

**UNIVERSITY OF PENNSYLVANIA
HUMAN RESOURCES/COMPENSATION
POSITION INFORMATION QUESTIONNAIRE SHORT FORM**

Check if new position is being created

Date: _____

Job Title: _____

Employee Name: _____

Job Class Code/Grade: _____

Penn ID: _____

School/Center: _____

Supervisor's Name: _____

Department: _____

Supervisor's Title: _____

POSITION SUMMARY: In a few sentences, *briefly* describe the primary function and purpose of the position.

PRINCIPAL POSITION REPOSIBILITIES/DUTIES: List up to ten major tasks starting with the most important for which the position is responsible. Include the estimated percentage of time spent on performing the task, with no task more than 50%. Place an asterisk (*) in the Essential Function column to designate an essential function of the job. At least 50% of the job must be designated "Essential".

	RESPONSIBILITIES/DUTIES	Estimated % of Time	Essential Function
1			
2			
3			
4			
5			
6			
7			
8			
9			
10	Perform additional duties as assigned	5%	
		100%	

Identify any of the above listed tasks that were added in the last year by listing the related numbers:

_____.

JOB EVALUATION FACTORS: Listed below are job evaluation factors. Check the single best answer that applies. (Refer to PIQ guidelines for definitions.)

<u>Position Evaluation Factor</u>	<u>Response</u>	<u>Key Words</u>		
Q1	<input type="checkbox"/> 1	H.S. Diploma or GED preferred		
Formal Education (Minimum education req.)	<input type="checkbox"/> 2	H.S. Diploma or GED required		
	<input type="checkbox"/> 3	Vocational or Technical School required		
	<input type="checkbox"/> 4	Associate's Degree or Two Year College equivalent required		
	<input type="checkbox"/> 5	Bachelor's Degree required; Major (optional) _____		
	<input type="checkbox"/> 6	Master's Degree required; Major (optional) _____		
	<input type="checkbox"/> 7	M.D., Ph.D., Law Degree or equivalent doctoral degree required		
	Q2	<input type="checkbox"/> 1	0 to 1 year	<input type="checkbox"/> 5
Minimum Experience (Minimum experience req.)	<input type="checkbox"/> 2	1 to 2 years	<input type="checkbox"/> 6	7 to 10 years
	<input type="checkbox"/> 3	2 to 3 years	<input type="checkbox"/> 7	Over 10 years
	<input type="checkbox"/> 4	3 to 5 years		
	Q3a <input type="checkbox"/>	<input type="checkbox"/> 1	Daily	<input type="checkbox"/> 5
Planning Scope (Highest level of planning req.)	<input type="checkbox"/> 2	Current Week	<input type="checkbox"/> 6	One to Three Years
	<input type="checkbox"/> 3	One to Four Weeks	<input type="checkbox"/> 7	Three Years or More
	<input type="checkbox"/> 4	One to Three Months		
	Q3b	<input type="checkbox"/> 1	Individual (position only)	
Planning Level (Level of primary scope of <input type="checkbox"/> planning)	<input type="checkbox"/> 2	Unit or equiv. (<15 faculty & staff) <input type="checkbox"/>		
	<input type="checkbox"/> 3	Section or equiv. (> 15 faculty & staff)		
	<input type="checkbox"/> 4	Department or equiv. (> 15 faculty & staff) <input type="checkbox"/>		
	<input type="checkbox"/> 5	School/Center		
	<input type="checkbox"/> 6	University-wide		
Q4a	<input type="checkbox"/> 1	None	<input type="checkbox"/> 4	Recommending
Impact on Operating Budget	<input type="checkbox"/> 2	Incidental	<input type="checkbox"/> 5	Controlling
	<input type="checkbox"/> 3	Supportive	<input type="checkbox"/> 6	Delegating
	Approximate Size of Budget \$ _____			
Q4b	<input type="checkbox"/> 1	None	<input type="checkbox"/> 4	Recommending
Impact on Grant Funds	<input type="checkbox"/> 2	Incidental	<input type="checkbox"/> 5	Controlling
	<input type="checkbox"/> 3	Supportive	<input type="checkbox"/> 6	Delegating
	Approximate Size of Budget \$ _____			
Q4c	<input type="checkbox"/> 1	None	<input type="checkbox"/> 4	Contributory
Impact on Revenue Generating	<input type="checkbox"/> 2	Indirect	<input type="checkbox"/> 5	Major impact
	<input type="checkbox"/> 3	Supportive	<input type="checkbox"/> 6	Directing
	Approximate Size of Budget \$ _____			
Q5	<input type="checkbox"/> 1	Standardized: duties are few and repetitive		
Complexity	<input type="checkbox"/> 2	Routine: routine tasks, processes, or operations		
	<input type="checkbox"/> 3	Basic: moderately complex procedures and tasks		
	<input type="checkbox"/> 4	Varied: complex and varied work		
	<input type="checkbox"/> 5	Analytic: non-standardized and widely varied work		
	<input type="checkbox"/> 6	Highly Complex: broad in scope covering one or more complicated areas		
	<input type="checkbox"/> 7	Multifaceted: broad in scope covering the entire University's operations		
	Q6	<input type="checkbox"/> 1	Standardized: little independent judgment required	
Decision Making (Level of direction & <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> supervision)	<input type="checkbox"/> 2	Routine: limited opportunity for independent judgment		
	<input type="checkbox"/> 3	Basic: provided on an as needed basis; some independent judgment necessary		
	<input type="checkbox"/> 4	Varied: establish general objectives relative to project; independent judgment required		
	<input type="checkbox"/> 5	Analytic: establish and review broad objectives relative to duties/responsibilities		
	<input type="checkbox"/> 6	Highly Complex: review established objectives/recommend department/school objectives		
	<input type="checkbox"/> 7	Multifaceted: review and approve major recommendations; establish procedures		

- Q7**
Problem Solving
(Typical level encountered over extensive period of time)
- 1 Problems solved by reporting them to a supervisor
 - 2 Problems solved by talking with a supervisor
 - 3 Solutions found by selecting from specific choices defined in standard work policies
 - 4 Solutions found by using methods chosen before in similar situations
 - 5 Problem solving involves identification and analysis of diverse problems
 - 6 Problems are complex, varied and only mildly related to those seen before
 - 7 Problem solving requires understanding and evaluation of impact upon the University
- Q8a**
Internal Contacts
- 1 Little or no contact
 - 2 Regular contact within department & periodic contact with other departments
 - 3 Regular contact within department & with other departments; supplying information
 - 4 Regular contact to carry out programs; occasionally with officials at higher levels
 - 5 Regular contact to carry out programs; continuing contacts with officials at higher levels
 - 6 Regular contact with internal persons of importance and influence
 - 7 Continuing contacts involving difficult formal negotiations
- Q8b**
External Contacts
- 1 External communication with others is minimal
 - 2 Occasional contact with outside agencies & general public supplying information
 - 3 Regular contact with outside agencies & general public supplying/seeking information
 - 4 Regular external contacts to explain specialized matters, occasionally to enforce policies
 - 5 Regular external contacts, with continuing personal contact to enforce policies
 - 6 Regular contact with external persons of importance and influence
 - 7 Continuing external contacts involving difficult formal negotiations
- Q9a**
Supervisory Responsibility
- 1 No responsibility or authority for direction of others
 - 2 Authority limited to direction of student &/or temporary workers
 - 3 Orient/train others; may act in a lead capacity
 - 4 Provide limited supervision for one or more functions within a department (functional)
 - 5 Make recommendations re: HR issues; plan/assign/evaluate work of staff (bonafide)
 - 6 Supervise multiple functions, with full responsibility for effective operation & results
 - 7 Overall responsibility to provide direction and guidance for Penn
- _____ Number of Direct Reports _____ Number of Indirect Reports
- Q10a**
Job-Related Knowledge
(Knowledge & skill required to perform job)
- | | |
|--|---|
| <input type="checkbox"/> 1 Basic Skills | <input type="checkbox"/> 5 Entry Professional Skills |
| <input type="checkbox"/> 2 Intermediate Skills | <input type="checkbox"/> 6 Advanced Professional Skills |
| <input type="checkbox"/> 3 Advanced Skills | <input type="checkbox"/> 7 Multiple Professional Skills/External Expert |
| <input type="checkbox"/> 4 Formal Technical Skills | |
- Q11**
Innovation/Creativity
(Degree job requires developing/improving procedures, policies systems, etc.)
- 1 Opportunities for innovations are rare
 - 2 Improved methods affect the immediate department
 - 3 Improved methods affect delivery of service to selected customer or students
 - 4 Results impact several work groups, a large project or an extended customer base
 - 5 Results generally affect a school/center within the University
 - 6 Results generally affect several schools/centers
 - 7 Results generally affect the University as a whole; impact competitive position

ORGANIZATION CHART:

(Use staff member names and position titles)



WORKING CONDITIONS/PHYSICAL EFFORT/RESOURCE EXPOSURE: (Check as many as apply)

Working Conditions

- | | | |
|--|---|---|
| <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) |

Physical Effort

- | | | |
|---|---|---|
| <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"/> Occasional lifting 25-50 lbs. | <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"/> Intermittently sitting/standing/stooping | <input type="checkbox"/> Using tools requiring high dexterity |
| <input type="checkbox"/> Typically bending, crouching, stooping | | |

Resource Exposure

- Handle credit cards (customer cards, Purchasing Card, or PennCards)
- Purchase supplies or material for the department/organization
- Have financial control of or access to budgets, resources, salaries, or other sensitive data
- Have access to private information such as SSN, credit card, personal data, or financial data for students, alumni, staff or faculty
- Have access to sensitive data related to research projects and grants such as intellectual property (not HIPPA information)
- Be involved with patient/animal care
- Have control of or manage grant funds
- Handle controlled substances such as pharmaceutical, radiological or hazardous materials
- Have broad access to University buildings (keys/PennCard, locksmith, custodian, etc.)
- Work with children under the age of 18 or elders
- Live in a University residence/student dormitory
- Operate a University vehicle or drive a vehicle on University business
- Background check is required by Federal, State, or local regulations or external regulatory agency
- None of the above

Employee Comments:

Supervisor Comments:

Employee's Signature: _____ Date: _____

Employee's Name (please print): _____

Supervisor's Signature: _____ Date: _____

Supervisor's Name (please print): _____

Supervisor's Title: _____

Department Head's Signature: _____ Date: _____

Department Head's Name (please print): _____

Department Head's Title: _____

Revised 04/08

Revised 10/99

POSTING INFORMATION: *(TO BE COMPLETED ONLY IF POSITION IS TO BE POSTED)*

Write summary of position for posting purposes.

DUTIES: *(Description should be brief and only include principle duties.)*

QUALIFICATIONS: *(Qualifications should clearly indicate those that are required and those that are preferred.)*

Supervisor's signature _____ Date: _____