

## PAT POSITION DESCRIPTION QUESTIONNAIRE SUPPLEMENT

Since you have indicated that you are responsible for the work of one or more persons, please complete this Supplement, append it to the Position Description Questionnaire, and return both to your immediate supervisor.

This Supplement will be a principal means of determining whether, and how your position is appropriately classified as an Administrative, Managerial or Supervisory (AMS) job. Information provided will enable an analysis of your position in terms of the following five areas:

- I. Performance of Other People
- II. Commitments
- III. Equipment, Assets, Money, Records, and Reports
- IV. Tangible Results, Projects, or Programs, and
- V. Education and Experience

This Supplement consists of a listing of the five areas: under each of these areas are a number of factors, which may be simply completed by 1) checking off that statement which most completely and accurately describes that particular aspect of your job, and 2) completing several items which ask for additional information about your job.

Your immediate supervisor will be reviewing the information you provide. It is possible for a supervisor to suggest changes or make comments on the job description form.

Remember, check that statement under each factor which most completely and accurately describes that aspect of your job. Also, make the additional information you provide about your job as concise as possible.

\* S1 stands for Supplement item 1, etc.

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### AREA I – PERFORMANCE OF OTHER PEOPLE

This area measures the responsibility vested in administrative, supervisory and managerial positions for the timely, accurate and coordinated efforts of others which are necessary to the effective provision of services to the institution.

#### FACTOR A

S1 Number of people supervised, both directly and indirectly, including persons supervised by intermediate levels of management. Count Student or Non-status employees as FTEs, i.e., one person at .50 time and two people working 10 hours each = 1 full time.

- Check one
- None
  - One or two
  - Three through ten
  - Eleven through twenty-five
  - Twenty-six
  - Over one hundred

Supervision exercised:

a. Percentage of time spent on supervision and related duties: \_\_\_\_%

b. Number and titles of positions reporting directly to you:

Number of Positions

Job Titles

_____	_____
_____	_____
_____	_____
_____	_____

S3 To what extent do you have authority to hire, fire, train, and discipline your staff? Please give example.

S4 To what extent do you have authority to restructure jobs and realign work units under your supervision? Please give example.

#### FACTOR B

S5 Responsibility for directing the work of others.

- Check one
- None
  - Schedule, assign and review the work of others in compliance with specific instructions.
  - Direct the work of others in accordance with general instructions.
  - Provide general instructions and assign responsibility for specific results, based upon established guidelines.
  - Provide guidelines to others, based upon broad responsibility for over-all results.
  - Assign overall responsibilities, goals and objectives.

#### FACTOR C

S6 Diversity in the nature of work performed by staff members and degrees of responsibilities vested in the people supervised.

- Check one
- Not applicable
  - Routine, relatively similar jobs of a uniform level of responsibility.
  - Limited variety of fairly routine jobs having infrequent changes in work content, but having dissimilar levels of responsibility.
  - A variety of routine and non-routine jobs with dissimilar

levels of responsibility, subject to occasional, predictable work content/scope changes to meet cyclical demands or peak period considerations.

\_\_\_\_ A variety of mostly non-routine, unrelated jobs, varying widely in level of responsibility, which are subject to continuing fluctuation in work assigned in response to ongoing operational needs of the organization, which may be unpredictable in nature.

#### FACTOR D

S7 Diversity in background required for effective performance in **staff** positions.

- Check one
- \_\_\_\_ Not applicable
  - \_\_\_\_ Two different **kinds** of expertise
  - \_\_\_\_ Three different **kinds** of expertise
  - \_\_\_\_ Three different **kinds** of expertise, including one requiring formal post high school education
  - \_\_\_\_ Three different **kinds** of expertise, including one requiring formal post-high school education equivalent to baccalaureate degree
  - \_\_\_\_ Four different **kinds** of expertise including either two requiring formal post-baccalaureate level
  - \_\_\_\_ Four different **kinds** of expertise which are predominantly of a scientific, managerial or administrative nature, and which customarily require completion of a baccalaureate or masters degree in a specific field

#### FACTOR E

S8 Extent of your involvement in coordination work between staff members.

- Check one
- \_\_\_\_ Not applicable
  - \_\_\_\_ Coordination needs are minimal. Established procedures sufficient to assure all continuity required under normal conditions.
  - \_\_\_\_ Occasional supervisory direction required due to variations in deadlines, need to create ad hoc project teams, or periodic deviation from normal procedures in response to cyclic needs of the institution. Objectives and deadlines furnished by higher authority.
  - \_\_\_\_ Occasional supervisory involvement required as a participant, or in developing assignments and timetables for specific projects within the ongoing overall operations of the units involved. Long-term objectives and priorities normally provided by higher authority.
  - \_\_\_\_ Frequent supervisory involvement is required in order to assure effective interaction between staff members in response to ongoing operational cycles or frequent emergent problems.

- Supervisory responsibility is for determining general priorities, advising upon deadlines, developing or approving methods, procedures and/or policies between staff members.

#### FACTOR F

S9 Difficulties in determining effective job performance of staff members, identification of need for further training and/or closer supervision and assessing potential for increased responsibilities.

- Check one
- Not applicable
  - Work of staff members is primarily of uniform stable and routine nature. Observations can be made with little difficulty.
  - Work of staff members is stable and routine but is not uniform, requiring supervisory knowledge of several areas or types of work
  - Staff positions represent a diversity of job types, which require supervisory familiarity with several different sets of performance criteria.
  - Staff positions include several jobs where technological changes are frequent and/or operational cycles require fluctuation in job content.
  - Staff responsibilities are long-term and of a broad nature, requiring prolonged periods of observations to determine effectiveness.

#### FACTOR G

S10 Your need to keep up-to-date because of technological change in type of work in staff positions.

- Check one
- Not applicable
  - Routine, operational data. Need to keep up-to-date pertains to the adequacy of tools, equipment, material, technique, methods and procedures.
  - Diverse operational data. Need to keep up-to-date pertains to adequacy of tools, equipment, material, technique, methods and procedures.
  - Technical data. Need to keep up-to-date pertains to change of tools, equipment, material, technique, methods and procedures.
  - Technical and operational data. Need to keep up-to-date requiring intimate knowledge and understanding of changes.
  - Complex operational and technical data, subject to frequent change. Need to keep up-to-date requiring intimate knowledge and understanding.

FACTOR H

S11 Coordination required between work of staff unit(s) with other units, and impact of work of this unit on other units.

- Check one
- Not applicable
  - Coordination minimal, involving matters of routine nature and minimal impact.
  - Coordination required with staff members of several non-staff units.
  - Coordination is institutional in scope. Coordination is complex. Time is of essence. Impact is campus-wide.
  - Coordination is System-wide or involves formal relationships with outside groups. Impact is System-wide or beyond.
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AREA II – COMMITMENTS

This area measures the extent of responsibility vested in the position for making commitments on behalf of the institution or obligating the institution in any way at any time.

FACTOR A

S12 Responsibility for commitments, including purchasing, personnel, and contractual obligations.

- Check one
- Not applicable
  - Limited to recommendation, subject to review within organizational unit.
  - Indirect authority. Subject to review by supervisor who also has fiscal authority for organizational unit.
  - Direct decision making authority. Fiscal authority for organizational unit. Subject to review at campus level.
  - Direct decision making authority. Fiscal authority campus-wide. Subject to review at System or Board level.
  - Overall commitment authority, System-wide. Review function is in broad budgetary categories.

FACTOR B

S13 Duration of commitment. (Time span of commitment including manpower, money, materials.)

- Check one
- Not applicable
  - Short-term commitment. Decision based upon established procedures or precedents.
  - Short-term commitment. Established procedures or precedents may or may not be available.

- Commitments fiscal year or less duration. Based on broad guidelines or approved plans.
- Commitments exceed one fiscal year. Broad guidelines or precedents are available.
- Long-term commitments (in excess of 3 years). No guidelines or precedents available.

FACTOR C

S14 Impact on costs of operations and performance of other units (related to commitments of manpower, money, materials).

- Check one
- Not applicable
  - Impact limited to operational unit.
  - Impact limited to department.
  - Impact college, school, or division-wide.
  - Impact campus-wide.
  - Impact system level.

FACTOR D

S15 Responsibility for data analysis and budget development.

- Check one
- Not applicable
  - Data secured from operating experience. Application of data developed is subject to changes by departmental decision.
  - Data secured from operating experience. Subject to change by division decision
  - Data secured from operating experience, but involves consideration of planning factors or estimates. Subject to change by campus administration.
  - Data secured from operating experience and/or developed from projected plans. Subject to change by campus administration.
  - Data requires coordination of the various operating activities of the system and becomes a major part of the overall budget document for the institution.

FACTOR E

S16 Impact on personnel matters (such as morale, performance, etc.)

- Check one
- Not applicable
  - Unit
  - Department
  - Division
  - Campus
  - System

FACTOR F

S17 Impact of commitments on community vendors, and/or public-at-large (the decision making authority which may influence institutional relationships).

- Check one
- Not applicable
  - Decision-making involves simple alternatives, minimum changes, standards or plans. For recommendations only. Recommendations will be within established policy and procedural guidelines.
  - Decision-making involves several simple alternatives which may alter standards or plans within established policy and procedures.
  - Decision-making involves several diverse alternatives which may include changes in procedures, plans and standards.
  - Decision-making involves complex alternatives. May involve changes in established procedure or standards.
  - Decision-making involves complex, controversial and sensitive issues. May involve variation and interpretation or policy.
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AREA III - EQUIPMENT, ASSETS, MONEY, RECORDS, AND REPORTS

This area measures the responsibility vested in the position for the control (use, maintenance, and protection) of machinery, buildings, equipment, facilities, materials, tools records, money (including negotiable documents), and other physical assets; authorizing the use of institutional funds or assets; and budgetary control over the use of funds.

FACTOR A

S18 Responsibility for use and control over handling.

- Check one
- Not applicable
  - Oneself
  - Within unit
  - Within department
  - Within school or division
  - Within campus
  - System-wide and/or by other agencies or general public

FACTOR B

S19 Responsibility for maintenance

- Check one
- Not applicable
  - Within direct control
  - Indirect within unit
  - Indirect within department
  - Indirect within school and division
  - Indirect within campus

\_\_\_\_ Indirect system-wide

### FACTOR C

S20 Confidential data or material

- Check one
- Not applicable
  - Data or information exposed or developed are primarily operational and related only to activities of the smallest formally organized unit.
  - Data or information exposed or developed are primarily operational but related to activities of two or more organizational units within the department or division.  
Indiscreet divulgence could create a limited amount of dissension and embarrassment for the units involved.
  - Data or information exposed or developed is operational in nature. Usually they are generated by or emanate from the divisional or departmental level. Indiscreet divulgence could create internal dissension and have limited embarrassment for the department or division at that level.
  - Data or information exposed or developed are of significance. Indiscreet divulgence could cause dissension or create embarrassment to the employee, employer, or public relations.
  - Data or information exposed or developed are related to the general commitment of posture of the institution including its governing board. Divulgence would have serious impact on the institution's position with the public, legislature, state and/or federal agencies.

### FACTOR D

S21 Difficulty in identifying and correcting administrative problems

- Check one
- Not applicable
  - Readily determined, easily corrected.
  - Established procedure, easily corrected.
  - Established procedure, correction complicated.
  - Complicated identification and correction.
  - Extremely complex and highly specialized.

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## AREA IV – TANGIBLE RESULTS, PROJECTS, OR PROGRAMS

This area measures the responsibility vested in the position for achievement of results within the area of supervision, coordination, or direction of operations and personnel.

### FACTOR A

S22 Complexity of work (duties and responsibilities)

- Check one
- Not applicable
  - Well-defined, stable, not subject to change.
  - Generally defined, may be subject to change.
  - Generally defined, infrequent change.

- Generally defined, frequent change.
- Defined only in broad general terms subject to continuing change.

FACTOR B

S23 Mental effort, initiative or resourcefulness required for effective performance.

- Check one
- Not applicable
  - Repetitive or identical situations requiring solution by simple choice of known things.
  - Patterned or similar situations requiring solution by selective or optional choice of known things.
  - Dissimilar situations requiring search for solutions within area of known things. Requires the ability to determine effective application of resources and facilities.
  - Variable situations requiring analytical, interpretive, evaluative and/or constructive application of known things.
  - Novel or non-recurring situations requiring development of new and/or imaginative concepts and solutions. Responsibility for effective utilization of existing resources and facilities.

FACTOR C

S24 Communication and coordination with others

- Check one
- Not applicable
  - Communication and coordination of simple routine tasks with line or staff function at the same organizational level.
  - Communication and coordination of simple routine tasks with line or staff function at several organizational levels.
  - Communication and coordination of diverse tasks with line or staff functions at several organizational levels.
  - Communication and coordination of diverse tasks with line or staff functions at the highest administrative level on campus.
  - Communication and coordination of diverse tasks with line or staff functions at the highest administrative levels and involving external affairs.

FACTOR D

S25 Judgment (consequence of error).

- Check one
- Not applicable
  - Evaluate information for recommendation only. Decision making usually involves few simple alternatives. Consequence of error essentially insignificant.
  - Evaluate information on basis of guidelines provided. Decision-making involves choice between several simple alternatives. Consequence of error significant to own department or unit.
  - Evaluate information on basis of limited pertinent data. Decision-making usually involves choice between somewhat complex alternatives. Consequence of error significant to division or college.
  - Evaluate information on basis of minimal guidelines available.

Decision-making involves choice between complex alternatives.  
Consequence of error significant to entire campus.

\_\_\_\_ Essentially, information or guideline unavailable. Decision-making involves choice between extremely complex alternatives. Action relates usually with matter of long-term consequence and significance.

#### FACTOR E

S26 Planning operations, appraising results of operation, and taking corrective action to insure effective results.

- Check one
- \_\_\_\_ Not applicable
  - \_\_\_\_ Planning, evaluation and corrective action involves one level of organization.
  - \_\_\_\_ Planning, evaluation and corrective action somewhat complex involving more than one level of organization
  - \_\_\_\_ Planning evaluation and corrective action complex and involves several levels of organization and requires follow-up on action taken.
  - \_\_\_\_ Planning, evaluation and corrective action involves several levels of organization and periodic report of results.
  - \_\_\_\_ Planning, evaluation and corrective action involves several levels of organization and reevaluation of results in a wide organizational context.

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#### AREA V - EDUCATION AND EXPERIENCE

This area is based on the formal, post-high school education and post-educational related work experience which would be considered pre-requisites for employment consideration of applicants for the particular administrative, managerial or supervisory position being evaluated. It is **not** an evaluation of the credentials held by the person now holding the position.

#### FACTOR A

S27 From your personal and actual experience in your position, what formal, post-high school education provides the minimum qualifications (knowledge, skills, and/or abilities) required for acceptable performance of the job?

- Check one
- \_\_\_\_ None (High School diploma is sufficient.)
  - \_\_\_\_ Associate of Arts Degree
  - \_\_\_\_ Baccalaureate Degree
  - \_\_\_\_ Masters Degree
  - \_\_\_\_ Ph.D., LLB or DVM
  - \_\_\_\_ Doctor of Medicine

#### FACTOR B

S28 Minimum related **work experience** required (in addition to the formal education checked above) for the acceptable performance of the job.

- Check one
- A.A. degree only - no experience, **or** no degree and up to two years of experience.
  - A.A. degree and up to two years of experience **or** no degree and three through four years of experience.
  - No degree and five years or more of experience, **or** A.A. degree and three through four years of experience, **or** B.A. degree and up to two years' of experience.
  - A.A. degree and five years of experience, **or** B.A degree and three through four years of experience, **or** M.A. degree and up to two years of experience.
  - B.A. degree and five years of experience, **or** M.A. degree and three through four years of experience, **or** Ph.D. degree and one year of experience.
  - M.A. degree and five years of experience, **or** Ph.D. degree and two through four years of experience, **or** D.V.M. or L.L.B. degree and one year of experience.
  
  - Ph.D. degree and five years of experience, **or** D.V.M. or L.L.B. degree and two through three years of experience, **or** M.D. degree and one year of general practice medicine.
  - D.V.M. or L.L.B. degree and four or more years of experience, **or** M.D. and two or more years of general practice medicine or one year of specialized practice medicine.

S29 List any information you feel important which has not been covered by any of the items S1 through S28 of this Supplement:

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