



# University of Houston-Downtown

## Job Analysis Questionnaire (JAQ)

### A. Instructions

The purpose of this questionnaire is to gather information about a position — its duties, responsibilities and educational/experience requirements. This information is used to ensure the position is in compliance with FLSA, State regulations and University policies. Responses must accurately represent the way the position is currently functioning.

1. Please select reason for JAQ.
  - New Position/Replacement** - Supervisor should complete the entire form.
  - Evaluate Current Employee's Position**
    - o The employee and supervisor are strongly encouraged to discuss the position to ensure mutual understanding.
2. Be objective and accurate in the answers. Consider the normal day-to-day responsibilities.
3. When indicating the percentage of time spent 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 duties of the position.
4. Describe the position as it is being performed today, not as it might be in the future or as you think it should be.
5. Remember, you are considering the *position* and the *requirements for the position* and **NOT** an employee's personal background (e.g., if the duties could be competently performed by someone with two years of experience but the employee being considered has six years of experience, you need to indicate two years of experience required).
6. All questions must be answered completely.

### B. Position Identification

Current Position Title: <input style="width: 90%;" type="text"/>	
Department: <input style="width: 90%;" type="text"/>	
Employee (Current/Former): <input style="width: 60%;" type="text"/>	Employee ID: <input style="width: 30%;" type="text"/>
Supervisor: <input style="width: 40%;" type="text"/>	Supervisor's Title: <input style="width: 50%;" type="text"/>
Length of Time in Current Position: <input style="width: 20%;" type="text"/>	Current FLSA Status (Exempt/Non-Exempt): <input style="width: 60%;" type="text"/>

### C. Summary Statement

Briefly describe the position's primary purpose or function in two or three 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 the employee performs a duty that consumes virtually all of their time but for only one month out of twelve, then that duty would occupy about 8% (1/12) of the employee's 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.	<input style="width: 650px; height: 40px;" type="text"/>	<input style="width: 50px; height: 30px;" type="text"/>	%
2.	<input style="width: 650px; height: 40px;" type="text"/>	<input style="width: 50px; height: 30px;" type="text"/>	%
3.	<input style="width: 650px; height: 40px;" type="text"/>	<input style="width: 50px; height: 30px;" type="text"/>	%
4.	<input style="width: 650px; height: 40px;" type="text"/>	<input style="width: 50px; height: 30px;" type="text"/>	%
5.	<input style="width: 650px; height: 40px;" type="text"/>	<input style="width: 50px; height: 30px;" type="text"/>	%
6.	<input style="width: 650px; height: 40px;" type="text"/>	<input style="width: 50px; height: 30px;" type="text"/>	%
7.	<input style="width: 650px; height: 40px;" type="text"/>	<input style="width: 50px; height: 30px;" type="text"/>	%
8.	<input style="width: 650px; height: 40px;" type="text"/>	<input style="width: 50px; height: 30px;" type="text"/>	%
9.	<input style="width: 650px; height: 40px;" type="text"/>	<input style="width: 50px; height: 30px;" type="text"/>	%
Total of all percentages should equal 100%		<b>100%</b>	

## E. Minimum Requirements

1. Check the minimum combination of education and experience needed by the employee to satisfactorily perform the functions of the position. (Do not list the education and experience the current incumbent possesses.) Indicate the minimum qualifications for the position and not the preferred or desired qualifications. Note that for some jobs, experience and education may be substituted.

<b>Education and Training</b> (Check the level of education required specific to the job.)	<b>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"/> 2 years of education beyond high school in college or technical school <input type="checkbox"/> Associate's degree or up to 3 years of college or technical school <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"/> 6 months <input type="checkbox"/> 1 year <input type="checkbox"/> 2 years <input type="checkbox"/> 3 years <input type="checkbox"/> 4 years <input type="checkbox"/> 5 years <input type="checkbox"/> 6 years <input type="checkbox"/> 7 years <input type="checkbox"/> 8 years <input type="checkbox"/> 9 years <input type="checkbox"/> 10+ years

2. If a degree is required (associate's through doctoral), indicate the appropriate field(s) of study.

3. If applicable, indicate any licenses, certifications or registrations required to qualify for this position.

4. List any knowledge, skills or abilities important or required for this position as well as the type of experience, if any, that would be most beneficial.

## F. Preferred Qualifications

## G. JOB-SPECIFIC COMPETENCIES

Please select competencies required by the position. **Note that not all positions require the competencies listed below. Indicate N/A if a competency does not apply.** (You may hover over each competency text box for its definition.)

### Administrative

Please select one of the four competencies below and provide an explanation as to why this competency is required.

#### Organizational Management

#### Operations Management

#### Financial Management

#### Project Management

### People Management

Please select one of the two competencies below and provide an explanation as to why this competency is required. **Note that not all positions require the competencies listed below. Indicate N/A if a competency does not apply.**

#### Supervision

#### Work Leadership

### Analytical

Please select one of the three competencies below and provide an explanation as to why this competency is required. **Note that not all positions require the competencies listed below. Indicate N/A if a competency does not apply.**

#### Decision Making

#### Problem Solving

## Research and Analysis

## Communications

Please select one of the three competencies below and provide an explanation as to why this competency is required. **Note that not all positions require the competencies listed below. Indicate N/A if a competency does not apply.**

### Building External Relationships

### Instruction/Training

### Writing Proficiency

## Operational

Please select one of the three competencies below and provide an explanation as to why this competency is required. **Note that not all positions require the competencies listed below. Indicate N/A if a competency does not apply.**

### Computer/Automated System Proficiency

### Equipment Operation

### Public Safety

## Technical

Please select one of the three competencies below and provide an explanation as to why this competency is required. **Note that not all positions require the competencies listed below. Indicate N/A if a competency does not apply.**

### Technical Expertise

### Functional Expertise

### Support Proficiency

## H. Nature of Work

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

	Seldom or None (<25%)	Occasional (25%-50%)	Majority of Time (50%-75%)	Almost Always (>75%)
a. Tasks are straightforward, routine and frequently repetitive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Example:</b>	<input type="text"/>			
b. Tasks are varied and moderately complex.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Example:</b>	<input type="text"/>			
c. Tasks are highly complex.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Example:</b>	<input type="text"/>			

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

	Seldom or None (<25%)	Occasional (25%-50%)	Majority of Time (50%-75%)	Almost Always (>75%)
a. Tasks follow set guidelines or procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Example:</b>	<input type="text"/>			
b. Tasks require comparing alternative courses of action and making a decision after considering the options.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Example:</b>	<input type="text"/>			
c. Tasks require contact with sensitive and confidential information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Example (if applicable):</b>	<input type="text"/>			
d. Tasks require the management of a unit or section involving formulating, directing or interpreting policy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Example (if applicable):</b>	<input type="text"/>			
e. Work requires imagination, originality and/or creativity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Example:</b>	<input type="text"/>			
f. Employee 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"/>
<b>Example:</b>	<input type="text"/>			
g. Employee 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"/>
<b>Example (if applicable):</b>	<input type="text"/>			
h. <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Example (if applicable):</b>	<input type="text"/>			

## I. Leadership Responsibilities and Reporting Relationships

Check the appropriate box that best characterizes the employee's 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 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 two or more full-time staff. Has the authority to hire, discipline, terminate, appraise performance or strongly recommend such actions.
- Functions as a manager of a unit, section or major function and typically supervises personnel who are first-line supervisors or persons having professional responsibilities.
- Functions as a director of a division, department or large program and typically supervises management personnel and indirectly supervises subordinate staff under this position's line of authority.

## J. Oversight and Direction

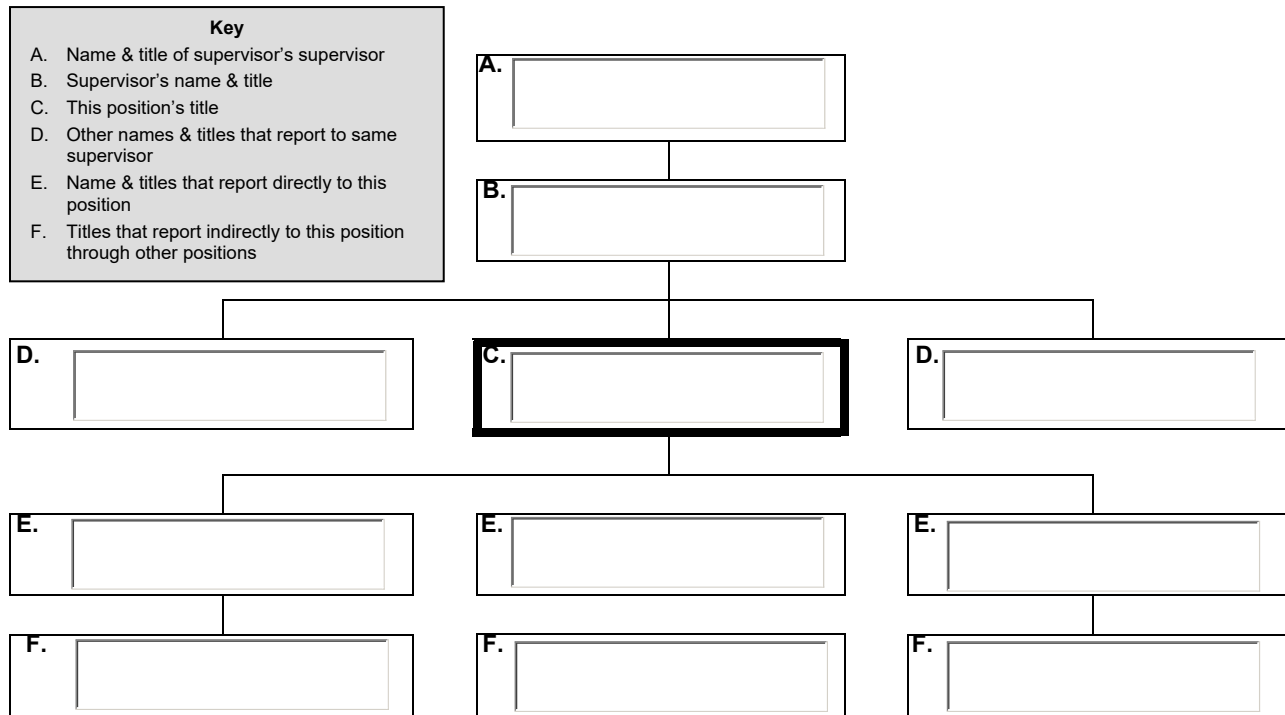
Check the box beside the statement that best captures the degree of independence under which this position operates.

- 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.

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

## K. Organizational Chart

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** the position directly supervises other staff (NOT STUDENTS).

1. What percentage of total time does this position spend on managing and directing staff? \_\_\_\_\_ %
2. How many staff employees report **directly** to this position? \_\_\_\_\_

## L. Work Location/Physical Demands

Indicate primary work location and working conditions (inside, outside, wet, cold, hot, hazards, noises, fumes, etc.).

Indicate physical demands of the job requirements (lifting up to 60 lbs, ... ) and percentage of time and/or weight (standing, walking, sitting, lifting, carrying, pushing pulling, climbing, balancing, stooping, kneeling, crouching, hearing, seeing).



## M. 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. *If the position is vacant, please disregard this section.*

Sign below indicating that, to the best of your knowledge, the information you have provided accurately pertains to your current position and **you have discussed this information with your immediate supervisor.**

**Employee Signature:** \_\_\_\_\_

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

## N. Supervisor's Comments/Exceptions

1. Include any comments that would be helpful to better understand the position or any discrepancies that could not be resolved through discussion with the employee.

2. Do you consider this position 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 the best of your knowledge, the information provided accurately pertains to this position and **you have discussed this information with the employee.**

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

**Date:**