

## **Tips and Techniques for Completing the Administrative Job Analysis Questionnaire**

As part of the Administrative Compensation Plan Review, all administrative staff members were asked to complete Job Analysis Questionnaires (JAQs). Grading teams were comprised of peer administrative staff, and jobs were reviewed and graded by the teams. Along the way the grading teams encountered some areas of "grey" or areas that lacked of clarity. The intent in putting together these "Tips and Techniques" is to provide some insight on lessons learned by the grading teams and to share with administrative staff how to use the form. Most lessons learned by the teams during this process revolved around using the new Job Analysis Questionnaire (JAQ) and the new Job Evaluation Plan (JEP), a series of rubrics created by Mercer with input from BGSU Human Resources. It is our hope that through our lessons learned that administrative staff will have a better understanding of the JAQ.

The lessons learned revolved primarily around the following five compensable factors:

1. **Degree-** Section J, page 8 on a blank JAQ form
2. **Experience-** Section J, page 8 on a blank JAQ form
3. **Consequence-** Section E, page 4 on a blank JAQ form
4. **Autonomy-** Section I, page 7 on a blank JAQ form
5. **Supervision-** Section G, pages 5-6 on a blank JAQ form

Below are brief descriptions of lessons learned with each compensable factor.

**Degree factor** - What did we learn as it relates to this factor? – This factor needs to be approached by taking two things into consideration: What degree is required to do the job? Not, the degree that the incumbent has but what is minimally required to do the job. Also, in terms of recruitment, what degree is required to attract the "broadest and most inclusive" pool of applicants?

**Experience factor** - What did we learn as it relates to this factor? – This factor needs to be approached *similarly* to the degree factor. One must take into consideration *how much* experience is minimally required to do the job and not the amount of experience the incumbent brings to the position. Specifically, the following ranges apply when determining the minimum experience:

<i>Less than one year of experience</i>	= 0 months but less than 12 months
<i>One to two years of experience</i>	= 12 months but less than 36 months
<i>Three to four years of experience</i>	= 36 months but less than 60 months
<i>Five to seven years of experience</i>	= 60 months but less than 96 months
<i>Eight or more years of experience</i>	= greater than 96 months

*The type of experience that is minimally required to do the job also needs to be considered.*

Both the amount of experience and the type of experience that is minimally required should be taken into consideration in order to attract the "broadest and most inclusive" pool of applicants.

**Supervision factor** - What did we learn as it relates to this factor? - Paraprofessional is generally defined as upper level, non-exempt/hourly positions. Most technicians as well as senior level administrative/office staff fit into this category. Many paraprofessionals often require education (e.g. Associate's degree) or specialized training beyond a high school diploma. Student workers, student assistants and/or graduate assistants are not paraprofessional.

**Consequence of Action factor** - What did we learn as it relates to this factor? This checkbox is a new area of the JAQ. The consequences area looks at how your position can impact the institution as a whole. It measures the intensity, magnitude, and potential impact of the consequence(s). Generally, consequences of mistakes at lower level positions are felt through higher level positions. For example, an Office of Human Resources representative who provides incorrect information to a BGSU Faculty or staff member might not allow a staff member to participate in an OHR sponsored

program (e.g. leave bank). A manager in Human Resources might have to work with that Faculty/Staff member to correct the situation (e.g. allow them to participate in the program).

Below are the categorized check box options and some thoughts about how to think about the choices to the question: How do the actions of your position affect the University (check the broadest category that applies)? A reminder that the consequences categories are of a daily nature and not the exceptional problem or issue.

Categories on the "new" JAQ	Tips on how to think about the Categories
May affect a single work unit	This would refer to work most affecting a single area. Most entry level positions, possibly with the title of Specialist, Analyst, Advisor, Manager or Coordinator might fall into this category.
May affect a single department or program	Consequence could affect an entire academic department/program or business unit. Again, some entry level positions or even a mid level position might fall into this category.
May affect more than one department, program, and/or school	Consequence could affect multiple academic departments/programs or business units. Some middle level administrative positions of with titles of Analysts, Assistant, and Associate Director might fall into this category.
May affect a major division or broad range of departments and programs and/or have a moderate impact on students	Consequence could affect various departments/programs or business units. Middle to upper middle level administrative positions of with titles of Associate Director, Director, and Assistant Vice President might fall into this category.
May affect more than one campus, multiple divisions, or the entire university and/or have a major impact on students	Consequence could affect various divisions or the entire institution. Middle to upper middle level administrative positions of with titles of Director, Executive Director, Assistant and Associate Vice President might fall into this category.

**Autonomy factor** - What did we learn as it relates to this factor? Below are the categorized check box options and some thoughts about how to think about the choices to the choices: Check the box beside the statement that best captures the degree of independence under which this position operates.

Categories on the "new" JAQ	Tips on how to think about the Categories
Under moderate supervision, performs recurring assignments by selecting appropriate standard procedures and using previous training. Employee refers problems to supervisor. Supervisor defines tasks, priorities, deadlines, and expectations. Work is reviewed regularly for progress towards completion of tasks.	This is the category for some entry level positions. All tasks are outlined specifically and work is reviewed often for progress.
Under limited supervision, resolves problems and deviations according to established instructions, policies, previous training, and accepted practices. Employee may solve some unusual situations independently. Supervisor defines objectives, priorities, and deadlines. Work is reviewed periodically for completeness, soundness, and conformity to requirements.	This category provides some autonomy to the employee where some unusual situation may be solved without supervisor intervention. However, the supervisor outlines all tasks and work is review frequently for completeness and progress.
Under general supervision, identifies and resolves complex problems and issues. May deviate from traditional procedures in solving problems. Employee participates in setting work objectives and deadlines. Work is evaluated periodically for effectiveness in	This category highlights more mid level administrative positions. They would have authority to deviate from standard practices to solve problems. Also, work is evaluated for effectiveness but the task is not outlined

meeting objectives and short-term results but not on procedures used to accomplish results.	for the employee.
<b>Categories on the "new" JAQ</b>	<b>Tips on how to think about the Categories</b>
Under broad administrative guidance, recommends goals and objectives for functional area(s). Employee designs and implements projects, programs, and studies for a major unit, section, or department. Objectives are mutually defined. Work is evaluated periodically for intermediate-term results.	This category defines mid level to upper level administrative positions. At this level, the position is responsible for a function, area, or department within the institution. In some instances, this position serves as an expert in regards to the university function.
Under limited oversight, recommends policies and strategic goals, manages, and assumes risk for a major area. Has authority to alter business goals. Work is evaluated periodically for long-term results.	This category highlights more mid level to upper level administrative positions. Typically, the position is responsible for a department or multiple departments within an area. The position would recommend goals to a President, Vice President, or Associate Vice President. Has ability to alter, delay, or change goals and objectives based on a variety of factors.