



**Indiana State University  
Human Resources**

*Position Analysis Questionnaire*

*Position Control Number* \_\_\_\_\_

**NOTE TO SUPERVISOR:** If a reclassification request, please attach an explanation of the significant changes to ensure that all relevant information is presented.

*Name* \_\_\_\_\_ *Date* \_\_\_\_\_

*Present Title* \_\_\_\_\_

*Supervisor's Name and Title* \_\_\_\_\_

*Department* \_\_\_\_\_ *Location* \_\_\_\_\_ *Ext #* \_\_\_\_\_

PURPOSE

This questionnaire is designed to help you describe your present work. It is not intended to evaluate your work performance in any way. The information you provide will be used to assist in updating your job description, evaluating your job relative to other University jobs, and assigning your job to a salary grade and range.

We are asking you to complete this questionnaire because you are the best person to know exactly what you do, how you do it, and what you need to know to do the work properly.

INSTRUCTIONS

Please complete this questionnaire very carefully and answer the questions about your present work as you understand it. Contact your supervisor if the meaning of a question(s) is not clear or you need help in answering a question(s).

Most of the questions are self-explanatory.

The following suggestions may be helpful in describing your work:

- Read the entire questionnaire before you begin to answer the questions.
- Answer each question as briefly and directly as you can, but be sure to furnish complete information about the work you do.
- Answer only the questions that relate to your work. If a question does not apply to your work, indicate "N/A" (not applicable).
- Use additional sheets of paper as required and identify information with its corresponding question number and letter.

Thank you for your cooperation in completing this questionnaire.



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**1. KEY TASKS AND RESPONSIBILITIES**

List your major work tasks and responsibilities. Try to place them in approximate descending order of importance, and describe them so someone not familiar with your work would understand them.

Avoid the phrase “responsible for.” Rather use action words such as “operates,” “schedules,” “types,” “prepares,” “calculates,” “reviews,” “conducts,” etc.

After you have listed your major tasks, estimate the portion of your time spent on each.

Major Tasks & Responsibilities

APPROXIMATE  
% of Time (Annual)

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

4) \_\_\_\_\_



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**2. JOB SUMMARY**

Briefly summarize your primary responsibilities in one to three sentences. This will be an overview of the information listed on the previous page.

Check the statement below which best describes the complexity of your work in terms of the number and variety of tasks required to do it.

Work consists of a relatively small number of routine and repetitive tasks which are similar in nature.

Work consists of somewhat varied tasks, which are generally similar in nature (that is, relating to one or two areas of activity or functions).

Work consists of moderately varied tasks, which are largely dissimilar in nature (that is, relating to several areas of activity or functions).

Work consists of varied tasks, which are largely dissimilar in nature.

Work consists of widely varied duties, which are significantly different in nature.



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**3. Check the statement below which best describes the judgments required of you in making decisions and selecting courses of action.**

Work decisions are covered by specific and established instructions, procedures, practices, or precedents requiring limited judgment in selection of alternative steps or actions.

Work decisions require occasional judgment or simple analysis to determine action to be taken under general instructions.

Work decisions require constant judgement or analysis to determine course of action or application of instructions.

Work decisions require frequent and sometimes difficult judgment or analysis to interpret University policy or adapt existing practices or procedures.

Work decisions require high levels of analytical skill and/or imagination to develop solutions or establish new practices or procedures to meet new or changed situations.

**4. Check the statement below which best describes the areas that are affected by your work decisions/actions.**

Work decisions impact strictly on my own specific tasks.

Work decisions impact the operations and activities of my immediate work unit only.

Work decisions impact most of the operations and activities of my department.

Work decisions impact most of the operations and activities of my department and/or function, and may influence decisions of other divisions and have overall University significance.

Work decisions have a major impact on other divisions and overall University operations and activities.



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**5. Check the statement below that best describes the probable consequence of errors in your work.**

Errors are not significant and are readily detected (usually by the incumbent) and normally create minimal inconveniences and confusion, little or no cost in time or money, or little or no harm to relationships with other employees or students.

Errors are of limited significance and are usually detected through subsequent operations where the employee's work is checked or verified, and are normally limited to one aspect of the work unit's activities. Such errors would usually result in the incurrence of a significant cost in time, money or relationships.

Errors are serious and are usually not detected through direct checking or verification of the employee's work, and normally affect various aspects of one or more department activities. Such errors would usually result in the incurrence of a significant cost in time, money or relationships.

Errors are very serious and usually difficult to detect, since they generally result from actions or decisions which are not subjected to close review or verification, and normally affect the activities of more than one department. Such errors would usually result in the incurrence of major cost in time, money or relationship.

**6. Check the statement below which best describes the extent to which your immediate supervisor indicates the work methods you are to follow and the results you are to achieve, checks the progress of your work, and handles unusual work situations for you.**

My work is done under close supervision with simple and repetitive tasks being assigned at frequent intervals with regular checks on my progress.

My work is done under general supervision and I am able to complete assigned tasks in accordance with standard practices and procedures. I check with my supervisor for advice and direction on questionable items as to procedure.

My work is done under occasional supervision and I work toward a specific objective(s) using a wide range of procedures. I usually plan my own work, only referring unusual matters to my supervisor.

My work is done under general direction and I work in accordance with policy and general objectives with little functional guidance. I set my own work schedule, devise work practices and procedures, and rarely refer specific situations to my supervisor unless clarification or interpretation of University policy is involved.



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**7. Check the statement below which best describes the knowledge and skills required to do your work.**

Work requires basic knowledge of a specific area to apply a limited variety of procedures to the performance of routine and similar tasks.

Work requires knowledge of a specific area to apply a variety of procedures to the performance of diverse tasks.

Work requires proficiency in a specific area plus considerable experience in applying a wide range of principles and techniques to diverse situations.

Work requires in-depth knowledge of a specific area in order to apply advance principles or techniques; or broad knowledge in several related areas. Extensive experience is required in application of such knowledge.

Work requires in-depth knowledge of a specific area or broad knowledge of several related fields, plus extensive experience in applying it. Work also requires strong general knowledge of University operations and objectives.

**8. Check the groups below with whom you have the most work contacts for the purpose of exchanging information, providing services, or securing cooperation/agreement. Prioritize from “most” to “least” amount of contact next to each check mark using numbers 1 through 7. (1 = Most, 7 - Least)**

- \_\_\_\_\_ The President and/or Board of Trustees
- \_\_\_\_\_ The Vice Presidents
- \_\_\_\_\_ The Deans/Directors
- \_\_\_\_\_ Faculty
- \_\_\_\_\_ Staff
- \_\_\_\_\_ Students
- \_\_\_\_\_ Outside groups, organizations and individuals



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**9. Check the statement below which best describes the basic purpose or nature of your contacts.**

Work involves contacts and interpersonal relationships of a routine nature required in the normal course of performing job responsibilities where basic human relations skills and ordinary courtesy are required.

Work involves interpersonal relationships for the purpose of exchanging information requiring some discussion or explanation. Tact is required to avoid friction and maintain relationships.

Work involves interpersonal relationships for the purpose of exchanging technical, important or sensitive information where discussion, interpretation and explanation may be required. Tact and diplomacy are required.

Work involves interpersonal relationships for the purpose of providing significant explanations and interpretations and some influence in important interactions. May be required to represent the University in community matters or address small groups on non-controversial topics.

**10. Check the statement below which best describes the frequency and level of work contacts with others.**

Daily contacts are generally limited to co-workers and supervisors within the immediate work unit.

Periodic contacts are made with employees in other work units within the department and/or some contacts with students and/or the general public.

Frequent contacts are made with employees in other departments, students, and/or the general public.

Constant contacts are made with employees and supervisors in other departments, students, general public, and/or external agencies/organizations.

**11. Check the statement below which best describes your responsibilities for directing (or supervising) the work of other employees and/or students.**

Work involves limited or no responsibility for directing other employees and/or students.

Work involves periodic responsibility for orienting and training personnel or assigning and checking their work. Assigned personnel report to higher level supervisors on a formal basis. Work requires less than 10% of time on supervisory activities.

Work involves on-going responsibility for orienting and training personnel and assigning and checking their work. Makes information appraisal and disciplinary recommendations while in a "lead" capacity over assigned personnel. Work requires between 10% and 25% of time on supervisory activities.

Work involves responsibilities for either the direct supervision (that is, hiring/disciplining/terminating authority) of assigned employees or the indirect supervision (that is, dotted line authority) of others through functional programs. Work requires between 25% and 50% of time on supervisory activities.



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**12. List the title and name of each person reporting to you directly and through others.**

Direct Reports

Indirect Reports

Title

Name

Title

Names

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**13. Check the statement below which best describes the nature of the direction (supervision) you give to others in terms of the variety of work performed within the unit(s) supervised and the level of skill involved in the subordinate positions reporting to you.**

Limited or no direction of others

Personnel directed are performing generally similar work of a routine nature in a single unit.

Personnel directed are performing complex work, in one unit, or moderately complex work in more than one unit.

Personnel directed are performing highly complex or specialized work in a unit, or a variety of complex or specialized work in more than one unit.

**14. Check the statement below which best describes the amount of your work that must be processed within a specific, limited, time and the degree of concentration required.**

Workflow or character of tasks is intermittent and requires close attention only at intervals.

Workflow and character of tasks requires only normal attention of a generally uniform nature.

Work requires uniform mental attention with certain periods of concentration and/or pressure.

Work requires concentration on a large volume of work, which must be, completed daily.



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**15. Check the statement below which best describes the extent to which your work tasks are repetitive and/or tiring.**

Work involves a variety of tasks to complete. Routine and repetitive duties are not an essential part of the overall work and the variety of work is considered to be such as to arouse interest.

Work involves a limited variety of tasks to complete, but there is some opportunity to alter work routines.

Work requires employee to be at the work place for considerable periods of time with little or no opportunity to vary the work routine. Monotony is a recognized part of the work, but the work does not require constant concentration.

Work tasks are extremely repetitive and confining. Constant concentration on the work and the necessity for completion is required. Monotony is a definite aspect of the work.

**16. Check the statement below that best describes the extent to which your work exposes you to:**

Unusual noise due to machinery or equipment

Physical fatigue due to lifting, excessive walking, bending or stooping

Hazardous chemicals or fumes

Excessive soiling of clothing and/or self

None of the above unusual working conditions are present in my work.

One of the above unusual working conditions is present in my work.

Two of the above unusual working conditions are present in my work.

Three of the above unusual working conditions are present in my work.

All of the above unusual working conditions are present in my work.

**17. SPECIAL POSITIONS REQUIREMENTS**

List below any licenses, certifications or special educational credentials that are required to do your work.



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**18. ADDITIONAL COMMENTS**

Briefly describe any other aspects of your work not covered in the questionnaire which are important to fully understand your job.



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**III. PHYSICAL DEMANDS**

**1. How much on-the-job time is spent on these activities?**

None    Less than 1/3    1/3 to 2/3    More than 2/3

Stand				
Walk				
Sit				
Use hands to finger, handle, or feel				
Reach with hands and arms				
Climb or balance				
Stoop, kneel, crouch, or crawl				
Talk or hear				
Taste or smell				

**2. How much weight must be lifted and how often?**

None    Less than 1/3    1/3 to 2/3    More than 2/3

Up to 10 pounds				
Up to 25 pounds				
Up to 50 pounds				
Up to 100 Pounds				
More than 100 Pounds				

**3. Select the specific vision requirements of this job. (You may select as many as needed.)**

- Close Vision     Peripheral Vision  
 Distance Vision     Depth Perception  
 Color Vision     Ability to focus



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#### IV. MENTAL REQUIREMENTS

##### 1. Language Skills (Check appropriate level):

- \_\_\_ Level One Ability to read a limited number of 2 to 3 syllable words and to recognize similarities and differences between words and between series of numbers. Ability to print and speak simple sentences.
- \_\_\_ Level Two Ability to read and comprehend simple instructions, short correspondence, and memos. Ability to write simple correspondence. Ability to effectively communicate information in 1 on 1 and small group situations to customers, coworkers, and/or supervisors.
- \_\_\_ Level Three Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals. Ability to write routine reports and correspondence. Ability to speak effectively before groups of employees or customers.
- \_\_\_ Level Four Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively communicate information and respond to questions from groups of managers, clients, customers, and the general public.
- \_\_\_ Level Five Ability to read, analyze, and interpret common scientific and technical journals, financial reports, or legal documents. Ability to respond to common inquiries or complaints from customers, regulatory agencies, or members of the business community. Ability to effectively present information to top administration, public groups, or boards of directors.
- \_\_\_ Level Six Ability to read, analyze, and interpret the most complex documents. Ability to respond effectively to the most sensitive inquiries or complaints. Ability to write speeches or articles using original or innovative techniques or style. Ability to make effective and persuasive presentations on controversial or complex topics to top administration, public groups, or boards of directors.

##### 2. Mathematical Skills (Check appropriate level):

- \_\_\_ Level One Ability to add and subtract two digit numbers and to multiply and divide with 10's and 100's. Ability to perform these operations using units of American money and weight measurement, volume, and distance.
- \_\_\_ Level Two Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute rate, ratio, and percent and to draw and interpret bar graphs.
- \_\_\_ Level Three Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference, and volume. Ability to apply concepts of basic algebra and geometry.
- \_\_\_ Level Four Ability to work with mathematical concepts such as probability and statistical inference, and fundamentals of plane and solid geometry and trigonometry. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.
- \_\_\_ Level Five Ability to apply advanced mathematical concepts such as exponents, logarithms, quadratic equations, and permutations. Ability to apply mathematical operations to such tasks as frequency distribution, determination of test reliability and validity, analysis of variance, correlation techniques, sampling theory, and factor analysis.
- \_\_\_ Level Six Ability to comprehend and apply principles of advanced calculus, modern algebra, and advanced statistical theory. Ability to work with concepts such as limits, rings, quadratic and differential equations, and proofs of theorems.



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**3. Reasoning Ability (Check appropriate level):**

- \_\_\_ Level One Ability to apply common sense understanding to carry out simple one- or two-step instructions. Ability to deal with standardized situations with only occasional or no variables.
- \_\_\_ Level Two Ability to apply common sense understanding to carry out detailed but uninvolved written or oral instructions. Ability to deal with problems involving a few concrete variables in standardized situations.
- \_\_\_ Level Three Ability to apply common sense understanding to carry out instructions furnished in written, oral, or diagram form. Ability to deal with problems involving several concrete variables in standardized situations.
- \_\_\_ Level Four Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.
- \_\_\_ Level Five Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.
- \_\_\_ Level Six Ability to apply principles of logical or scientific thinking to a wide range of intellectual and practical problems. Ability to deal with nonverbal symbolism (formulas, scientific equations, graphs, musical notes, etc.) in its most difficult phases. Ability to deal with a variety of abstract and concrete variables.

**V. SUPERVISORY RESPONSIBILITIES**

This section covers both **direct** supervision of employees and **indirect** supervision of employees/student workers through subordinate supervisors.

1. Does this job have supervisory responsibilities?     \_\_\_ Yes     \_\_\_ No
2. Are there subordinate supervisors reporting to this job?     \_\_\_ Yes     \_\_\_ No     If yes, how many? \_\_\_
3. How many employees and student workers, in total, report to the subordinate supervisors?     \_\_\_\_\_
4. Are there other NON-SUPERVISORY employees or student workers who report directly to this job?  
       \_\_\_ Yes     \_\_\_ No     If yes, how many? \_\_\_\_\_



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**VI. WORK ENVIRONMENT**

**1. How much exposure to the following conditions does this job require? (Check appropriate column):**

None    Less than 1/3    1/3 to 2/3    More than 2/3

et or humid conditions (non-weather)				
Work near moving mechanical parts				
Work in high, precarious places				
Fumes or airborne particles				
Toxic or caustic chemicals				
Outdoor weather conditions				
Extreme cold (non-weather)				
Extreme heat (non-weather)				
Risk of electrical shock				
Work with explosives				
Risk of radiation				
Vibration				

**2. Select the level of noise that is typical in the work environment for this job.**

Check one:

EXAMPLES

- |                               |  |
|-------------------------------|--|
| _____ (VERY QUIET) conditions | Collects plant specimens by diving in oceans           |
| _____ (QUIET) conditions      | Library work; office work                              |
| _____ (MODERATE) noise        | Noisy office; grounds maintenance; plumbing; custodial |
| _____ (LOUD) noise            | Operates large earth-moving equipment                  |
| _____ (VERY LOUD) noise       | Operates jack hammer; guards stage at rock concert     |



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Approval indicates that should a reclassification be recommended, funds are available to pay for it.

Required signatures before returning this form to Human Resources:

REVIEW/APPROVALS \_\_\_\_\_ Date \_\_\_\_\_  
(Chairperson or Supervisor)

REVIEW/APPROVALS \_\_\_\_\_ Date \_\_\_\_\_  
(Dean or Director)

REVIEW/APPROVALS \_\_\_\_\_ Date \_\_\_\_\_  
(Vice President)