned lead worker; assists with technical guidance and training.
<input type="checkbox"/>	Supervise up to 10 full-time employees.
<input type="checkbox"/>	Supervise up to 20 full-time employees.
<input type="checkbox"/>	Supervise more than 20 full-time employees.
<input type="checkbox"/>	Direct and coordinate two or more major departments through subordinate supervisors.
<input type="checkbox"/>	Manage and direct major divisions of the College or major areas of student activities.

- G. Scope and Effect:** This factor covers the relationship between the nature of the work and the effect of work products or services have within and outside the College.

<input type="checkbox"/>	Work requires the performance of specific operations. Work product or service is required to facilitate the work of others; the impact is mostly within own department or for the timely provision of services to others.
<input type="checkbox"/>	Work requires the execution of specific procedures and operations that are generally non-routine. The work product or service affects the accuracy, reliability, or acceptability of further processes or services offered by other departments.
<input type="checkbox"/>	Work involves establishing criteria; formulating projects; assessing program effectiveness; or investigating or analyzing a variety of unusual conditions, problems, or questions. The work product or service affects a wide range of College activities and/or departments.
<input type="checkbox"/>	Work involves planning, developing, and carrying out vital administrative programs for the campus or College. The programs are essential to the missions of the College or affect large numbers of people on a long-term or continuing basis.

- H. Problem Solving:** This factor indicates the ability to discern all elements in a given situation, determine the key factors and formulate a solution.

<input type="checkbox"/>	Uses common sense; some independent judgment is encouraged in choosing tasks. Performs prescribed tasks.
<input type="checkbox"/>	Selects proper action from well-defined alternatives; analyzes data by generally established routines. Performs operations from general instructions.
<input type="checkbox"/>	Uses independent judgment in making decisions where alternatives are not clearly defined; researches and analyzes data pertaining to problems of a routine nature.
<input type="checkbox"/>	Uses independent judgment in planning sequence of major operations and in making decisions from complex alternatives. Analyzes data to solve complex, non-routine problems; interprets general policy and develops instructions for others.
<input type="checkbox"/>	Uses independent judgment to develop general objectives and plans; selects course of action from complex alternatives. Decisions are subject only to general review. Performance may affect the entire College.
<input type="checkbox"/>	Develops major goals and objectives for the College. Analyzes and evaluates programs of College activities; develops policies and plans; determines courses of action. Decisions substantially affect the entire College both at the current time and in the future.

- I. Knowledge:** This factor refers to the mastery of, or familiarity with, an identifiable body of information, practices, or principles. It can be measured objectively.

<input type="checkbox"/>	Knowledge of routine, or repetitive tasks or operations which typically includes following step-by-step instructions and requires little or no previous training or experience, or skill to operate basic equipment.
<input type="checkbox"/>	Knowledge of a body of standardized rules, procedures or operations requiring considerable training and/or experience to perform the full range of standard assignments and resolve recurring problems. Or, skill, acquired through considerable training and experience, to operate varied equipment.
<input type="checkbox"/>	Knowledge of an extensive body of rules, procedures or operations requiring extended training and/or experience to perform a wide variety of interrelated or non standard assignments and resolve a wide range of problems. Or, practical knowledge of standard procedures in a technical field.
<input type="checkbox"/>	Knowledge of basic concepts and methodology of a professional or administrative occupation, and skill in applying this knowledge in carrying out assignments. Or practical knowledge of technical methods to perform assignments such as carrying out limited projects that involve use of specialized complicated techniques.
<input type="checkbox"/>	Knowledge of a wide range of concepts, principles and practices in a professional or administrative occupation and skill in applying this knowledge to difficult and complex work assignments. Or a comprehensive, intensive, practical knowledge of a technical field and skill in applying this knowledge to the development of new methods, approaches, or procedures.
<input type="checkbox"/>	Mastery of a professional or administrative field. Applies theories and new developments to problems. Makes recommendations significantly changing, interpreting, or developing important policies or campus-wide programs.

- J. Nature of Relationships:** This factor evaluates the type of influence the incumbent must display in

dealing with other people, and type of contacts a position has with others.

<input type="checkbox"/>	Interaction requires exchange of information, in same department or office.
<input type="checkbox"/>	Contact with persons outside of office or department, generally to furnish or obtain information.
<input type="checkbox"/>	Interaction requires coordination and advising on work efforts to resolve operating problems/issues with individuals. Required to obtain cooperation and maintain goodwill.
<input type="checkbox"/>	Interaction requires furnishing and/or obtaining detailed and/or technical information with groups of people. Required obtaining cooperation and maintaining goodwill with groups or significant College constituencies.
<input type="checkbox"/>	Interaction requires ability to motivate and influence people or groups of people. Contacts involve carrying out College policies or programs. Improper handling of relationships may materially affect College reputation.
<input type="checkbox"/>	Interaction requires considerable persuasiveness and leadership skills to obtain action, consent, agreement, or approval. May involve difficult negotiations or a high degree of diplomacy and judgment. Contacts impact College governing, growth, and funding.

III. WORKING CONDITIONS & PHYSICAL EFFORT

Complete all items by checking the appropriate box with an "X."

	Seldom or Never	Monthly	Weekly	Daily	Hourly
1. Lift object weighing up to 20 pounds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Lift objects weighing 21 to 50 pounds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Lift object weighing 51 to 100 pounds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Lift objects weighing more than 100 pounds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Carry objects weighing up to 20 pounds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Carry objects weighing 21 to 50 pounds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Carry objects weighing 51 to 100 pounds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Carry objects weighing 100 pounds or more.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Standing up for one hour at a time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Standing up for two hours at a time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Standing for more than two hours at a time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Stooping and bending.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Ability to reach and grasp objects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Manual dexterity or fine motor skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Color vision - the ability to identify and distinguish colors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Ability to communicate orally.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Ability to hear.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Pushing or pulling carts or other such objects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Proofreading and checking documents for accuracy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Using a keyboard to enter and transform words or data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Using a video display terminal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Working in a normal office environment with few physical discomforts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Working in an area that is somewhat uncomfortable due to drafts, noise, temperature variation or the like.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Working in an area that is very uncomfortable due to extreme temperature, noise levels, or other conditions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Working with equipment or performing procedures where carelessness would probably result in minor cuts, bruises or muscle pulls.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Operating automobile or van.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Able to work a fluctuating work schedule.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

IV. OTHER ESSENTIAL TRAINING AND SKILLS REQUIRED

Check any skills **required** or **preferred** for the position, such as special courses, licenses, certification, and so on. What abilities does a person need to do the job? (Such as public speaking, customer service abilities, troubleshooting computer systems, Certified Public Accountant, etc.)

REQ	PREF	SKILL	REQ	PREF	SKILL
<input type="checkbox"/>	<input type="checkbox"/>	State Driver's License	<input type="checkbox"/>	<input type="checkbox"/>	Microsoft Access
<input type="checkbox"/>	<input type="checkbox"/>	Customer Service Skills	<input type="checkbox"/>	<input type="checkbox"/>	Microsoft Excel
<input type="checkbox"/>	<input type="checkbox"/>	Good Communication Skills	<input type="checkbox"/>	<input type="checkbox"/>	Microsoft Outlook
<input type="checkbox"/>	<input type="checkbox"/>	Supervisory Skills	<input type="checkbox"/>	<input type="checkbox"/>	Microsoft Powerpoint
<input type="checkbox"/>	<input type="checkbox"/>	Multi-tasking skills	<input type="checkbox"/>	<input type="checkbox"/>	Microsoft Word
<input type="checkbox"/>	<input type="checkbox"/>	Time Management	<input type="checkbox"/>	<input type="checkbox"/>	Mainframe Database (i.e. Panthernet)
<input type="checkbox"/>	<input type="checkbox"/>	Detail Oriented			

1. List other required skills.

2. List other preferred skills.

3. List certifications and/or licensures.

V. OTHER INFORMATION

1. Briefly describe the main duties of the position. When completing this section, take into consideration all components of the position.

2. Is this position similar to other positions in your department, division or college? If so, how?

3. List any aspect of the position not covered in the preceding questions that are necessary for a more complete understanding of this position.
