



Job Information Questionnaire

Attach additional page(s) if more space is needed for any section.

Sample job descriptions will not be accepted in lieu of this completed questionnaire but can be submitted as supporting documentation.

| | | |
|---|-------|---|
| Proposed Title _____ | | |
| Location (e.g., main campus; South Center) | _____ | Work Hours (e.g., 7:00 am – 4:00 pm) |
| Department | _____ | Workdays (e.g., Monday – Friday) |
| Name and Title of Immediate Supervisor _____ | | |
| <i>If Classification Will Be Supervisory or Administrative:</i> | | |
| Name(s) of Unit(s) Supervised _____ | | |
| Total # of Employees in Supervised Unit(s) | _____ | Budget Size \$ _____ (total amount) |
| <i>If Classification Will Serve as a Functional Lead to Other Classified Staff:</i> | | |
| Total # of Classified Employees to Which Position Serves as a Lead: | | |

Job Summary

In a few sentences, **briefly** summarize the purpose of the classification and its general responsibilities.

Example: Performs administrative support functions to assist an assigned department with clerical tasks; serves as receptionist at a front counter; copies and files documents of a confidential nature; performs data entry.

Essential Functions

Identify the major duties and responsibilities for the new classification by entering one group of duties per row. State how frequently the duty is performed (i.e., daily, weekly, monthly, or yearly). Indicate the knowledge and skills required for each duty/responsibility. **Please attach additional pages for additional duties/responsibilities.**

| <p style="text-align: center;">Essential Duties (List all major tasks for each duty performed)</p> | <p style="text-align: center;">D, W, M, Y</p> | <p style="text-align: center;">Knowledge and/or Skills Required</p> |
|--|--|--|
| <p>Example: Prepare monthly newsletters that publicize District-wide activities; draft articles and design layout; review draft with relevant individuals and make corrections as needed; finalize document for publication; work with Comet Copy to reproduce copies; circulate electronically and send print versions to each department.</p> | <p>M</p> | <ul style="list-style-type: none"> • Knowledge of newsletter design and related software • Skill in writing and editing articles |
| <p>1.</p> | | |
| <p>2.</p> | | |
| <p>3.</p> | | |
| <p>4.</p> | | |

| | | |
|----|--|--|
| 5. | | |
| 6. | | |
| 7. | | |
| 8. | | |

Formal Education

Specify the minimum level of education required for the classification. Select one option only.

| Education/Training | Area(s) of Study (if applicable) |
|--|-------------------------------------|
| <input type="checkbox"/> Some high school | |
| <input type="checkbox"/> High school diploma or G.E.D. | |
| <input type="checkbox"/> Apprenticeship or technical training | |
| <input type="checkbox"/> Some college | |
| <input type="checkbox"/> Associate's (2-year) college degree | |
| <input type="checkbox"/> Bachelor's (4-year) college degree (BA, BS) | |

| | |
|--|--|
| <input type="checkbox"/> Master's degree or law degree | |
| <input type="checkbox"/> Doctorate degree | |

Professional Experience

Indicate the type of work experience necessary to qualify for the position and the minimum number of years required for each type experience required.

| Type of Experience | # Years |
|--|---------|
| <i>Example: Employment recruiting experience, including determining qualifications and developing advertising collateral</i> | 3 |
| | |
| | |
| | |

Physical/Mental Demands

Check the boxes below to indicate the physical and mental demands that the essential functions listed above require.

| | | |
|--|--|---|
| <p>Physical Activities</p> <ul style="list-style-type: none"> <input type="checkbox"/> Stand <input type="checkbox"/> Walk <input type="checkbox"/> Sit <input type="checkbox"/> Talk <input type="checkbox"/> Use hands to touch/handle <input type="checkbox"/> Repetitive movement of hands, wrists or feet <input type="checkbox"/> Climb or balance <input type="checkbox"/> Stoop, kneel, bend, crouch and/or crawl <input type="checkbox"/> Reach with hands or arms <input type="checkbox"/> Taste or smell <input type="checkbox"/> Drive a vehicle | <p>Weight Lifted or Force Exerted in Pushing, Pulling or Throwing</p> <ul style="list-style-type: none"> <input type="checkbox"/> Up to 10 pounds <input type="checkbox"/> 11 to 25 pounds <input type="checkbox"/> 26 to 50 pounds <input type="checkbox"/> 51 to 100 pounds <input type="checkbox"/> Over 100 pounds | <p>Vision Requirements</p> <ul style="list-style-type: none"> <input type="checkbox"/> Close vision (20 inches or less) <input type="checkbox"/> Distance vision (20 feet or more) <input type="checkbox"/> Use of both eyes (field of vision) <input type="checkbox"/> Ability to distinguish basic colors and/or shades <input type="checkbox"/> Depth perception <input type="checkbox"/> Peripheral vision <input type="checkbox"/> Ability to adjust focus |
|--|--|---|

| Hearing Requirements | Mental Demands | Environmental Conditions |
|--|--|--|
| <input type="checkbox"/> Ability to hear telephone conversations <input type="checkbox"/> Ability to hear in-person conversations under normal office conditions <input type="checkbox"/> Ability to hear signal warnings while operating and/or working around moving equipment <input type="checkbox"/> Ability to differentiate operating equipment sounds | <input type="checkbox"/> Oral communication <input type="checkbox"/> Written communication <input type="checkbox"/> Read documents or instruments <input type="checkbox"/> Analyze and solve problems <input type="checkbox"/> Interpret data or information <input type="checkbox"/> Observe <input type="checkbox"/> Use mathematical reasoning <input type="checkbox"/> Learn and apply new information or skills <input type="checkbox"/> Highly detailed work <input type="checkbox"/> Changing, intensive deadlines <input type="checkbox"/> Constant interruptions <input type="checkbox"/> Multiple, concurrent tasks <input type="checkbox"/> Frequent contact with students and/or the public <input type="checkbox"/> Interact with dissatisfied/hostile individuals | <input type="checkbox"/> Wet, humid conditions (non-weather) <input type="checkbox"/> Work near moving mechanical parts <input type="checkbox"/> Work near moving equipment <input type="checkbox"/> Work near heavy traffic <input type="checkbox"/> Work on ladders/scaffolding or in high, precarious places <input type="checkbox"/> Work in confined spaces <input type="checkbox"/> Fumes or airborne particles <input type="checkbox"/> Toxic or caustic chemicals <input type="checkbox"/> Biological hazards <input type="checkbox"/> Outdoor weather conditions <input type="checkbox"/> Extreme heat and cold <input type="checkbox"/> Risk of electrical shock <input type="checkbox"/> Risk of radiation <input type="checkbox"/> Exposure to heavy vibration <input type="checkbox"/> Loud or prolonged noise levels <input type="checkbox"/> Work on uneven or slippery surfaces |

Decision-Making

Summarize the general decisions an employee in this position makes and decisions that must be made or authorized by the position’s supervisor.

Example: *I am allowed to make decisions regarding how I go about my work, but my supervisor prioritizes my assignments.*

| Decisions Made by Employee | Decisions made by Supervisor |
|---|--|
| <p>Example: <i>The position prioritizes its own assignments and defines deadlines independently of supervisory input and review of work.</i></p> | <p>Example: <i>The supervisor of the position reviews the overall outcome/success of the work performed and its impact on the District.</i></p> |
| | |

Explain the general consequences to the department and/or the District if errors occur in the position's work and/or the work of employees the position supervises.

Example: If this position fails to process incoming payments on time, the department will have insufficient funds to cover operating expenses and will be in arrears with vendors to the District.

Types of Interpersonal Contacts

Describe the types of contacts you have with other individuals across the District and with individuals not employed by the College. Briefly describe the frequency, nature, and purpose for the contacts.

| Contact | Frequency | Purpose |
|--|---|---|
| <i>Example: Co-workers</i> | <i>Example: Daily</i> | <i>Example: Prioritize department goals and tasks</i> |
| <input type="checkbox"/> Unit co-workers | <input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly | |
| <input type="checkbox"/> Other District employees | <input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly | |
| <input type="checkbox"/> Employees at other colleges | <input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly | |
| <input type="checkbox"/> Students | <input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly | |
| <input type="checkbox"/> Public | <input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly | |
| <input type="checkbox"/> Others (please explain): | <input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly | |

Supervisory Relationships

Check the statement below that best describes the position’s supervisory duties.

| | |
|---|---|
| <input type="checkbox"/> | No supervisory or lead responsibilities. |
| <input type="checkbox"/> | Co-worker training: trains new employees in processes and responds to process and procedural questions. |
| <input type="checkbox"/> | Lead oversight: assigns and reviews work of other employees, students, volunteers, hourly workers, etc. for completeness, accuracy, and conformance with District standards; provides subject matter expertise to other employees; trains new employees; provides orientation to other employees on their assignments. |
| <input type="checkbox"/> | Full supervision: selects and trains new employees; plans, assigns, schedules and evaluates work of assigned staff; approves overtime/compensatory time as required; prepares and sign employee performance evaluations; respond to grievances and takes disciplinary action subject to management concurrence and in accordance with District policies. |
| <input type="checkbox"/> | Administration: plans, organizes, implements and administers a department, section or functional program through subordinate staff; coordinates and integrates functional responsibilities with other District departments to achieve efficient, effective and customer-responsive performance; supervises direct subordinates and oversees and directs the completion of work by staff under their supervision; provides second- or third-level responses to grievances; provides oversight of employee disciplinary actions. |
| Estimated number of hours per week the position will spend performing supervisory functions: | |

Check the statement below that best describes the type of supervision given to the position by its supervisor.

| | |
|--------------------------|---|
| <input type="checkbox"/> | Detailed instructions given on new types of assignments; work is typically reviewed in progress for adherence to standards, guidelines, soundness of judgment and conclusions and accuracy. |
| <input type="checkbox"/> | Purpose, desired results and general approach to assignments are outlined; deviations from guidelines must be referred to supervisor; routine or recurring work reviewed on occasion; other work reviewed for technical adequacy, soundness of judgment and conclusions and conformance with standards, practices and precedents. |
| <input type="checkbox"/> | Purpose and desired results are discussed; deviations from guidelines and procedures are reviewed at the employee’s discretion; recommendations on important issues are reviewed for policy considerations; subject matter instruction and direction are not given to the employee unless they request it. |
| <input type="checkbox"/> | General objectives and operational boundaries are discussed; problems related to objectives and boundaries are reviewed; subject matter instruction and direction are typically not given; decisions and recommendations are reviewed for compliance with policy and standards/legal requirements and for results achieved. |
| <input type="checkbox"/> | Only major issues and projects that affect departmental or broader District issues or goals are discussed; decisions are reviewed for the quality and effectiveness of results achieved and impact on District operations and service. |

Records and Reports

Describe any records/reports the position regularly prepares, maintains, and/or updates and its frequency.

Example: Equal Employment Opportunity Plan (prepared every 3 years)

- 1.
- 2.
- 3.
- 4.
- 5.

Additional Information (Optional)

Please provide additional information not fully captured elsewhere in this questionnaire.

Signatures

I attest that the information provided in this questionnaire is complete and accurate to my best knowledge.

Direct Supervisor's Signature

Date

Next-Level Supervisor's Signature (if applicable)

Date

Executive Administrator's Signature

Date

When complete, please submit to:

Shawna Cohen
Manager, Equal Employment Opportunity and Compliance
Room A-1
scohen@palomar.edu