****Compensation and Classification

Office of Human Resources  
Palm Beach State College

|  |  |
| --- | --- |
|  | Job Analysis Questionnaire (JAQ) |
|  |  |
|  | Revised 02.01.2019 |

INSTRUCTIONS AND OVERVIEW

The purpose of the Job Analysis Questionnaire (JAQ) is to gather information about the duties and responsibilities that are assigned to a job. The JAQ information is the initial step to evaluate the responsibilities of the job and to determine FLSA classification, appropriate job title, and pay grade.

Directions:

1. Read the entire form before answering any questions
2. Answer each question thoughtfully, thoroughly, and frankly. Use your own words when filling out the form. Please do not copy another job description.
3. **The job responsibilities should be identified based on the job requirements, not the incumbent’s skills and abilities.**
4. Be sure to consider job responsibilities and duties over a sufficient period of time to cover all regular assignments. Do not include any temporary, non-permanent duties such as those performed for cross-training purposes or on a fill-in basis to cover for a vacant job.
5. If you have questions concerning any part of the form, please contact the Classification and Compensation Department.

Please ensure the following items are submitted along with the JAQ:

1. Current Organizational Chart
2. New Organizational Chart
   1. Chart needs to include job being evaluated and any direct deports (if applicable)
3. Signature of supervisory chain if the JAQ is requesting a Re-evaluation of an existing job
4. Electronic Word JAQ in addition to signed copy

Job Information

|  |  |
| --- | --- |
| Department Name: | Click here to enter text. |
| Campus: | Choose an item. |
| Request Type: | Choose an item. |
| Requestor Name: | Click here to enter text. |
| Requestor Title: | Click here to enter text. |

Current Job Information: New/Recommended Job Information:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Job Title: | Click here to enter text. |  | Job Title: | Click here to enter text. |
| Job Code: | Click here to enter text. |  | Job Code: | Click here to enter text. |
| Pay Grade: | Click here to enter text. |  | Pay Grade: | Click here to enter text. |
| FLSA: | Choose an item. |  | FLSA: | Choose an item. |
| Reports to Title: | Click here to enter text. |  | Reports to Title: | Click here to enter text. |

Impacted Employee Name(s) (if applicable):

|  |  |  |
| --- | --- | --- |
| Click here to enter text. |  | Click here to enter text. |
| Click here to enter text. |  | Click here to enter text. |
| Click here to enter text. |  | Click here to enter text. |

Approval Signatures

If the JAQ request is for a Re-evaluation, the below supervisory chain signatures are required.

Submitting Manager:

|  |  |  |
| --- | --- | --- |
| Click here to enter text. |  |  |
| Printed Name | Signature | Date |

Second Level Manager:

|  |  |  |
| --- | --- | --- |
| Click here to enter text. |  |  |
| Printed Name | Signature | Date |

Cabinet Member:

|  |  |  |
| --- | --- | --- |
| Click here to enter text. |  |  |
| Printed Name | Signature | Date |

Job Summary/Purpose

Provide a brief general summary of the primary purpose of function objective of the job. Think of end results/outcome of the role. What is the job meant to accomplish? Why does this job exist?

|  |
| --- |
| Click here to enter text. |

Essential Functions (Job Duties and Responsibilities)

List and describe the **primary job duties and responsibilities** this job would be responsible for. **Please limit this list to a maximum of 10 items.**

Things to consider:

* This list is to document the **primary duties and responsibilities** not every responsibility the job does, can, or will do.
* What action is being done and what percentage of time is spent performing each action
* Utilize action verbs when describing the primary functions
* Refer to the activity dictionary and action verb listings

|  |  |  |
| --- | --- | --- |
|  | **Primary Duties and Responsibilities** | **Percent of Time** |
| 1. | Click here to enter text. |  |
| 2. | Click here to enter text. |  |
| 3. | Click here to enter text. |  |
| 4. | Click here to enter text. |  |
| 5. | Click here to enter text. |  |
| 6. | Click here to enter text. |  |
| 7. | Click here to enter text. |  |
| 8. | Click here to enter text. |  |
| 9. | Click here to enter text. |  |
| 10. | Click here to enter text. |  |
|  | Total: | 100% |

Required Minimum Qualifications

Minimum qualifications are the minimum required amounts of education or experience and the minimum level of knowledge, skills, abilities, licensures, certifications and other job-related requirements that must be met for a candidate to be considered for a position.

|  |  |
| --- | --- |
| Education: | Choose an item. |
| Degree Type: i.e Finance, Accounting, Business Administration (list all that apply) | Click here to enter text. |
|  |  |
| Experience: | Choose an item. |
| Managerial / Supv Exp | Choose an item. |

Licensure, Registrations, Certifications, or Special Requirements:

|  |  |  |
| --- | --- | --- |
| Click here to enter text. |  | Click here to enter text. |
| Click here to enter text. |  | Click here to enter text. |
| Click here to enter text. |  | Click here to enter text. |

Preferred Qualifications

Preferred Qualifications are the “nice to have” items for a job. **THESE ARE NOT THE MINIMUM REQUIREMENTS FOR THE JOB**. Preferred qualifications aid in assessing the applicant pool and provides guidance to the Talent Acquisition team on the type of qualifications that would be nice to have beyond the minimum required qualifications during the recruiting process.

|  |  |
| --- | --- |
| Education: | Choose an item. |
| Degree Type: i.e Finance, Accounting, Business Administration (list all that apply) | Click here to enter text. |
|  |  |
| Experience: | Choose an item. |
| Managerial / Supv Exp | Choose an item. |

Licensure, Registrations, Certifications, or Special Requirements:

|  |  |  |
| --- | --- | --- |
| Click here to enter text. |  | Click here to enter text. |
| Click here to enter text. |  | Click here to enter text. |
| Click here to enter text. |  | Click here to enter text. |

Training and Knowledge, Skills, and Abilities

Check any skills that may be required or preferred for the job.

Things to consider:

* What skills does a person need to do the job?
* What abilities would a person need to do this job (ie. Public speaking, customer service, trouble shooting, analytical)

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Description** | | | | | | **Required** | **Preferred** | | **N/A** |
| Valid State Driver’s License | | | | | |  |  | |  |
| Customer Service Skills | | | | | |  |  | |  |
| Communication Skills | | | | | |  |  | |  |
| Multi-Tasking | | | | | |  |  | |  |
| Time Management | | | | | |  |  | |  |
| Detail Oriented | | | | | |  |  | |  |
| Data Analysis / Analytics | | | | | |  |  | |  |
| Teamwork / Work in a group | | | | | |  |  | |  |
| Technology Skills | | | | | |  |  | |  |
| Problem Solving Skills | | | | | |  |  | |  |
| Leadership Skills Direct Indirect | | | | | |  |  | |  |
| Microsoft Office Professional Suite | | | | | |  |  | |  |
| Check all that apply: | | Outlook | Word | Excel | PowerPoint | OneNote | | SharePoint | |
| Other: | Click here to enter text. | | | | |  |  | |  |
| Other: | Click here to enter text. | | | | |  |  | |  |

`

Additional Job Information

Please ensure completion of all the following sections. Read each section carefully and answer / check the factor that best applies to the job requirements.

Authority, Independence, & Decision Making:

Describes the latitude / freedom of action, autonomy, and decision-making inherent in the job and the extent to which the responsibility for exercising such action is required. **Please select only one (1) box**.

|  |  |
| --- | --- |
|  | Work is performed under **direct supervision.** Management gives specific instructions on all assignments. Work is reviewed for completeness and accuracy, or is responsible for performing tasks which provide inherent checks built into the nature of the work. Required to make few, if any, decisions. |
|  | Work is preformed under **direct supervision**. Management provides individual assignments by indicating generally what is to be done, limitations, quality and quantity expected, deadlines and priorities. Additional, specific instructions are given for new, difficult, or unusual assignments. Responsible for using initiative in carrying out recurring assignments with limited decision making. Management ensures that the work is technically accurate and in compliance with instructions or established procedures. Required to make some, if any, decisions. |
|  | Work is performed under **general supervision**. Management identifies assignments by defining objectives, priorities and deadlines, and assists the with unusual situations that do not have clear objectives. Responsible for planning and carrying out successive steps and resolving problems and deviations in accordance with instructions, policies, and accepted practices. Management reviews the work for technical adequacy and conformance with practice and policy. Decisions are defined by clear written standards. |
|  | Work is performed under **limited supervision**. Management sets the overall objectives and resources available. In consultation with management, responsible for the development of deadlines, projects, and work to be done. Plans and carries out assignments, resolves most of the conflicts, coordinates work with others and interprets policy on own initiative. Responsible for keeping management informed of progress, potentially controversial matters, or far-reaching implications. Decisions are guided by policy, ability to decide how to apply the policy to situations. |
|  | Substantial exercise of responsibility required across departments / functions. Execution of responsibility involves recommending significant policy changes in academic, fiscal, or human capital matters. Substantial freedom of choice in approach. Decides whether or not policy applies to situations. |
|  | Functions with little or no supervision in accordance with goals set forth by top administrators and/or Board of Trustees having impact across the college. Free to follow own methods and techniques for approach to problems, operational procedures, and goal setting. Considerable responsibility for creativeness where policies, procedure and precedents do not exist in areas of fiscal, administrative or academic management and college wide fiscal and budget responsibility. Decides what the policies are and how they are applied. |

Managerial / Supervisory Responsibilities:

Select the statement that best describes the job. **Please select only one (1) box**.

|  |  |
| --- | --- |
|  | No Managerial / Supervisory authority |
|  | Lead Worker: Assigns, trains, schedules, oversees, and/or reviews work of others |
|  | Project / Program Manager: No formal supervisory but directs work on projects or programs |
|  | Manager: Plans and directs the work of others |
|  | Director/Executive: Delegate authority to carry out work of units |

If the job has direct managerial / supervisory responsibilities, select the statement that most appropriately aligns to the job. **Please select only one (1) box**.

|  |  |
| --- | --- |
|  | Regularly assigned lead worker; assists with technical guidance and training |
|  | Manages / Supervises up to 5 non-student employees |
|  | Manages / Supervises up to 10 non-student employees |
|  | Manages / Supervises up to 20 non-student employees |
|  | Manages / Supervises 20+ non-student employees |
|  | Direct and coordinate two or more major departments trough subordinate managers/supervisors |
|  | Direct and Manage major divisions of the College or major areas of student activities |

Budget Responsibilities:

Does the job have direct oversight and management of a budget? Yes No

If yes, please identify the jobs budget dollar responsibility and describe the jobs responsibilities related to accounting, purchasing, budgeting, and/or finance.

|  |
| --- |
| Click here to enter text. |

Scope and Effect:

Measures the relationship between the nature of the work and the effect of work products or services have inside and outside of the college. **Please select only one (1) box**.

|  |  |
| --- | --- |
|  | 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 the timely provision of services to others. |
|  | 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 future processes or services offered by other departments. |
|  | 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 initiatives and/or departments. |
|  | Work involves planning, developing, and carrying out vital programs for the college. The programs are essential to the missions of the college or affect large numbers of people on a long-term basis. |

Nature of Relationships:

Measures the type of influence the job must display in dealing with other individuals and the type of contacts the job has with others. **Please select only one (1) box**.

|  |  |
| --- | --- |
|  | Interaction requires exchange of information within the same department or office. |
|  | Contact with personnel outside of the office or department, generally to furnish or obtain information. |
|  | Interaction requires coordination and advising on work efforts to resolve operating problems/issues with other personnel. Required to obtain and maintain goodwill with groups or significant college constituencies |
|  | 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 the college reputation. |
|  | Interactions requires considerable persuasiveness and leadership skills to obtain action, consent, agreement, or approval. May involve difficult negotiations or a high degree of diplomacy and judgement. Contacts impact college governing, growth, and funding. |

Problem Solving:

Measures the ability of the job to discern all elements in a situation; determine the key factors and formulate a solution. **Please select only one (1) box**.

|  |  |
| --- | --- |
|  | Utilizes common sense; some independent judgement is encouraged in choosing tasks. Performs prescribed tasks. |
|  | Selects proper action from well-defined alternatives; analyzes data by generally established routines. Performs operations from general instructions. |
|  | Utilizes independent judgement in making decisions where alternatives are not clearly defined; researches and analyzes data pertaining to problems of a routine nature. |
|  | Utilizes independent judgement in planning a sequence of major operations and in making decisions from complex alternatives. Analyzes data to solve complex, non-routine problems; interprets general policy and develops instruction for others. |
|  | Utilizes independent judgement 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 |
|  | Develops major goals and objectives for the college. Analyzes and evaluates programs of college activities; develops policies and plans; determines course of action. Decisions substantially affect the entire college both at the current time and in the future. |

Knowledge:

Measures refers to the mastery of, or familiarity with, and identifiable body of information, practices, or principals. Can be measured objectively. **Please select only one (1) box**.

|  |  |
| --- | --- |
|  | Knowledge of routine, or repetitive tasks or operations which typically includes following step-bystep instructions and requires little or no previous training or experience, or skill to operate basic equipment. |
|  | 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. |
|  | Knowledge of an extensive body of rules, procedures or operations requiring extended training and/or experience to perform a wide variety of interrelated or nonstandard assignments and resolve a wide range of problems. Or, practical knowledge of standard procedures in a technical field. |
|  | 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. |
|  | 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 |
|  | 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. |

Working Conditions:

Complete all items by checking the appropriate box

|  |  |  |
| --- | --- | --- |
| **Description** | **Yes** | **No** |
| Lift, carry, push, pull, install or remove objects weighing 20 to 49 pounds. |  |  |
| Lift, carry, push, pull, install or remove objects weighing in excess of 50 pounds. |  |  |
| Reach and grasp objects. |  |  |
| Stoop, bend, kneel, crouch, or crawl. |  |  |
| Stand for extended periods of time. |  |  |
| Use of video display terminal. |  |  |
| Use of manual dexterity and fine motor skills. |  |  |
| Identify and distinguish colors and shades of color. |  |  |
| Communicate information orally and in writing. |  |  |
| Receive and understand information through oral and written communication. |  |  |
| Proofread and check documents for accuracy. |  |  |
| Work with equipment or perform procedures where carelessness may result in injury. |  |  |
| Experience exposure to uncomfortable work environment due to extreme temperature, noise level, and other conditions. |  |  |
| Risk for occupational exposure to bloodborne pathogens. |  |  |
| Operate motor vehicle. |  |  |
| Work a fluctuating work schedule. |  |  |

Physical Exertion:

Measures the level of physical efforts required to perform the job. **Please select only one (1) box**.

|  |  |
| --- | --- |
|  | Standard movements with limited physical exertion required for work. |
|  | Minor physical exertion - lifting, pushing, pulling, and carrying, etc. up to fifteen pounds regularly required for you to perform your job. |
|  | 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. |
|  | 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. |

Similar Jobs:

If applicable, list similar jobs in the college, division, or department.

|  |  |  |
| --- | --- | --- |
| Click here to enter text. |  | Click here to enter text. |
| Click here to enter text. |  | Click here to enter text. |
| Click here to enter text. |  | Click here to enter text. |

Other Information:

List any aspects of the job that were not covered in the preceding questions that are necessary for a complete understanding.

|  |
| --- |
| Click here to enter text. |