

## UNT Staff Position Information Questionnaire (PIQ)

### A. Instructions

The purpose of this questionnaire is to gather information about a position and its duties, responsibilities and educational/experience requirements. This information will be used to ensure the position is properly evaluated and classified in the Staff Classification and Compensation program. Responses must accurately represent the way the position is currently functioning.

**To evaluate a new/vacant position** – supervisor will need to complete the entire questionnaire.

**To evaluate a current employee's position** - employee should complete sections B – K with the supervisor completing the remaining sections. *The employee and supervisor are strongly encouraged to discuss the position to facilitate the process and ensure mutual understanding.*

1. Be objective and accurate in your answers. Consider your normal day-to-day responsibilities.
2. When indicating the percentage of time you spend on each duty, consider what is performed over a 12-month period. The percentages do not need to be exact but should reflect the more time-consuming parts of the position.
3. Describe the position as it is being performed today, not as it might be in the future or as you think it should be.
4. Remember, you are considering the position and the requirements for the position—not your own personal background (e.g. if the duties could be competently performed by someone with 2 years experience, but you have 6 years experience – indicate 2 years experience required).
5. All questions must be answered completely, including providing examples of work. The employee should forward the questionnaire to the supervisor when completed.

### B. Position Identification

	Date:
Official Job Title:	Working Job Title (if applicable):
Position #:	Job Code:
Employee Name (if applicable):	Empl ID:
Department:	Dept ID:
Supervisor's Name:	Supervisor's Job Title:

### C. Summary Statement

Briefly describe the position's primary purpose or function in a few sentences.

## D. Essential Duties and Responsibilities

List the position's essential duties and responsibilities. Include all important aspects of the work—whether performed daily, weekly, monthly, or annually; and any duties that occupy at least 5% of the total job. Indicate the approximate percentage of time spent performing each duty on an annualized basis. For example, if you perform a duty that consumes virtually all of your time but for only one month out of twelve, then that duty would occupy about 8% (1/12) of your time when averaged over the entire year. Sample of duty statements are provided below.

<b>Sample Duties and Responsibilities</b>		<b>% of Time</b>
1.	Maintains an electronic database, enters and retrieves information, writes queries to produce special reports.	25%
2.	Prepares correspondence, graphs, charts and reports using various software.	20%
3.	Provides factual information concerning department policies and procedures to students and other departments.	15%
4.	Files correspondence and records.	10%
5.	Duplicates reports, documents and related materials.	10%
6.	Orders and receives supplies and maintains inventory.	10%
7.	Monitors department budget and prepares monthly updates.	10%
		<b>100%</b>

1.		%
2.		%
3.		%
4.		%
5.		%
6.		%
7.		%

8.	%
9.	%
10.	%
Total of all percentages should equal 100%	<b>100%</b>

### E. Decision Making/Problem Solving

Check the box next to the ONE statement that best describes the decision making/problem solving requirements associated with this position and provide an example.

- Carries out tasks that require a sequence of steps usually performed in a standardized way.
- Resolves situations where problems have occurred before and their solutions generally are familiar.
- Solves a variety of problems in situations where only limited standardization exists.
- Solves a variety of complex problems in the absence of guidelines or precedents.
- Solves a wide range of complex multi-disciplinary problems that must consider short- or long-term planning.

<b>Example:</b>
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### F. Nature of Work

1. **Task Complexity** – Check the percentage of time that is best described by each of the following statements and provide an example of each. The three percentages should generally total 100%.

- |  | Seldom<br>or None<br>(<25%) | Occasional<br>(25%-50%)  | Majority of<br>Time<br>(50%-75%) | Almost<br>Always<br>(>75%) |
|--|-----------------------------|--------------------------|----------------------------------|----------------------------|
| a. Tasks are straightforward, routine and frequently repetitive. Requires general working knowledge of a function. | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/>         | <input type="checkbox"/>   |

<b>Example:</b>
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- b. Tasks are varied and moderately complex. In-depth knowledge of a specialized or technical function or a general working knowledge of a professional field/recognized body of knowledge (for example, accounting, computer science, engineering).
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**Example:**

- c. Tasks are highly complex. Requires extensive theoretical and practical knowledge in specialized field or discipline, and the ability to integrate and analyze practical information from such field or discipline.
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**Example:**

2. **Discretion and Judgment** – Check the percentage of time that is best described by each of the following statements and provide an example of each. These percentages will likely not total 100%.

- |   | <b>Seldom<br/>or None<br/>(&lt;25%)</b> | <b>Occasional<br/>(25%-50%)</b> | <b>Majority of<br/>Time<br/>(50%-75%)</b> | <b>Almost<br/>Always<br/>(&gt;75%)</b> |
|---|---|---------------------------------|---|--|
| a. Tasks follow set guidelines or procedures. | <input type="checkbox"/>                | <input type="checkbox"/>        | <input type="checkbox"/>                  | <input type="checkbox"/>               |

**Example:**

- b. Tasks require comparing alternative courses of action and making a decision after considering the options.
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**Example:**

- c. Tasks require the management of a unit or section involving formulating, directing or interpreting policy.
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**Example (if applicable):**

- d. Work requires imagination, originality and/or creativity.
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**Example:**

	Seldom or None (<25%)	Occasional (25%-50%)	Majority of Time (50%-75%)	Almost Always (>75%)
e. Receives clear instructions from supervisor on what to do and how to do it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Example:**

f. Has authority to make significant choices and decisions without specific guidance or direction from supervisor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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**Example (if applicable):**

## G. Budget Responsibility

Check the box next to the ONE statement that best describes the budgetary responsibility associated with this position. If the position will be responsible for a budget, provide the size of the budget (including staff salaries).

- Do not participate in any budget matters.
- Is responsible for making recommendations on budget items.
- Is responsible for monitoring an account, but not for developing or allocating a budget.

**Size of Account Monitored:**

- Is responsible for monitoring multiple accounts, but not for developing or allocating a budget.

**Number and Size of Accounts Monitored:**

- Is responsible for developing, allocating and monitoring a budget for a program or center.

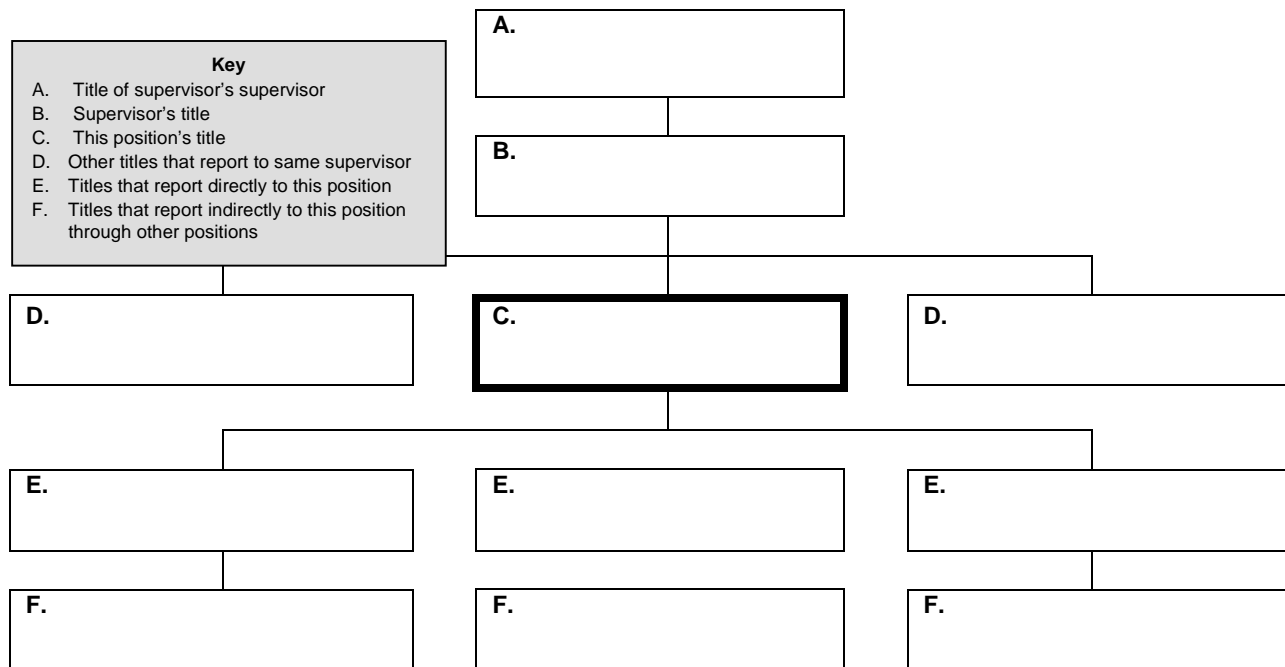
**Size of Budget (Including Salaries):**

- Is responsible for developing, allocating and monitoring a budget for an entire department.

**Size of Budget (Including Salaries):**

## H. Management Responsibilities and Reporting Relationships

- Check the ONE box that best characterizes your responsibilities for providing functional guidance or direct supervision to staff employees.
  - Has no authority or responsibility for the supervision of staff.
  - Has authority or responsibility for the supervision of hourly/student workers only.
  - Functions in a lead capacity over staff employees on a regular basis but is not a direct supervisor. May assign, schedule and monitor the work of staff.
  - Functions as a first-line supervisor over regular, benefits-eligible full-time staff. Has the authority to hire, terminate, discipline, and appraise performance.
  - Functions as a manager of a unit, section or major function and typically supervises personnel who are first-line supervisors or persons having professional responsibility.
  - Functions as a director of a division, department or large program and typically supervises management personnel (those who manage other supervisors) and indirectly supervises subordinate staff under this position's line of authority.
- In the organizational chart below, indicate the reporting lines by completing the boxes with the appropriate titles based on the key.



Only answer the following two questions if you directly supervise other staff (not hourly/student employees).

- What percentage of your total time do you spend on managing and directing staff?      %
- How many staff employees report directly to you?

## I. Employee Comments

Recognizing that no questionnaire can cover every part of a position, provide any other information that might be important in understanding your duties and responsibilities.

Sign below indicating that, to your knowledge, the information you have provided is accurate pertaining to your current position and **that you have discussed this information with your immediate supervisor.**

**Employee's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Sections L through N should be completed by the supervisor or a level of management close to the job.**

## J. Oversight and Direction Received

1. Check the ONE box beside the statement that best captures the degree of independence under which this position operates.
  - Receives clear and specific instructions and/or follows standardized instructions or procedures without ongoing supervision. Work is checked for accuracy, adequacy and adherence to instructions. Employee consults with supervisor on matters not covered in the original instructions or by guidelines.
  - Receives moderate to limited supervision working from objectives set by supervisor. Employee organizes and carries out most assignments in accordance with standard practices, instructions or previous training. Employee handles some unusual situations independently.
  - Receives general direction working from established policies and objectives. Employee plans and carries out assignments and resolves most conflicts that arise. Completed work is checked only to determine feasibility and compatibility with other work, or effectiveness in meeting objectives of the unit.
  - Receives only broad administrative guidance. Assignments are in terms of setting objectives within strategic planning goals. Employee has responsibility for planning, designing and implementing programs, projects and studies and sets goals for a major unit, section or department. Approval from higher supervision may be necessary only in terms of financial impact and availability of funds but little reference to detail is discussed with the supervisor.

2. Provide comments, if desired, to clarify this position's level of authority (optional).

**K. Minimum Requirements**

1. Check the minimum combination of education and experience that is needed by the employee to satisfactorily perform the functions of the position (not the education and experience that the current incumbent possesses). Indicate the minimum qualifications and not the preferred or desired qualifications. *If years of experience can be substituted for the level of education, a degree would not be a minimum qualification, but a preference.*
2. Educational equivalencies are as follows:
  - a. Associates Degree = 2 years experience
  - b. Bachelor's Degree = 4 years experience
  - c. Master's Degree = 5 years experience
  - d. Ph.D, J.D, Ed.D = 6 years experience

<b>Knowledge Acquired Through Education and Training</b> (Check the level of education required specific to the job, not the person)	<b>Knowledge Acquired Through Work Experience</b> (Check the amount of experience needed to function competently in the job)
<input type="checkbox"/> High school diploma or GED  <input type="checkbox"/> One year of education beyond high school in college or technical school  <input type="checkbox"/> Associate's degree  <input type="checkbox"/> Bachelor's degree  <input type="checkbox"/> Master's degree  <input type="checkbox"/> Doctoral degree or equivalent (Ph.D., J.D., Ed.D.)	<input type="checkbox"/> None  <input type="checkbox"/> up to 12 months  <input type="checkbox"/> 1 to up to 3 years  <input type="checkbox"/> 3 to up to 5 years  <input type="checkbox"/> 5 to up to 7 years  <input type="checkbox"/> 7 or more years
<input type="checkbox"/> Required Certifications <hr style="border: 0; border-top: 1px solid black; margin-top: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-top: 5px;"/>	



**L. Supervisor's Comments/Exceptions**

1. Review Sections B – K of the questionnaire completed by the employee. Include any comments you have here that would be helpful to understanding the position or any discrepancies that could not be resolved through discussion with the employee.

2. Do you consider this position to be comparable to other jobs in your area in terms of responsibility, complexity, impact and skill? If yes, indicate the job(s).

Yes      Indicate comparable jobs:

No

Sign below indicating that, to your knowledge, the information provided is accurate pertaining to this position and **that you have discussed this information with the employee.**

**Supervisor's Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Supervisor's Title:** \_\_\_\_\_