

Job Description Questionnaire Summary

Job Description Questionnaire

A Job Description Questionnaire (JDQ) is a tool used to gather information about a specific position's duties and responsibilities. Information obtained from a JDQ is used to evaluate job title accuracy, FLSA classification and allocation within the compensation structure.

JDQs should be completed by position incumbents and reviewed by supervisors. It is important to remember that the JDQ is not meant to be an evaluation of a specific employee's performance, but rather assesses the role and functions of that position, regardless of who is performing the work. The JDQ should reflect the job as it exists today, not in the past or anticipating any future changes.

EMPLOYEE SECTION

Section 1 – Demographic Information

This information details basic information, but is still important for evaluation. Details provided help Carlson Dettmann Consulting (CDC) reconcile job title discrepancies, clarify supervisors as well as other position factors.

Section 2 – Duties and Responsibilities

Primary Duties: In this section, incumbents should list the most important duties of the position. Those duties that are considered most important should be listed at the top with the top five duties in ranked order. It is important to remember that the most important duties of the position are not necessarily those tasks that are most frequent or take the most time. Avoid using acronyms or other terminology not commonly known outside of your position.

Frequency and Percentage of Total Annual Time: List the frequency each duty comprises to provide overall context of the position. For percentages, as a rule of thumb, 10% equals approximately 200 annual hours for a full time employee. The total of percentages should add up to 100% or as close as possible. "Catch-all" phrases, such as "performs other miscellaneous duties," should be avoided as much as possible as they are not specific enough to provide accurate insight on the duties performed and therefore can not be evaluated.

When listing duties, list what is done rather than how. When listing descriptions, try and be concise without going into great detail, at the same time, providing sufficient information so that the job can be accurately evaluated.

<u>Employee</u>	<u>Example of What to Do (WHAT)</u>	<u>Example of What NOT to Do (HOW)</u>	<u>Clarification</u>
Executive Secretary	<i>"Maintain a record of minutes from a series of meetings"</i>	<i>"Type the minutes of meeting A, meeting B, meeting C, meeting D"</i>	<i>Focus on tasks that constitute one of the distinct and major activities involved in the work performed, and not the smallest steps in which to subdivide a work activity into separate motions, movements or mental processes.</i>
Streets Laborer	<i>"Operate vehicles, trucks and other equipment for maintenance and construction activities of streets"</i>	<i>"Start truck by turning key in ignition"</i>	
Executive Secretary	<i>"Accountability for the recording, typing, dissemination and maintenance of business records"</i>	<i>"Using the Acme template, create new document"</i>	<i>Focus on duties that identify and describe the major purpose or reason for the existence of the job, and not task elements making up a distinct activity that constitute logical and necessary steps in the performance of work by an employee.</i>
Streets Laborer	<i>"Performs work related to the maintenance and construction of streets and other public works facilities."</i>	<i>"Pre-check truck before beginning route including tires, battery, gasoline level and engine oil."</i>	

Section 3 – Tools & Technology

Software/Technology: List any software or technology regularly used in order to perform the functions of the job. List the category of software as apposed to the brand name for less commonly known programs: DVD burning software vs Roxio or mapping/GIS software vs ArcView

Equipment/Machinery: List any equipment or machinery regularly used in order to perform the functions of the job. These include “tools of the trade” and specialized protective equipment. Some examples: office employee – copiers/printers, scanners, cash registers etc; street crew – tri-axle truck, forklift, HVAC equipment, asphalt paver etc; law enforcement – firearms, Taser, handcuffs, baton, radar etc.

Section 4 – Judgments/Decision-Making

This section outlines the decision making process that an employee may face. It is important to see the progression of a problem as it arises, how it is solved, any resources utilized and who may be reviewing the employee’s decisions.

Typical Problems/Challenges: List at least five problems or challenges typically faced throughout the year.

Possible Solution(s) to Problem/Challenge: Detail the resolution to the problem. Specify if it is a clear cut solution or if there were multiple approaches.

Resources: List any resources used such as statutes, procedure manuals, precedents etc. If experience is the main resource, it is still important to list any resources that guide the decisions of the position, regardless if they were literally referenced.

Who Reviews: Name any individuals or supervisors who may review decisions. Clarify if review depends on the severity/intensity of the problem or if it depends on the experience of the employee.

Section 5 – Working Relationships/Interactions/Contacts

In this section, CDC examines the different interactions that are necessary for the job and the type of information that is communicated.

Title of Individuals with Whom You Typically Interact: List the titles of individuals with whom you typically interact. It is not necessary to list every single individual with whom you have an interaction during the year if it is not significant to the function of the position. List those with whom you interact most frequently and/or are the most important. Some individuals may not have formal titles. A general description of the individual’s role is sufficient.

Describe the Interaction: Clarify what information is exchanged or what took place during the interaction.

Why Was it Necessary?: List what was the overall purpose/goal of the interaction.

Section 6 – Supervision/Management

In this section, the level of responsibility of leading others is assessed.

Area of Action/Responsibility: This includes duties that are both supervisory and quasi-supervisory. Indicate your level of involvement with each area with a “Yes”, “No” or “Provides Input”. With “Provides Input,” your involvement may be to make recommendations to others for their final decision.

Direct Supervision: Specify if the position directly supervises any Full-Time Equivalent (FTE) employees. The legal definition of supervision is: *“...authority to hire or fire other employees, or the...suggestions and recommendations as to the hiring, firing, advancement, promotion or any other change of status of other employees must be given particular weight.”*

Section 7– Work Environment

Physical effort and exposure to health hazards or hazardous environments are evaluated in this section. Responses should reflect the frequency over the course of a year.

Definitions:

N/A: Not required as part of the job duties

Rarely: Includes ones a year or less, more than once a year, once a month

Occasionally: Includes more than once a month, more than once a week

Frequently: Includes daily, several times a day, hourly or more

Section 8– Additional Comments

Employees can provide additional comments if they feel something hadn't been identified or addressed in other areas of the JDQ. Comments here should only relate to their position.

SUPERVISOR SECTION

Section 9– Identifying Information

The reviewing supervisor should be listed here. In most cases, this should match the supervisor the employee identified in Section 1.

Section 10– Education Required

This section identifies the educational requirements needed to enter the job. Information provided should be consistent with what the employer would ask for if they were hiring for the position today. These requirements may not necessarily match the credentials of an incumbent.

Level of Education: Select only one answer that would be the minimum requirement for an employee to enter the job.

Field of Study: List any specific or general degrees required

Additional Information: List any preferred educational degrees/areas of study to be considered separately from basic requirements of the position.

Section 11– Experience Required

Years of Experience: Identify the minimum number of years of experience required to enter the job. Again, this may not necessarily be the same at an incumbent.

Type of Experience: List any specific type of experience required. For instance, if they should have experience in a specific field, aspect of the field or just general work experience. Be sure to mention any requirements for progressive experience, such as requiring experience in a supervisory role.

Section 12– Certifications and Licensure

List Required Certification/Licensure/Training: Identify any requirements for the position.

How Attained/Provided: Identify how any certifications or licensing should be attained. For instance, is it through formal schooling, a certification/licensing exam, attending a seminar/training etc?

Required Upon Hire vs May Obtain After Hire: Identify those requirements that must be already in place to be considered for the position versus and certifications/licensing that can be obtained while on the job. If can be obtained after hire, indicate if there is a time-frame by which certification/licensure must be completed.

Current Practices: This element is important in reviewing the total compensation/total rewards of a job.

Section 13– Comments/Corrections/Additions

This section gives a supervisor opportunity to make comments or corrections to an employee's response. It is important that the supervisor does NOT delete, add to or otherwise change any of the employee's original responses. Any comments should be added only in Section 13 by identifying the section in which they wish to make a comment, addition or correction and then writing a written description of their adjustment. It is also important to note that a supervisor at no time should tell or direct an employee in what to write on their JDQ.