

Tips and Techniques for Creating and Updating the Administrative Job Analysis Questionnaire

This Job Analysis Questionnaire (JAQ) tool kit document is intended for managers and supervisors of administrative staff positions who need to either create a new salaried position or advertise an existing vacant salaried position. The entire administrative process can be found in the Administrative Staff Handbook in the Administrative Compensation Plan, located at: <http://www.bgsu.edu/offices/ohr/resources/index.html>. Click on the link for the Administrative Staff Handbook and then search for the Administrative Compensation Plan- appendix A.

Creating new Administrative Positions

For creating new Administrative positions, please fill out the word document JAQ form, found at: <http://www.bgsu.edu/downloads/execvp/file89784.doc>. The JAQ requires supervisors and departments to fill out a position summary, duties and responsibilities, problem solving examples, consequence of action questions, contact information, autonomy of the position, minimum requirement that include degree, experience, and knowledge, skills, and abilities, supervision as well as the Job Evaluation Plan at the end of the document.

The Job Evaluation Plan or Physical and Environmental Job Requirements Analysis is very important. It is not used to evaluate the position (as in the factors below), but it gives the Office of Human Resources (OHR) a tool to work with incumbents in the position should there be a problem or issue). This analysis should be accompany all new positions as part of the JAQ.

Below is an explanation of the JAQ factors in greater detail. The writing of the JAQ includes the following factors:

1. **Summary Statement**-page 2 on a blank JAQ form
2. **Duties/Responsibilities**- page 2 on a blank JAQ form
3. **Problem Solving Examples**- page 3 on a blank JAQ form
4. **Consequence**-Section E, page 4 on a blank JAQ form
5. **Supervision**-Section G, pages 5-6 on a blank JAQ form
6. **Autonomy**-Section I, page 7 on a blank JAQ form
7. **Degree**-Section J, page 8 on a blank JAQ form
8. **Experience**-Section J, page 8 on a blank JAQ form

Below are brief descriptions for each compensable factor.

Summary Statement- In a brief 2-3 sentence synopsis tells the reader the main function(s) of the position.

Duties/Responsibilities-In blocks of percentages, what is the position responsible for in terms of duties, supervision, planning, actions, etc. The easiest manner to block duties together as part of functions to create 3-5 major areas of responsibility versus a large breakdown of single duties consisting of 10-15 separate entries.

Problem Solving Examples- Using two examples, highlight the problems that the incumbent in the position is expected to encounter. What assistance, guidelines, or policies are available to guide the incumbent to solve the problem? Using the problem solving method assists in completing this section. For additional information, please see <http://www.studygs.net/problem/problemsolvingo.htm> and <http://www.businessballs.com/problemsolving.htm>.

Consequence of Action factor -This checkbox is a new area of the JAQ. The consequences area looks at how the 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 and can be corrected through higher level positions. For example, an Office of Human Resources (OHR) representative who provides incorrect information to a BGSU Faculty or staff member might not allow a staff member to participate in an OHR sponsored event, such as Open Enrollment. However, if a Manager level position in OHR discovered the error, then the faculty or staff member might be allowed to participate thus correcting the error. If a department Manager makes an error, it may be more damaging and be more difficult to correct.

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)? 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 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 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.

Communication factor- What other positions/departments does this position communicate with on a daily, weekly, bi-weekly, monthly, or other time period?

- This area provides context for what positions in the organization the position communicates with most frequently as well as those less frequently.
- What does the position communicate to others about? Complicated contract negotiations, guidance on policies, or exchanges of information? Is the conversation sensitive in nature?
- How often does the position interact with other positions/departments?
- How does the communication occur; face to face, via phone, email, fax, etc.?

All of these areas (level, about what, frequency, and method) are considered when positions are evaluated by grading teams (re-evaluation) or by OHR (new positions).

Supervision factor – What positions, if any, does the position supervise? Below are some clarifications of terms in this area:

- 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.
- Though specific student employees are highly skilled, student workers, student assistants and/or graduate assistants are not considered paraprofessional for this process. Both groups are considered student employees.

Autonomy factor- This factor measures the overall autonomy of the position given by the supervisor or management over the entire career of an individual in any specific position. Therefore, the autonomy of both a typical new employee and a typical seasoned employee will be considered when assigning a value in this area.

Degree factor - This factor needs to be approached by considering two points:

- What degree is required to do the job? Not, the degree that any individual possesses, 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 - 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 a particular person of interest would bring to the position. Specifically, the following ranges apply when determining the minimum experience:

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Experience Range on JAQ	How to Think about Experience
Less than one year of experience	0 months but less than 12 months
One to two years of experience	12 months but less than 36 months
Three to four years of experience	36 months but less than 60 months
Five to seven years of experience	60 months but less than 96 months
Eight or more years of experience	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.

Tips and Techniques for Updating the Administrative Job Analysis Questionnaire
Updating Existing Administrative Positions

Contact [the Office of](#) Human Resources for a copy.

If a department wishes to refill an administrative position due to a vacancy through resignation, retirement, or other reasons, several steps are recommended for this process.

- The hiring department needs to review the JAQ document for applicability to what is needed today and in the future in terms of duties, technology, experience, degree, etc.
- Make any changes necessary and send the JAQ to the Office of Human Resources for review (recommended that hiring department identify changes to the document).
- The Office of Human Resources will review the document and determine whether the position needs to be reviewed for grade or application to federal laws. Below are general guidelines that are intended to assist hiring departments in the process of updating a JAQ.
- All updated JAQs should include an updated Job Evaluation Plan or Physical and Environmental Job Requirements Analysis.

Change to JAQ	Guidance on Next Steps
Updating information on page 1- department, supervisor (anything but title)	Proceed to OHR employment. Title revisions need to be reviewed through Administrative Compensation Plan.
Updating the summary statement or duties (less than 30%)	Proceed to OHR employment.
Updating/Changing Decision Making Examples (Section E)	Most likely will need to have JAQ reviewed and possibly re-graded through the administrative plan before proceeding to OHR employment.
Consequence of Action (Section E #5)	Most likely will need to have JAQ reviewed through Administrative Compensation Plan.
Updating Communications and Contacts (Section F)	Most likely will need to have JAQ reviewed through Administrative Compensation Plan.
Change in supervision (Section G)	Most likely will need to have JAQ reviewed through Administrative Compensation Plan.
Autonomy (Section I)	Most likely will need to have JAQ reviewed through Administrative Compensation Plan.
Minimum Requirements (Section J) Knowledge	<ul style="list-style-type: none"> • Education level (not type of degree), most likely can proceed to OHR employment. • Changes to education level or adding/deleting required certifications most likely will need to have JAQ reviewed through Administrative Compensation Plan.
Minimum Requirements (Section J) Work Experience	<ul style="list-style-type: none"> • Changes to work experience type (not amount) most likely can be proceed to OHR employment. • Changes to years of work experience most likely will need to have JAQ reviewed through Administrative Compensation Plan.

Example Combinations: Amount of Changes to JAQ	Guidance on Next Steps
Updating the summary statement, duties (less than 30%), and updating computer programs needed. No change to problem solving, supervision, or other areas.	Most likely can proceed directly to OHR employment for steps to advertise position.
Updating the summary statement, duties (less than 30%), and updating computer programs needed. Minor changes in degree (specific type required- still retains same level of BA/BS, MA, etc.), changes to types of experience (not amount of years required) and no change to problem solving, supervision, or	Most likely can proceed directly to OHR employment for steps to advertise position.
Updating summary statement, duties (greater than 30%), and other areas as well.	Will need to have JAQ reviewed and possibly re-graded through the administrative plan before proceeding to OHR
Updating summary statement, duties (less than 30%), and updating computer programs needed; and changes to any of the following: problem solving examples, supervision responsibilities, or other areas such as level/type of degree or experience	Will need to have JAQ reviewed and possibly re-graded through the administrative plan before proceeding to OHR employment.

In summary, if the:

- Supervisor changes
- Duties change less than or equal to 30%;
- Problem Solving examples are updated for technology, etc. (but not rewritten)
- Contacts have not greatly changed;
- Supervision remains the same;
- Autonomy is perceived to remain similar; and
- Type of education or experience required have changed; then

Then, the position most likely can proceed to OHR employment.

In summary, if the:

- Title change
- Duties change greater than 30%;
- New Problem Solving examples are added/changed;
- Consequence of action is perceived to have changed;
- Contacts have greatly changed in terms of who, communications, frequency;
- Supervision is either upgraded or downgraded;
- Autonomy is perceived to have changed; and
- Level of education or amount of experience required have changed;

Then, the position most likely will have to be reviewed and possibly re-graded through the Office of Human Resources for changes in grade, position status, etc.

Grading Process

For vacant administrative positions, the Office of Human Resources grades the position. For positions with incumbents, the updated JAQ is reviewed by a team of peer administrative staff.