

## 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

First Name:

(Current Employee) \_\_\_\_\_

Last Name:

(Current Employee) \_\_\_\_\_

Current

Position Title:

\_\_\_\_\_

Department:

\_\_\_\_\_

Supervisor

First Name:

\_\_\_\_\_

Supervisor

Last Name:

\_\_\_\_\_

Date:

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) \_\_\_\_\_

### 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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**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)	

B: Essential Position Functions (cont'd)

5)	
6)	
7)	
8)	
9)	
10)	

equal

Total should

+

100%

### 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.
  
2. List any licensure, certification, or apprenticeship requirements for this position.
  
3. List any skills or abilities that are required for this position.
  
4. 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?

Minimum	Preferred	Current Incumbent's Education* (if available)	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Ability to read and write
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High School
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Some College, Vocational or associates degree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Four-year college degree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Master degree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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?

**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**

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?

## **Section V—Job Characteristics (cont'd)**

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.



<b>Section VI—Supervision of Employees (excluding students)</b>
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**Please check all supervisory responsibilities:**

- ☐ 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:

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

Does this position supervise students?

☐ Rarely or Never

☐ Occasionally

☐ Frequently

☐ Continuously

Number of students for which position has direct supervisory responsibility



**Section VII—Relationship to Other Positions**

What position (title) does this position report to?

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

**Current  
Position**

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

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

## Section VIII—Working Conditions/Work Demands

**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.

**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.

**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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Walking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sitting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reaching with hands and arms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Climbing or balancing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stooping, kneeling, crouching, or crawling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hearing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use hands to handle objects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Up to 25 pounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Up to 50 pounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Up to 100 pounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Over 100 pounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**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.

Additional Comments:

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

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

## **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.