

**Position Title:**

**Department(s):**

**Incumbent's Name:**

**Immediate Supervisor(s):**

**Department Head:**

**SIGNATURES**

Form Completed By*:*

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*(Incumbent/Position Holder)* Date

Form Completed and Review By:

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*(Immediate Supervisor)* Date

Form Approved By:

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*(Department Head/Academic Leader)* Date

This Questionnaire is an opportunity to give details about your work to help with the joint LUSU [LUAPSA] – University committee’s study of jobs supporting the University’s services.

The questions are organised under twelve headings that represent the key aspects of the work. Each aspect is defined in the accompanying Guide Book, which also gives you important details to consider as you think about your answers. Your committee has attempted to keep questions simple, but we know that work is always complex. The complexities, then, are in the detail found in the Guide Book. Please use it as you go through the questions.

These will take you two to three hours to complete. The letter accompanying the Guide Book and Questionnaire also gives you who to contact if you need support as you do this important task. One quick thing to keep in mind: *Always try to include specific examples. They are the stories that, like pictures, are worth a thousand other words.*

Here then are the questions:

# KNOWLEDGE SKILLS

* 1. Describe the knowledge required to competently perform your job. Focus on the *content* and *complexity* of the knowledge. [For detailed examples: See Guide. *And give examples!*] *Remember to focus on your work, not the personal performance demands that the work makes on you. Consult your job duties to keep your focus if that is helpful.*
  2. What job-related work experience is necessary to perform the job competently? Describe both what experience needs to be brought to the job initially, AND what experience needs to be lived ON THE JOB. *This question asks you to outline actual experience and not what qualities you bring to the job.*
  3. What, if any, formal qualifications and/or training is required to perform the job you are describing? [*Remember this is about the job and not about the person!*] *The Guide gives examples, such as “two years of community college with a certificate in administration.” Indicate why this training is needed.*
  4. Describe what you do to keep up with changing knowledge in the work you do. Indicate why keeping abreast is needed.

# PROBLEM SOLVING SKILLS

* 1. Describe the skills you use when working through problems, analysis and other mental processes required by the tasks in the work. [The Guide lists more types of processes. Take all that apply in your job.] *Please give the most representative examples of each process. Think about work issues, rather than the personal qualities that you bring to dealing with them.*
  2. What, if any, research or analysis is required to work through the problems or processes shown in question 2.1? When you think about “research” remember that looking up facts in files or on the internet are included, as is investigation and searching generally for answers.
  3. Give examples of “new” problems or issues that have arisen in the last year. What did you do to come up with a solution or other response to the situation?
  4. What resources are available to help you resolve problems or think about, and face, situations? Use your answers to other problem solving questions as your point of reference.
  5. What problems or situations do you refer to others? The latter can include the supervisor or manager, others such as team members. [Consult the Guide.]

# INTERPERSONAL SKILLS

* 1. With whom does your job put you in contact? Identify the contacts as set out in the Guide. For each contact, what is the purpose of communicating? Remember to give specifics about the type of communication that is involved.
  2. What role do the interpersonal skills play in the job? Give examples how these skills have been used in getting results.
  3. Describe the *nature* of these communications, for example that they are sensitive or confidential, or fact-based. More illustrations are given in the Guide. *Note what is meant by “nature” – whether tact or other skills are required to communicate.*
  4. Does your position require you to interact with people of cultures (that is, not languages) *other* than your own? [ ] yes [ ] no. If so, what must you do to ensure your own and their understanding?
  5. If your position is designated “bilingual”, how do you use the second language?
  6. Aside from the language designation of your position, how do you use languages other than your own? Do you need to speak the other language to interact effectively?
  7. Other: If your answers on this feature have not included all of the actual interpersonal skills required, include them here. Examples could include interviewing or counselling or negotiation skills. Remember to tie these to situations. [See Guide for more illustrations.]

# PHYSICAL SKILLS

* 1. What physical skills are required to competently carry out your job? Think about skills that your body requires, not effort such as lifting, to perform functions like keyboarding, driving a vehicle, where training or experience are required to acquire the skills. SEE GUIDE.
  2. What if any specific training is required to acquire the physical skill(s) listed above? [You may not personally have had instruction. However, training may be the normal means of developing the skill.]
  3. Describe the level of precision that is required in applying the skills set out above?
  4. Does the job demand speed in using these physical skill(s)? [ ] yes [ ] no. If yes please describe.

# RESPONSIBILITY FOR PEOPLE LEADERSHIP

* 1. Describe the regular or periodic responsibilities in the job for the work of other people –other staff of the University first, then any others such as students. [See the Guide for a fuller list of “others”.] Give specifics or regular and/or periodic leadership responsibilities.
  2. If you do have direct *supervisory responsibilities* for staff, list the jobs that report directly to you, and indicate the *nature* of the responsibility (guiding, supervising; see Guide for a more detailed list.)
  3. What if any, recommendations do you make to your manager or supervisor to resolve problems (give examples).
  4. If the job does not have “direct” responsibility for the work of others, do you have occasion to *influence* the work of others in ways outlined in the Guide?

# RESPONSIBILITY FOR RESOURCES

* 1. What **physical resources** is your job responsible for? (Examples are shown in the Guide, and include equipment.)
  2. Specify the *nature* of your responsibilities for each of those physical resources. (The Guide gives a list of examples.)
  3. What **information resources** come under your job’s responsibilities? (See the Guide – including data, reports, etc.)
  4. Specify the *nature* of your responsibilities for each of the information resources listed in question 6.3. (See Guide for illustrations.)
  5. What **financial resources** is your job responsible for? These include money, investments and other financial matters as illustrated in the Guide
  6. Specify the *nature* of each of the financial resources listed in question 6.5.

# RESPONSIBILITY FOR ORGANISATIONAL OUTCOMES

* 1. What is the PURPOSE of the job, in terms of “services” delivered through the job and the unit in which you work?
  2. Indicate what PRODUCTS or outputs come from your work. Please describe what you do to achieve these results. Indicate the impacts (and/or probable errors that could happen) of these results. *Products can include documents, verbal advice, calculations, lesson plans and more – consult the Guide for help.*
  3. How much FREEDOM do you have to influence or make decisions/ changes within the organisation? Indicate the impacts (and/or probable errors).
  4. Describe the END PRODUCTS for which your job is responsible. These could be decisions or services. (See the Guide.)

# RESPONSIBILITY FOR SERVICES TO PEOPLE

* 1. What services do you provide directly to people/clients/customers? *Include those internal & external to the University.*
  2. How often are you required to provide these services?
  3. Do the service needs of the people vary or change over time?
  4. Are you required to make an assessment of the needs of the people you are providing the service to?
  5. What impact does this service(s) have on the recipient(s) of the service?

# EMOTIONAL DEMANDS

* 1. Describe the emotionally demanding situations that you encounter in your job.
  2. Indicate the *frequency* of the situations, differentiating between those occurring more than one-third of the time, and those occurring less than one-third. *The simplest way to respond is to list each situation and show the frequency with which it occurs.*

# SENSORY DEMANDS

* 1. Describe the activities that call for sensory attention (use of senses and concentration, as defined in the Guide).
  2. List the situations in order from most demanding to the least and state how frequently these situations occur.
  3. If your attention was interrupted during each of these sensory attention activities what would the impact be? Give examples.

If your work is subject to multi-tasking, describe where tasks are performed at the same time. Give examples.

# PHYSICAL DEMANDS

* 1. What physical activities do you engage in as part of your job? Examples of such activities are included in the Guide.
  2. Rank these activities first by intensity (how fatiguing each is), then indicate the frequency and duration of each activity. See the Guide for further information. Remember to include examples for clarity.
  3. How often or easily are you able to take a break from these physical activities by your own choice?
  4. Describe any activities you do that require you to work in an awkward position or restricted space for an extended period of time?

# WORKING CONDITIONS

* 1. Please describe any *disagreeable or unpleasant conditions* that you have to work in and provide job related examples. The Guide shows some examples of such conditions.
  2. Rank these conditions by first by intensity (how disagreeable each is). Then indicate the frequency (less or more than one-third of the time). See the Guide for further information. Remember to include examples for clarity.
  3. Please describe any *hazardous conditions* in the work, that is, those that involve a probable risk to health. Include examples.
  4. Indicate the seriousness and probability of the risk in each hazard you list in 12.3. Include an estimate of *how often* you are exposed to the risk (again, using the one-third-of-the-time rule).

# WHAT ELSE?

* 1. What else would you like to add which will help in understanding your job? See Guide for an explanation of this section. *To make best use of this section, check your job duties to see if everything has been included above.*