

**GENERAL INFORMATION****FOR HUMAN RESOURCE USE ONLY**

Job Title: \_\_\_\_\_

Job Code: \_\_\_\_\_

Employee Name: \_\_\_\_\_

Position Grade: \_\_\_\_\_

Penn ID: \_\_\_\_\_

Scheduled Hours/Wk: \_\_\_\_\_

School/Center: \_\_\_\_\_

Overtime Category: \_\_\_\_\_

Department Name: \_\_\_\_\_

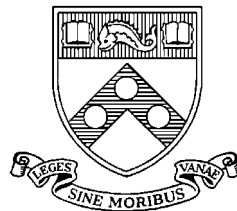
School/Center Code: \_\_\_\_\_

Supervisor's Name: \_\_\_\_\_

Department Code: \_\_\_\_\_

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

Record Number: \_\_\_\_\_

***UNIVERSITY OF PENNSYLVANIA******POSITION INFORMATION QUESTIONNAIRE***

## GENERAL INFORMATION

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The purpose of this questionnaire is to collect detailed job content information for the University of Pennsylvania's staff positions. Your input into this process is very important, as your answers will be used to ensure that current position descriptions are accurate and up-to-date. The information will also be used to determine how Penn's positions relate to one another in overall position content resulting in an updated job evaluation program for the University.

Be sure to answer every question and include your name and signature. If you are unsure of how to respond or need additional input, please discuss it with your supervisor or Compensation @ 8-1317. When you have completed your questionnaire, and you and your supervisor have signed it indicating your mutual agreement on the content, please return it to your manager for review and signature.

### When responding to the questions:

#### Current

- Describe the position as it **currently** exists, not as it was in the past or may be in the future.

#### Typical

- Describe the position **as it is typically conducted** over an extended period of time (such as a year); do not describe just a particular dimension of the position or a temporary assignment.

#### Accurate

- **Avoid understating or overstating the position's requirements.** It may be helpful to think about the responses as though you were explaining the position to new staff.

#### Others Assessment

- Consider **how your supervisor and subordinates would probably answer.** Make sure your answer is appropriate, given what you think they will answer.

#### This is not a test

- Consider **how the position would normally be performed** by the typical staff. Feel free to discuss responses with others in the position. The questionnaire is **not** a test of performance or competence.

# GENERAL INFORMATION

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## Questionnaire Contents

The questionnaire is composed of the sections listed below:

- I. *Position Summary*: A brief description of the position.
- II. *Principal Job Duties*: The major position tasks and their critical levels.
- III. *Job Evaluation Factors*: Position content descriptions.
- IV. *Working Conditions and Physical Effort*: The job's work environment and the physical aspects of the work.
- V. *Comments*: Any thoughts on the questionnaire, the process or areas which were not covered elsewhere in the questionnaire.

**Your own words**  
(Pages 3 - 5)

Parts I, *Position Summary*, and II, *Principal Position Duties*, allow description of the position including the primary duties and the primary focus of the position.

**Standardized factors**  
Pages (6 - 24)

Part III, *Job Evaluation Factors*, asks you to pick from a series of multiple choice categories for various position aspects such as education, specialized knowledge, experience, etc. The questions measure the important aspects of every position being surveyed; however, some questions may not apply specifically to each position. Please note that no one response may fit the position exactly. Read all possible responses and pick the response that most closely matches your position.

Part IV, *Working Conditions and Physical Effort*, asks you to identify characteristics of the work environment as well as the physical tasks you perform in the job.



## II: PRINCIPAL POSITION DUTIES

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### MOST IMPORTANT POSITION RESPONSIBILITIES/DUTIES

On page 6 list up to ten major position tasks, starting with the most important, for which the job is responsible. Use statements that start with action verbs such as *type, compose, maintain, direct, develop, analyze, plan, etc.* Think in terms of what, why and how the duties of your job are performed. For example, a typical responsibility statement for a Programmer/ Analyst might be: *"Develop detailed design specifications for data processing systems."* A Secretary may respond: *"Type correspondence for review, edit and signature."*

### ESTIMATED PERCENTAGE OF TIME

Estimate the percentage of time spent performing the listed task. The following chart will assist you in estimating time percentages on either a daily, weekly, monthly or annual basis.

Percentage	Day	Week	Month	Year
5%	30 minutes	2 hours	1-1/2 days	2-1/2 weeks
10%	1 hour	4 hours	3 days	5 weeks
15%	1-1/2 hours	6 hours	4-1/2 days	2 months
20%	2 hours	1 day	6 days	2-1/2 months
25%	2-1/2 hours	1-1/4 days	7-1/2 days	3 months

Time spent for any task should account for at least **5% of total time**, unless it is a critical part of the position (e.g., negotiating a purchase agreement every three years). If the time spent for any one responsibility **exceeds 25%**, consider splitting the task statement into two or more statements. **The total of all percentages should account for at least 80% to 90% of the position's time and should not exceed 100%.** Please limit your responses to the number of lines provided below.

### CRITICAL LEVEL

In the last column, for each task, identify **how critical the task is to the job**. Identify 1 to 5, 1 being less important, 5 being more important. Keep in mind that percent of time does not necessarily indicate how critical the task is to the position. Things done occasionally may still be critical to the job. Consider those tasks which define your job to be the most critical. There may also be more than one task with the same level of criticality (e.g. 2 tasks ranked 1, 3 tasks ranked 2, etc.).

**Critical Levels Rated: Least Important (1) (2) (3) (4) (5) Most Important**

## II: PRINCIPAL POSITION DUTIES

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	<b>Principal Position Responsibilities/Duties</b>	<b>Estimated % of Time</b>	<b>Critical Level</b>
	<b>Example:</b> Total accounts, check math and update reports, as required	20%	3
1.		%	
2.		%	
3.		%	
4.		%	
5.		%	
6.		%	
7.		%	
8.		%	
9.		%	
10.		%	
		<b>100%</b>	

Identify any of the above listed tasks which were added in the last year by listing the numbers (1 through 10) of the new tasks:

\_\_\_\_\_

### III: JOB EVALUATION FACTORS

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This section of the questionnaire covers twelve job evaluation factors through a series of questions. *The questions are identical for all staff completing the questionnaire.* Read each question carefully and respond generally with the **single best answer** that applies.

The position elements covered include:

**Formal Education**

**Work Experience**

**Planning**

**Impact of Actions**

**Complexity**

**Decision Making**

**Problem Solving**

**Communications**

**Managerial Skills**

**Specialized Knowledge**

**Innovation/Creativity**

**Working Conditions/Physical Effort**

# 1. Formal Education

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This factor identifies the minimum position requirements in terms of formal education which are required of the position in order for it to be performed at least **satisfactorily**. Knowledge may have been acquired through a formal diploma/degree program, training or a combination of both. **Remember:** This is the education level required for the position, **not necessarily your own level of education**. Please check only *one* response.

- 1. **Basic ability to read, write, and follow verbal instructions.** Skill necessary to operate equipment such as photocopier or motor vehicle. **High School Diploma or GED preferred.**
- 2. **Ability to read, write, perform basic arithmetic, and follow verbal and written instructions.** Basic knowledge of grammar, spelling, and punctuation normally acquired through a high school education. May require limited training or knowledge in some specialized area such as typing, recordkeeping, or minor equipment repair. **High School Diploma or GED required.**
- 3. **Specialized training in basic principles or techniques in a specific area,** such as technical procedures, general repair, or bookkeeping. Training typically acquired through twelve to eighteen months of education or training beyond the high school level. **Vocational or other technical school, certification, training or apprenticeship required beyond high school.** Specialized training/certification required (please describe): \_\_\_\_\_
- 4. **Ability and knowledge in a specialty or technical field** such as complex technical procedures or office management. Education equivalent to an associate degree or completion of a technical specialty program of eighteen months to three years duration. **Associate's Degree or Two Year College equivalent required.** Major(s) required: \_\_\_\_\_
- 5. **Knowledge of specialized principles or techniques equivalent to that which would normally be obtained through a formal four-year college/university** academic program or an in-depth specialized training program directly related to the type of work being performed. **Bachelor's Degree required.** Major(s) required: \_\_\_\_\_
- 6. **Broad or in-depth body of knowledge equivalent to that which would be acquired through formal advanced post-graduate education** or training in a recognized field of specialization directly related to the type of work being performed. **Master's Degree or more required.** Major(s) required: \_\_\_\_\_
- 7. Singular knowledge of a **highly advanced professional discipline. MD., Ph.D., Law degree or equivalent doctoral degree required.** Major(s) required: \_\_\_\_\_

## 2. Work Experience

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This factor evaluates the time normally required for a person with the necessary educational background to develop the required skills and abilities to do a specific job under normal levels of supervision.

**Note:** The factors of education and experience should be evaluated independently. However, it is recognized that when recruiting staff, these factors may be used interchangeably (e.g., a candidate may qualify for employment by supplementing a lack of formal education with significant position-related experience).

In the first column, check the **minimum amount of prior related work experience** required of new staff in filling your position. In the second column, check the **minimum amount of time required to learn the job's routines** and effectively perform its duties and responsibilities. Take into account seasonal factors as well as recurring, long duration events such as audits, reviews, construction, etc.

Work Experience		Learning Curve	
<input type="checkbox"/> 1. 0 to 1 year	<input type="checkbox"/> 5. 5 years to 7 years	<input type="checkbox"/> 1. 0 to 3 months	<input type="checkbox"/> 5. 1 to 1½ years
<input type="checkbox"/> 2. 1 year to 2 years	<input type="checkbox"/> 6. 7 years to 10 years	<input type="checkbox"/> 2. 3 to 6 months	<input type="checkbox"/> 6. 1½ to 2 years
<input type="checkbox"/> 3. 2 years to 3 years	<input type="checkbox"/> 7. Over 10 years	<input type="checkbox"/> 3. 6 to 9 months	<input type="checkbox"/> 7. 2 to 3 years
<input type="checkbox"/> 4. 3 years to 5 years		<input type="checkbox"/> 4. 9 months to 1 year	

Is there a specific job within Penn that an employee should have held before working in this job?

Recommended prior Penn job title: \_\_\_\_\_

### 3. Planning

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#### 3a. Planning Scope

This factor explores how far into the future you are generally required to plan your highest level of work activities. Indicate the typical time frame for the **majority** of your planning (do not include one-time special projects).

- 1. **Daily:** Seldom plan beyond the current day.
- 2. **Current Week:** Plan events that are expected to occur within a few working days.
- 3. **One to Four Weeks:** Plan events that are expected to occur from one to four weeks or on a monthly basis.
- 4. **One to Three Months:** Plan events that are expected to occur in the next one to three months or on a quarterly basis.
- 5. **Four to Twelve Months:** Plan events that will occur during the year, and have some effect on the department's annual expenditures, and or revenues.
- 6. **One to Three Years:** Formal plans that exceed one year, but not three years beyond normal operational planning.
- 7. **Three Years or More:** Formal plans that are strategic in nature, and have future impact beyond three years.

#### 3b. Planning Level

Please choose the level which best portrays the **primary scope** of the planning activities in this position:

- 1. Individual (position only)
- 2. Unit or equivalent (< 15 faculty and staff)
- 3. Section or equivalent (> 15 faculty and staff)
- 4. Department or equivalent (> 15 faculty and staff)
- 5. School/Center
- 6. University-wide

## 4. Impact of Actions

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### 4a. Impact on Budgets, Revenues and Grants

Based on the following definitions, check a box in each column of the table on page 12 to show the kind of impact the position has on operating budgets, revenues and grants. Budgetary responsibilities involve the amount of control over decisions regarding the allocation of Penn's available spending in the current fiscal year. Revenue impact refers to the amount and degree of effect over generating the incoming funds of the University. Grant Funds are those resources of Penn that are generated through external sources typically used for research purposes. **If there is no budget, revenue or grant responsibilities, you should check the "none" box in the appropriate columns below.**

#### Impact Definitions

- **Incidental/Indirect:** Provide **incidental services** indirectly related to the use or misuse of the expense or revenues (i.e., **data entry, recordkeeping, minor equipment maintenance**).
- **Supportive:** Provide **supportive advice, analysis, or related services** which impact the expense or revenues but with **no authority to actually spend the budget**. May collect or process revenues/expenses.
- **Recommending/Contributory:** **Have a strong, but not controlling** voice in decisions on the budget; can **authorize or recommend expenditures within an approved budget**. Actions may have a direct contribution on the methods used to generate revenues.
- **Controlling/Major Impact:** Have the major **controlling/authorizing** influence on decisions affecting the expense/revenues, where the impact of others is mainly advisory; have full **authority to commit the work unit** to a specific course of action. May have a major impact on revenue.
- **Delegating/Directing:** Have **full authority to delegate** control of the budget to subordinate personnel. **May plan and direct revenue generating activity.**

## 4. Impact of Actions

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### 4a. Impact on Budgets, Revenues and Grants (continued)

Check one box from each column based on the definitions above.

	Operating Budget	Grant Funds	Revenue Generating
1	<input type="checkbox"/> None	<input type="checkbox"/> None	<input type="checkbox"/> None
2	<input type="checkbox"/> Incidental	<input type="checkbox"/> Incidental	<input type="checkbox"/> Indirect
3	<input type="checkbox"/> Supportive	<input type="checkbox"/> Supportive	<input type="checkbox"/> Supportive
4	<input type="checkbox"/> Recommending	<input type="checkbox"/> Recommending	<input type="checkbox"/> Contributory
5	<input type="checkbox"/> Controlling	<input type="checkbox"/> Controlling	<input type="checkbox"/> Major Impact
6	<input type="checkbox"/> Delegating	<input type="checkbox"/> Delegating	<input type="checkbox"/> Directing

### 4b. Dollar Magnitude

Check a box in each column below to show the size of the budget, revenue, or grant funds impacted by the job.

	Operating Budget	Grant funds	Revenue Generating
1	<input type="checkbox"/> None	None	None
2	<input type="checkbox"/> \$1 - \$50,000	<input type="checkbox"/> \$1 - \$50,000	<input type="checkbox"/> \$1 - \$50,000
3	<input type="checkbox"/> \$51,000 - \$250,000	<input type="checkbox"/> \$51,000 - \$250,000	<input type="checkbox"/> \$51,000 - \$250,000
4	<input type="checkbox"/> \$251,000 - \$500,000	<input type="checkbox"/> \$251,000 - \$500,000	<input type="checkbox"/> \$251,000 - \$500,000
5	<input type="checkbox"/> \$501,000 - \$2.5M	<input type="checkbox"/> \$501,000 - \$2.5M	<input type="checkbox"/> \$501,000 - \$2.5M
6	<input type="checkbox"/> \$2.6M - \$5.0M	<input type="checkbox"/> \$2.6M - \$5.0M	<input type="checkbox"/> \$2.6M - \$5.0M
7	<input type="checkbox"/> \$5.1M - \$25M	<input type="checkbox"/> \$5.1M - \$25M	<input type="checkbox"/> \$5.1M - \$25M
8	<input type="checkbox"/> \$25.1M - \$100M	<input type="checkbox"/> \$25.1M - \$100M	<input type="checkbox"/> \$25.1M - \$100M
9	<input type="checkbox"/> \$100M or more	<input type="checkbox"/> \$100M or more	<input type="checkbox"/> \$100M or more

## 4. Impact of Actions

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### 4c. Impact of Decisions

This factor identifies the impact of the position on the functions of Penn. Impact is measured by the importance of the decisions or final recommendations the position typically renders. Consider the impact of the position when everything is running smoothly, **not** when **unique situations** arise **or worst case scenarios** are presented.

Please check the box which most closely describes the impact of your decisions.

- 1. Decisions and impact are **normally limited to my position.**
- 2. Decisions and impact are limited to decisions and planning within a small group or activity and **normally affect only the assigned department.**
- 3. There is moderate responsibility for making recommendations or decisions which **usually affect the assigned department**, but **may at times** affect the operations, services, individuals, or activities **of others outside of the assigned department.**
- 4. There is moderate responsibility for making recommendations or decisions which **usually affect the assigned department**, but **may at times** affect operations, services, individuals, or activities **of the assigned school/center.**
- 5. There is major responsibility for making decisions and final recommendations which routinely affect the **activities of a school/center.** Position duties **may include** responsibility for developing strategic plans **for one or more schools/centers.**
- 6. The work involves leadership which **routinely affects schools/centers of Penn and/or the surrounding community** in a demonstrable way.
- 7. The position has **primary responsibility for the long-range future of Penn** and affects operations beyond the scope of Penn including the local jurisdiction and Philadelphia community.

## 5. Complexity

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Please check the one box which most closely describes the complexity required in the position. Complexity is measured in terms of:

- the nature of the tasks performed and the reliance on policies and procedures;
  - the extent of problem solving capabilities necessary;
  - the level of analytic and organizational ability required.
1. **Standardized:** Work consists of a **few repetitive duties**. Tasks are restricted in scope, well-defined and clearly-prescribed; standard procedures guide all work. Problems are solved by reporting them to a supervisor.
2. **Routine:** Work consists of **routine tasks, processes, or operations**. The incumbent selects and applies several clearly-prescribed, standard policies and procedures requiring little interpretation. Problems are solved by choosing between a few clear choices or discussing them with a supervisor.
3. **Basic:** Work consists of **moderately complex procedures and tasks** where basic analytic ability is required. Work may involve the comparison of numbers, selection of appropriate guidelines and procedures, or identification of appropriate actions to follow. Answers are usually found by selecting from specific choices defined in work policies or procedures.
4. **Varied:** Work is **complex and varied** and requires the selection and application of technical and detailed guidelines. Problems are not easy to identify, but are similar to those seen before. Moderate analytic ability is needed to gather and interpret data where results/answers can be found after analysis of several facts. Solutions can often be found by using methods chosen before in other situations.
5. **Analytic:** Work is **non-standardized and widely varied** requiring the interpretation and application of a substantial variety of procedures, policies, and/or precedents used in combination. Frequently, the application of multiple, technical activities is employed; therefore, analytical ability and inductive thinking are required. Problem solving involves identification and analysis of diverse issues.
6. **Highly Complex:** Work is **broad in scope covering one or more complicated areas**. Policy, procedure, or precedent are typically created by this position. A high degree of analytic ability and inductive thinking is required to devise new, non-standard approaches to highly intricate, technically complex problems.
7. **Multifaceted:** Work is **broad in scope covering virtually the entire University's operations**. Policy, procedure, and precedent are created and/or approved by this position. Problem solving requires understanding and evaluation of the impact on Penn.

## 6. Decision Making

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Please check the box which most closely describes the decision making level of the position. Decision Making is measured in terms of:

- the opportunity for independent action;
  - the level of direction and supervision received.
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- 1. **Standardized: Little, if any, independent judgment or decision-making is required.** The incumbent follows standard procedures in a predefined order for each assignment.
  - 2. **Routine:** Work may occasionally involve non-standard assignments; however, the methodology is normally prescribed in detail by the immediate supervisor. There is **limited opportunity for independent judgment.**
  - 3. **Basic:** Ongoing supervision is provided on an "as needed" basis. **Some independent judgment is necessary** to select and apply the most appropriate of available procedures.
  - 4. **Varied:** Supervision is present to establish general objectives **relative to a specific project**, to outline the desired end product and to identify potential resources for assistance. **Independent judgment is required** to identify, select, and apply the most appropriate of available guidelines and procedures, interpret precedents, and adopt standard methods or practices to meet variations in facts and/or conditions.
  - 5. **Analytic:** Supervision is present to **establish and review broad objectives** relative to basic position duties or departmental responsibilities. **Independent judgment is required to study previously established**, often partially relevant guidelines; plan for various interrelated activities; and coordinate such activities within a work unit or while completing a project.
  - 6. **Highly Complex:** Supervision is present to **review established departmental and/or school/center objectives.** Independent judgment is required to **recommend departmental or school/center objectives**, evaluate new approaches to problem solving, and assess changing facts or conditions.
  - 7. **Multifaceted:** Supervision is present on a **limited time basis** to review broad objectives. **Independent judgment is required to review and approve** major recommendations, establish procedures, and coordinate technical and administrative recommendations with University-wide policies.

## 7. Problem Solving

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Check a response below indicating the level of problem solving required in the job. This does not mean the most difficult problems faced, but **the typical level encountered over an extensive period of time.**

- 1. Work **tasks** are well-defined with clearly stated directions and guidelines. The work steps tend to be the same from day to day and usually cannot be modified. **Problems are solved by reporting them to a supervisor.**
- 2. Work **tasks follow the same order** and require little interpretation. Problems can be solved by choosing between a few clear choices which are clearly spelled-out through **talking with a supervisor.**
- 3. Problems generally involve the **selection of standard procedures**, organizing work, and checking results. Answers are usually found by **selecting from specific choices defined in standard work policies or procedures.**
- 4. Problems are not easy to identify, but are **similar to those seen before.** Solving them requires judgment such as setting priorities, evaluating results, or coordinating with others. Solutions can often be found by **using methods chosen before in similar situations.**
- 5. Problem solving involves **identification and analysis of diverse problems;** answers are usually found by **reviewing standard technical manuals and administrative procedures and modifying them for unusual situations.** Guidance is usually provided on what sources to review and solutions are reviewed before acceptance.
- 6. Problems are **complex, varied and only mildly related to those seen before.** Simply determining what the problem is requires major individual effort and/or consultation with others within the department or university. A high degree of analytical ability and inductive thinking may be required to solve highly intricate, technically complex problems. **Must be able to develop new and nonstandard approaches.**
- 7. Problem solving requires choice of courses of action which are limited by broad company policy and **requires understanding and evaluation of impact upon the University.** The problems may involve exceptional technical difficulty requiring consultation with outside experts. Policy, procedures and precedent are created and/or approved by this position. **Solutions affect University policy or the operation of Schools.**

## 8. Communications

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This factor identifies the responsibility for working with or through other persons to obtain results. The contacts or relationships may be inside or outside of Penn. In measuring this factor, consider: *why the contact is necessary, the importance and frequency of the contact(s), the amount of tact and persuasion typically required and whether your position must handle confidential information.* Contacts which are not work-related should not be considered.

### 8a. Internal Contacts

Check the **one** box below which best describes the extent of contact with other departments, the student body, or other staff **within Penn.** Consider the importance of such contacts.

- 1. **Little or no contact** required except with immediate associates and the supervisor.
- 2. Requires **regular contact within the department** and **periodic contacts with other departments**, supplying or seeking information.
- 3. Requires **regular contact within the department** and **with other departments**, supplying or seeking information.
- 4. Requires **regular contacts** to carry out programs and to explain specialized matter. **Occasionally requires** contacts with officials at higher levels on matters requiring cooperation, explanation and persuasion.
- 5. Requires **regular contacts** to carry out programs and to explain specialized matters. Also **requires continuing contacts** with officials at higher levels on matters requiring cooperation, explanation and persuasion.
- 6. Requires **regular contacts with internal persons of importance and influence** involving considerable tact, discretion and persuasion in obtaining desired actions and/or the handling of **difficult personal relationships.**
- 7. Requires **continuing contacts involving difficult formal negotiations** calling for well-developed sense of timing and strategy and detailed explanation and interpretation of policies, rules and regulations and/or the handling of **very difficult personal relationships.**

## 8. Communications

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### 8b. External Contacts

Check the **one box** below which best describes the extent of contact with individuals **outside of Penn**, such as suppliers, the general public or other organizations. Consider the importance of such contacts.

- 1. **External communication with others is minimal.** Requires ordinary tact and courtesy.
- 2. Requires **occasional contact with outside agencies and the general public**, supplying or seeking information.
- 3. Requires **regular contact with outside agencies and the general public**, supplying or seeking information.
- 4. Requires **regular external contacts** to carry out organizational programs and to explain specialized matters. **Occasionally requires personal contact** with the public involving the enforcement of regulations, policies and procedures.
- 5. Requires **regular external contacts** to carry out organizational programs and to explain specialized matters. Also **requires continuing personal contact** with the public involving the enforcement of regulations, policies and procedures.
- 6. Requires **regular contacts with external persons of importance and influence** involving considerable tact, discretion and persuasion in obtaining desired actions and/or the handling of **difficult personal relationships**.
- 7. Requires **continuing external contacts involving difficult formal negotiations** calling for a well-developed sense of timing and strategy; detailed explanations and interpretations of policies, rules and regulations; and/or the handling of **very difficult personal relationships**.

## 9. Managerial Skills

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This factor identifies the responsibility for directing others. Only the formal assignment of responsibility for directing others should be considered. Informal working relationships or temporary assignments should not be considered for the following questions. Tasks involved include:

- selecting staff,
- structuring and assigning work,
- guiding and advising staff, and;
- evaluating and disciplining staff.

### 9a. Level of Supervisory Responsibility

Please check the statement which most closely represents the position. **If you check #1 through #3, skip to page 22.**

- 1. Involves **no responsibility or authority** for the direction of others.
- 2. Has responsibility or **authority which is limited** to the direction of student or temporary workers.
- 3. **Responsible for orienting and training others**, and assigning and reviewing their work. May also be responsible for acting in a **"lead" or "senior" capacity** over other positions performing essentially the same work, or related technical tasks and reporting to a higher level on a formal basis.
- 4. Responsible for **providing limited supervision for one or more functions within a department**. Formally plans, assigns, directs, and coordinates the work of these functions. Typically responsible for performing some non-supervisory duties in addition to supervisory responsibilities. May perform staff evaluations and make recommendations regarding pay and/or performance.
- 5. **Responsible for making recommendations within a department** in the areas of compensation, staff selection, disciplinary action, complaints, staff performance appraisal, and similar supervisory duties. **Plans, assigns, and evaluates the work of subordinates** for effective operation and results of the unit.
- 6. **Responsible for supervising multiple functions**, with full responsibility for effective operation and results.
- 7. Has **overall responsibility for providing direction and guidance** for Penn.

## 9. Managerial Skills

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### 9b. Nature of Work Supervised

These questions address the nature or type of work supervised.

- 1. Nature of work supervised is **limited to highly standardized, routine administrative duties.**
- 2. Nature of work supervised is **primarily technically oriented or complex.**
- 3. Nature of work supervised is **primarily technically oriented or complex**, includes additional administrative responsibilities, and requires a **working knowledge of unit or departmental activities.**
- 4. Nature of work supervised **requires training and experience**, a **thorough knowledge** of departmental or divisional activities, and an **understanding of and appreciation for work conducted in other departments** or schools/centers of Penn.
- 5. Nature of work supervised **requires extensive training and experience**, the ability to integrate diverse schools/centers of Penn and **provide overall leadership** for the institution.

Please indicate the number of employees regularly reporting to the position including part-time employees, student assistants and adjunct faculty (if no one reports to this position, please check none):

• Number of direct reports: \_\_\_\_\_ • Number of indirect reports: \_\_\_\_\_ • None: \_\_\_\_\_

## 9. Managerial Skills

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**9c. Supervisory Knowledge of Staffs' Occupations** (Please check the most appropriate box below (#1 or #2) and the most appropriate box under each managerial/supervisory category.)

1. I need to have at least as much knowledge of the principles, practices and methods of my staffs' jobs as the staff themselves do.
2. I need to be familiar with the principles and practices of my staffs' jobs but not to the same degree as the staff themselves.

Managerial/Supervisory Category	Not involved or required	Some input or review and comment	Recommends and participates in this action	Principally responsible for this action
Assigns work to subordinates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Determines general nature and content of work methods needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supervises day to day activities of subordinates in department	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Determines disciplinary actions, i.e. reprimands, suspensions, demotion, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Determines technical standards for departmental work and compliance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prepares and defends staffing and budget requests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Allocates equipment, materials, funds and people within budget constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 9. Managerial Skills

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Managerial/Supervisory Category	Not involved or required	Some input or review and comment	Recommends and participates in this action	Principally responsible for this action
Evaluates employee productivity and efficiency to promote or change status	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plans, allocates and directs work within the entire department	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establishes objectives, priorities and time frames in concert with the budget	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Represents the University to external groups or agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establishes and changes divisional structures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Defines mission, policy direction and broad University goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Represents the University to the Board of Trustees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 10. Specialized Knowledge

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### 10a. Job-Related Knowledge

While your position may require skills of more than one of the levels below, check the *one box* or level which most closely matches the knowledge and skill required. Keep in mind that the position may not require all of the skills listed for a given level.

- 1. **Basic Skills:** Able to understand and use simple math and follow basic written or verbal instructions with a number of steps. Able to use simple hand tools or office machines.
- 2. **Intermediate Skills:** Has knowledge of office or operational procedures. Performs basic typing/word-processing, bookkeeping, checking of records and posting of information to a database/spreadsheet, following instructions.
- 3. **Advanced Skills:** Able to read reference materials, obtain information and/or perform intermediate mathematics. Prepares letters and/or reports, following policies and procedures. Able to operate various standard office machines.
- 4. **Formal Technical Skills:** Requires extensive knowledge of a distinct trade or technical function. Knows policies and procedures, and can recommend a course of action based upon these guidelines, modifying existing methods, procedures or forms as necessary. May work with software applications and retrieval of data.
- 5. **Entry Professional Skills:** Requires entry-level knowledge of theories and practices of a professional field (e.g., theology, law, education, accounting, etc.). This level of skill is typically reserved for an individual with a four-year degree or with high-level vocational skills demonstrated by a number of years of on-the-position experience (i.e., management). Writes reports using technical data requiring considerable interpretation, developing new methods and procedures. Frequently applies knowledge to practical issues.
- 6. **Advanced Professional Skills:** The professional theory and practice of the level above, but applied at the advanced level of a "seasoned" professional. Requires extensive knowledge of their professional discipline and a working knowledge of related fields. Understands information in several unrelated professional disciplines.
- 7. **Multiple Professional Skills/External Expert:** Requires extensive knowledge in several professional disciplines and/or singular knowledge of a specialized advanced discipline. Has extensive ability to integrate information from many diverse areas. Requires extensive theoretical or highest level of organizational and/or business knowledge to manage a major segment of the University. Recognized expert in the field and consultative resource by others outside the University.

## 10. Specialized Knowledge

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### 10b. Functional Knowledge

Knowledge Areas	Not required	Need to know the basics	Need to know key policy/ procedures	Need to know most aspects	Complete mastery of most aspects	University expert
Academic Support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accounting/Auditing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alumni Relations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Educational Methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Facilities Administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Finance/Budgeting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fundraising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Human Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information Systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Legal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Real Estate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Research Methodology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tax	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
University Administration (Management)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other - Define: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 11. Innovation/Creativity

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This factor measures to what extent the job requires developing or improving procedures, policies, systems (computer), products, teaching methods and/or technologies in order to create competitive advantages for the University. Consider involvement as an individual as well as part of a work unit or project team.

- 1. Ideas contributed affect primarily **the job. Opportunities for innovations are rare.**
- 2. Work requires occasional involvement in projects that result in new ideas or methods. Improved methods generally affect **the immediate department.**
- 3. Work requires improving methods or procedures affecting delivery of **service to selected customers or students** or the completion of **small projects.**
- 4. Work requires using original and creative thinking to develop new, moderately complex results. The results generally impact **several work groups, a large project or an extended customer base.**
- 5. Work requires developing imaginative and complex methods, procedures, products or systems. This is an important part of the job and results **generally affect a School/Center within the University.**
- 6. Work requires the development of innovative methods, procedures, products or systems. This is a significant part of the job and **results generally affect several School/Centers.**
- 7. Work constantly requires the development/enhancement of innovative and complex methods, procedures, policies, products or systems. **Results generally affect the University as whole. May impact the overall competitive position of the University.**

## IV. WORKING CONDITIONS/PHYSICAL EFFORT

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In this section of the questionnaire, provide information about: (a) the conditions under which the job works, and (b) the physical effort required to do the position. *Note: It is important in these questions that you respond based on what is necessary in the position under typical conditions.*

- **Working Conditions:** The first question deals with selected circumstances which you may encounter as you do the job. This includes, for example, dealing with confidential data or working under tight time constraints.
- **Physical Effort:** The next question deals with the intensity of physical effort needed to perform the work. Most people perform the physical actions described in this section simply because they can do so. In responding to the questions, it may be helpful to think about how or if you could do the job if you were *unable* to perform the physical action.

These questions are included because physical effort is an important element in some jobs. However, the degree of detail used in the questionnaire will also help the University respond to the Americans With Disabilities Act.

### A. Working Conditions

Describe the normal conditions under which your work is performed. Check as many as apply:

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Office, library, computer room      | <input type="checkbox"/> Requires extensive safety training | <input type="checkbox"/> Exposure to chemicals               |
| <input type="checkbox"/> Stockroom or warehouse              | <input type="checkbox"/> Alternative Work Schedules         | <input type="checkbox"/> Outdoor exposure to weather         |
| <input type="checkbox"/> High noise environment              | <input type="checkbox"/> On-Call (Beeper)                   | <input type="checkbox"/> Requires protective devices         |
| <input type="checkbox"/> High dust, dirt, grease environment | <input type="checkbox"/> Exposure to moving machinery       | <input type="checkbox"/> Extensive travel ( > 1000 mi/month) |

### B. Physical Effort

Check as many boxes as apply to describe the physical demands of the position.

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Typically sitting at a desk or table       | <input type="checkbox"/> Typically running, climbing        | <input type="checkbox"/> Frequent lifting 25 lbs. or more     |
| <input type="checkbox"/> Intermittently sitting, standing, stooping | <input type="checkbox"/> Occasional lifting 25 lbs. or less | <input type="checkbox"/> Climbing ladders, scaffolds          |
| <input type="checkbox"/> Typically standing or walking              | <input type="checkbox"/> Occasional lifting 25 - 50 lbs.    | <input type="checkbox"/> Using tools requiring high dexterity |
| <input type="checkbox"/> Typically bending, crouching, stooping     |   |   |

## V. COMMENTS

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### Employee Comments:

Describe any aspects of your position that you feel the questionnaire has not covered.

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### Supervisory Comments:

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Employee's Name (please print and sign): \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor's Name (please print and sign): \_\_\_\_\_ Date: \_\_\_\_\_

Department Head's Name (please print and sign): \_\_\_\_\_ Date: \_\_\_\_\_

**NOTE:** The signatures above indicate that the employee, supervisor and department head have discussed and come to an agreement regarding the contents of this questionnaire.