

Position Classification Questionnaire | **EXAMPLE**

HEW Levels 1-10

Position Details	
Position Title:	
School/Section:	Campus:

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PART ONE

1. REASONS FOR CLASSIFICATION REVIEW
1.1 Please tick (√) <input type="checkbox"/> New Position - position has not been classified within past 12 month period. <input type="checkbox"/> Existing Position – substantial changes have occurred.
1.2 Please list the reasons for submitting the position for reclassification.

EXAMPLES for answering questions 2, 3, 5, 6 and 7.

The examples provided are NOT intended as answers for you to duplicate, rather as a guide to interpreting a particular response and the example that could match it. You should add specific information into your examples to assist with understanding the details involved.

2. POSITION SUMMARY AND FUNCTIONS
2.1 Position Background Provide a brief description of the School/Directorate/Centre/Institute, what it does and the context to which the position belongs. EXAMPLE: <u>ADMINISTRATIVE OFFICER</u> The School provides high quality training, assessment and consultancy services. To do this we have a team of highly qualified teachers, assessors and consultants who combine first level experience in modern business processes with the ability to develop specialised programs and services giving businesses and graduates a competitive edge. We provide high-quality training in these disciplines: <ul style="list-style-type: none">• Accounting• Human Resources• Management• Marketing• Retail• Small Business Management• Real Estate

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2.2 Position Summary

Provide a brief overview of the position and its overall aim. Provide a few sentences to generally describe the main purpose of the position and which functions the position is responsible for.

EXAMPLE: [ADMINISTRATION OFFICER](#)

The Administrative Officer is responsible for providing administrative support services to the management training programs and various corporate programs offered commercially by the Department, and across the School on an "as needs" basis.

2.3 Key Responsibilities

Describe the **main** functions of your position, that is, **what** you do and **how**, and what **outcomes** are expected from your work. List **6 to 7 key responsibilities**. Description of your role should be brief, the explanation of how you achieve the role can be more detailed. The total percentage of time should add to 100%. No duty should be less than 5%.

Please note: the key responsibilities of your position should be the same in the PD and the questionnaire.

Each statement should identify a distinctly area of responsibility. Taken together, the function statement should represent delivery of the full nature of the position as described in the statement of the primary objective of the position.

The format of each statement should be as follows:

2.3.1 Describe the function or key responsibilities of your position? (Start with a verb or action)

[Co-ordinate the availability of training resources.](#)

How do you achieve this? (Start with "by" and a verb or action)

[By liaising with the teacher to determine his/her requirements/needs and then prepare either hard copies of the required material or ensure that electronic resources are accessible.](#)

What is the outcome? (Start with "to" and a verb or action)

[To ensure the effective delivery and assessment of training.](#)

Approximate Percentage of Time: [25%](#)

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2.3.2 Describe the function or key responsibilities of your position?

Assist the Client Relationship Manager with the promotion of public programs.

How do you achieve this?

By ordering promotional material (e.g. brochures and pens) and arranging information sessions (booking date and venue, sending out invitations etc).

What is the outcome?

To contribute to the commercial objective of the School.

Approximate Percentage of Time: 15%

2.3 Key Responsibilities (cont.)

Describe the **main** functions of your position, that is, **what** you do and **how**, and what **outcomes** are expected from your work. List **6 to 7 key responsibilities**. Description of your role should be brief, the explanation of how you achieve the role can be more detailed. The total percentage of time should add to 100%. No duty should be less than 5%.

Please note: the key responsibilities of your position should be the same in the PD and the questionnaire.

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3. TRAINING LEVEL OR QUALIFICATIONS; EXPERIENCE AND SKILLS

This question considers the depth of knowledge, indicated by the training and experience, required to do the job properly and **NOT** the level of training and experience of the job incumbent. The question asks to provide the training, experience and key skills which best meets the current requirement of the position.

The training and experience requirements must be consistent with the University Classification Descriptors.

3.1 Training/Qualifications

Please list the TYPE of training, HOW MUCH is required and at WHAT LEVEL.

Reference: Degree

Graduate Certificate/Diploma

Higher Degree

Certificate 1: Workplace training.

Certificate 2: External training/traineeships.

Certificate 3: Apprenticeship (3 years) – of higher than this, please detail in comments.

Certificate 4: Post Apprenticeship/Associate Diploma. Diplomas (for library and other staff) should be included within Certificate 4.

Example: Completion of a diploma-level qualification with relevant work related experience, or completion of a Certificate IV with relevant work experience, or completion of a Certificate III with extensive relevant work experience, or an equivalent combination of relevant experience and/or education/training.

3.2 Experience

Please list the TYPE of experience, HOW MUCH is required and at WHAT LEVEL.

Experience includes any work or life experience that would develop a person's skills to help them perform in the position. When considering "previous work-related experience" one should include only that time which provided "add-on" experience and will improve a person's ability to do the job, not just the same experience repeated over a number of years.

Previous work related experience:

No previous work experience

3 to 6 months

At least 1 year

At least 2 years

At least 6 years

At least 9 years

Example: Relevant work experience.

For most positions, a number of different combinations of training experience might be appropriate. For example, a position may be filled by someone either with:

(1) A degree and no work related experience; or

(2) No formal qualifications and a number of years of work related experience.

Indicate the combination(s) of training and experience, which best meets the current requirements of the position.

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3.3 Overall Knowledge and Skills

Please list the type of demonstrated skills/abilities required for the position. This may include technical, administrative, manual, operational, theoretical or any other types of knowledge and skills.

General skills

Types: Managing, supervision, problem-solving, analytical, presentation, counselling, project management, decision making, negotiation, etc

Example: The ability to organise various tasks and deal with competing deadlines.

People skills

Types: Interpersonal and communication, leadership, etc

Example: Interpersonal Skills. Teamwork. Communication Skills.

3.4 Knowledge/Specialist Knowledge

Please list the TYPE of knowledge, HOW MUCH is required and at WHAT LEVEL. If not applicable, leave blank.

Example:

3.5 Computer Skills/Other Skills

Please list the TYPE of other skills, HOW MUCH is required and at WHAT LEVEL.

Types: Microsoft Word (Advanced/ Intermediate/Basic)
Excel (Advanced/Intermediate/Basic)
Dreamweaver (Advanced/Intermediate/Basic)
Business Objects (Advanced/Intermediate/Basic)
File Pro Maker (Advanced/Intermediate/Basic)
Access (Advanced/Intermediate/Basic)
SPSS (Advanced/Intermediate/Basic)
Microsoft Word, Excel and Powerpoint

Example: Microsoft Word, Excel and Powerpoint.

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When answering this question, consider the following definitions:

Management:

Providing direction to staff and/or supervisors involving planning, organising, implementing and reviewing of the work activities of staff, resources and the work unit over the long-term. Planning is concerned with setting the medium to long-term objectives and strategies of the team or unit. Organising involves determining and implementing the achievement of these objectives. Review involves critically analysing the implications of performance and the achievement of objectives, and incorporating these into future planning for the team or unit.

Supervision:

Direct interaction with others for the purpose of scheduling, giving work directions or allocating assignments, including monitoring work being carried out and reviewing completed work. The focus is usually on today's or the week's or month's activities, including what has to be accomplished and by whom within the work schedule. There may also be input into planning and organising functions, particularly for the short- to medium-term. Supervision generally takes a narrower focus than management and is mainly concerned with organising and implementing the plan and reviewing quality of performance.

Direct Staff:

Staff who report directly and formally to a position.

Indirect Staff:

Staff for whom a position is formally responsible but who report immediately to one of the position's direct staff.

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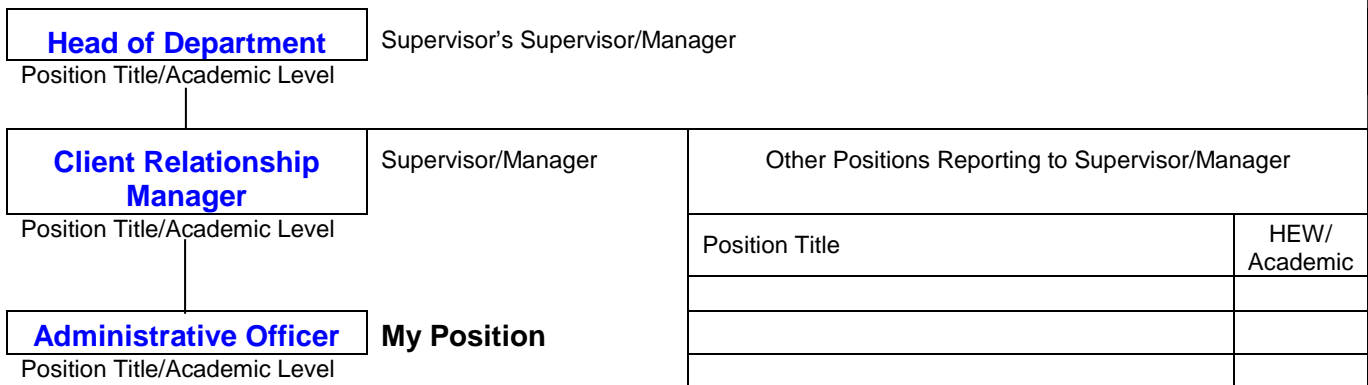
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4. POSITION/ORGANISATIONAL RELATIONSHIP

This question considers the position's involvement in the coordination, management, supervision and development of others in the position substantive role, excluding any situations of higher duties.

4.1 Please complete the diagram below showing where your position fits in your work area, that is, the titles of the positions directly above, below and next to your position. If there is insufficient space provided please attach additional pages (if position reports to an academic position – indicate position title and level).

Example:



A. Direct Staff Reporting To You

Position title	HEW

Total Direct Staff (A)

B. Number of Staff Reporting to Direct Staff

Position title	HEW

Total Indirect Staff (B)

Total All Staff (A+B)

If indirect supervision/overseeing of duties occur, please provide examples:

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4.2 Organisational Chart

Attach a current Organisation Chart locating this position in the organisation structure of the School/Directorate/Centre/Institute. The organisation chart should indicate all the positions complete with details of position title and HEW/Academic level).

4.3 Working Relationships

Please list the key internal and external contacts this position must have with other University positions (excluding the supervisor) and organisation(s) for competent performance. Also indicate the purpose and frequency of the contact.

Position Key Contact (Internal with other University position)	Purpose of Contact	Frequency(*)
Example: Other teaching and administrative staff in the Department.	To provide administrative support services.	D
Position Key Contact (External with other organisation)	Purpose of Contact	Frequency(*)
Example: Corporate	To arrange information sessions and training programs.	W/M

* Daily/Weekly/Monthly/Quarterly/Half-Yearly/Yearly

5. LEVEL OF SUPERVISION AND INDEPENDENCE

This question considers the position's involvement in the coordination, management, supervision and development of others in the position substantive role, excluding any situations of higher duties.

5.1 Supervision

This question considers both the way in which the position is supervised, managed or held accountable, the degree of independence which applies to the position and the role of the position in supervising or managing other staff, contractors or clients.

Indicate how the position is supervised: (Please select one only)

1. CLOSE SUPERVISION: Clear and detailed instructions are provided. Tasks are covered by standard procedures. Deviation from procedures or unfamiliar situations are referred to higher levels. Work is regularly checked.
2. ROUTINE SUPERVISION: Direction is provided on the tasks to be undertaken with some latitude to rearrange sequences and discriminate between established methods. Guidance on the approach to standard circumstances is provided in procedures, guidance on the approach to non-standard circumstances is provided by a supervisor. Checking is selective rather than constant.

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3. **GENERAL DIRECTION:** Direction is provided on the assignments to be undertaken, with the occupant determining the appropriate use of established methods, tasks and sequences. There is some scope to determine an approach in the absence of established procedures or detailed instructions, but guidance is readily available. Performance is checked by assignment completion.
4. **BROAD DIRECTION:** Direction is provided in terms of objectives, which may require the planning of employees, time and material resources for their completion. Limited detailed guidance will be available and the development or modification of procedures by the employee may be required. Performance will be measured against objectives.

Please provide an example to illustrate the response.

Examples:

- CLOSE:** On a day-to-day basis my supervisor allocates me a list of duties to be completed during the day, eg. re-shelving, cataloguing.
- ROUTINE:** I am responsible for entering invoices into our Finance system. I undertake this data entry, and at the end of the month my supervisor checks it.
- GENERAL:** I meet with my supervisor on a weekly basis to discuss and determine my work assignments. I complete the assignments individually seeking guidance if required. At the next weekly meeting with my supervisor, progress or outcomes of each assignment are discussed.
- BROAD:** My manager and I set annual objectives for my work area. It is my responsibility to allocate staff, time and material resources to ensure that my objectives are met.

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5.2 Management of Resources

This question identifies the extent to which the position plans and organises its own work and/or the work of others. Indicate the appropriate response in relation to the position.

This Position: (Please select one only)

1. Follows standard instructions or performs clearly defined and structured tasks.
2. Identifies the position's own priorities in order to make the best use of time, and/or, contributes to the planning process for a project or within an organisational unit.
3. Schedules or co-ordinates the activities of staff, students or members of a project team in order to achieve short-term objectives (weekly, monthly, semester).
4. Develops plans for project, programs or the work unit which establish objectives, timing, resources and when and who (if a group) does what.
5. Leads the preparation and the implementation of plans including assessing the requirements and monitoring the usage of technological, financial and/or staffing resources which are needed to meet medium- to long-term objectives.
6. Focuses on the strategic, long-term outlook and develops plans for a project team, organisation unit or major functional area. The position predicts the future needs, changes and contingencies and determines effective strategies for addressing these over the medium to longer term.

Please provide an example to illustrate the response.

Response 2: [Independently organise my activities and work priorities according to laboratory timetables.](#)

Response 4: [Determine the timeframe for preparation, conduct and data collection and analysis for staff management reports. Establish the resources and level of assistance required.](#)

Response 5: [When determining systems for development, I assess technological, financial, programming and staffing requirements required. Consideration of other projects/developments currently being undertaken \(or existing or planned systems\) will be factored into project design, development and timing.](#)

Response 2: [Within tasks set for me and predetermined cut-offs, \(i.e. payroll, creditors\) I organise when I perform each job.](#)

Response 3: [I work in conjunction with other staff in my area in organising and co-ordinating the weekly recruitment of positions.](#)

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5.3 Decision Making

This question considers the extent of freedom that the position has to make work related decisions. Indicate the appropriate responses in relation to the position.

This Position: (Please select one only)

1. Completes tasks by following clear instructions or straightforward routines, and does not change them unless instructed by the supervisor.
2. Has some flexibility to change the order of tasks of the position incumbent and sets own work priorities within the work area's established routines and time schedules.
3. Makes some changes to existing work procedures or guidelines to achieve task objectives, with supervisor's approval.
4. Has the authority to determine and change work area priorities, procedures and assignments without changing existing policies or the objectives of the immediate organisational area.
5. Has the authority to approve changes within the position's own area to existing policies and/or objectives.

Please provide an example to illustrate the response.

- Response 1: Determine when to commence preparation of equipment or specimens for experiments and perform other assigned tasks, as long as the work is completed within the required time schedules.
- Response 2: After discussion with my supervisor, change the frequency of collection, or time of collection, of material for analysis based on observations or the availability of the sample material.
- Response 3: Can determine or change whether an assignment will be undertaken within the work that the position is expected to do.
- Response 3: After talking to a customer, can recommend to my supervisor to draw an off-line cheque.
- Response 4: Review administrative support procedures and change to enhance my efficiency, i.e. set up filing systems, establish procedure for tracking room bookings, equipment, returned assignments, etc.
- Response 1: Determine which jobs I will perform, depending on the number of books requiring re-shelving.
- Response 2: When I am faced with a situation which is outside normal policy or procedure, I consult my supervisor, suggesting a solution where appropriate, and liaise with the customer in order to implement the solutions as approved by my supervisor.

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5.4 Decision Making Authority

Please give examples of the decisions made and actions taken or authorised by the position. These may relate to financial, purchasing, or Human Resources management authorities and other areas of delegation.

Without checking with supervisor/manager:

Example:

Respond to customer queries on Department programs.

Prioritising workload.

Must seek consultation, checking or approval from the supervisor, or from higher authority:

Example:

Purchasing promotional materials.

Correspondence to external agencies and customers.

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6. JUDGEMENT AND PROBLEM SOLVING

6.1 Problem Solving

This question identifies the typical problems faced on a regular basis. Indicate the appropriate response in relation to the position.

This position typically deals with: (Please select one only)

1. Problems and situations are similar from day-to-day and have clear cut solutions.
2. Problems or situations that require choice between a range of straightforward alternatives. These may, after a while, tend to follow a pattern.
3. Problems, issues or situations which require choice from a known range of alternatives and require assessment of available information.
4. Problems, issues or situations which require thoughtful reasoning before coming up with approaches or solutions. Finding the solution requires study or use of standards or approaches defined by a body of knowledge, specialist discipline or experience.
5. Problems which are resolved through bringing together diverse and sometimes conflicting information, observations and ideas. Solutions may require a perspective which takes account of a number of different specialist fields or disciplines.
6. Unstructured situations which require determination of what the real issue or problem is through in-depth interpretation, analysis and diagnosis. Inventiveness is needed to reach a solution and often there is no "right" answer.
7. Unique problems or issues, either within or external to the University. A combination of knowledge, experience, inventiveness, experimentation and intuition is needed to produce solutions, often creating a new conceptual framework within which to think.

Please provide example(s) to illustrate the typical problem solving challenge(s) of the position and the solution(s).

Response 2: [Carry out analysis of samples to determine presence/absence bacteria.](#)

Response 4: [Use theoretical knowledge and experience to isolate the problem from a variety of potential causes and determine modifications required to standard technical equipment/experiments.](#)

Response 4: [Use knowledge of operating systems and software to modify current operation. This involves analysis of tasks to be achieved and developing a program using the software or operating systems to run the task.](#)

Response 2: [When working at reception, I answer questions from staff and customers regarding the location and availability of courses.](#)

Response 2: [When a book order is duplicated decide whether to issue a credit note or keep the item and cancel the duplicate unfulfilled order.](#)

Response 4: [When assisting library customers in the use of reference sources I determine potential sources of information and develop and apply an appropriate searching strategy in order to best meet the customers' needs.](#)

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6.2 Thinking Complexity

This question considers the approach to solve issues or problems that arise in a position. Indicate the appropriate response in relation to the position.

This position: (Please select one only)

1. Follows detailed rules or instructions to deal with situations that tend to be similar each day.
2. Follows standard or established procedures and instructions to deal with situations that have usually occurred before.
3. Selects from many different procedures and standards to choose the best way of dealing with changing priorities and/or work situations.
4. Reviews how similar problems have been solved in the past in order to select the best approach. This may involve going beyond established procedures and/or protocols.
5. Evaluates a broad range of precedents and possible solutions to resolve a problem. This will involve adapting and/or combining previous solutions to address the new situation.
6. Leads the development of innovative approaches to solving or addressing problems or issues which have not been previously encountered, though the application of theories and principles of a specialist field or discipline.

Please provide example(s) to illustrate the response.

Response 2: [Set up the equipment or prepare specimens for laboratory practical classes based on experiment requirements as specified in laboratory practical manual.](#)

Response 3: [In preparing material for laboratory practical classes I need to reschedule work, as priorities change, as a result of equipment breakdowns, contaminated or slow culture growths etc.](#)

Response 4: [Use selection of software programs available to fix a recurring problem by determining where fault exists and what action is required to fix it. This will usually involve investigating what solutions will be attempted based on what has been previously worked.](#)

Response 2: [When answering student queries I advise them of information from the Handbook or direct them to the appropriate person, if I can't answer them.](#)

Response 3: [Use Human Resources policies and procedures manual to determine which procedure and precedent to be followed in the situation provided.](#)

Response 2: [If a student wishes to borrow a book but has breached their borrowing privileges, I advise them of their options and assist them as much as possible.](#)

Response 3: [In order to locate an item through Interlibrary Loan I need to apply knowledge of: likely locations of the item; which supplier will provide the fastest cost effective response; and what procedural requirements \(e.g. national lending protocols\) must be followed.](#)

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7. PROFESSIONAL AND ORGANISATIONAL KNOWLEDGE

This question identifies the extent to which this position needs to understand and interact with different areas and functions of the University. Indicate the appropriate response in relation to the position.

This position: (Please select one only)

1. Needs to understand the operations of own work area and perhaps needs some knowledge of the availability and location of other University functions(*).
2. Needs to understand how the practices, policies, processes and techniques of own work area interact with other related areas and processes within the University.
3. Needs to understand how the interrelationships between a diverse range of University policies, practices and functions impact on own work area.
4. Makes recommendations for policies, objectives or strategies and/or implements programs involving change which have an impact on areas of the University's operations outside own work area.
5. Designs, develops, and/or reviews policies, objectives, strategies and/or programs involving liaison with areas and people internal and/or external to the University. Responsible for the design and/or approval of programs involving major change which have a University-wide impact.

Please provide example(s) to illustrate the response.

- Response 1: Operate within the laboratory within my school, occasionally use equipment from other schools.
- Response 2: Need to be aware of, and work within policy for, safe chemical handling and OH&S workplace safety requirements for laboratory chemicals that are stored and used in the laboratory.
- Response 4: Recommend upgrades to central computer database that will involve the co-ordination of staff outside the Directorate and impact on their operations.
- Response 2: When providing advice to students, I need to understand how the practices of the School and Student Administration are affected.
- Response 3: When determining an international student's re-enrolment requirements, need to understand the policy and procedures of the International Office (to determine whether these have been met). Knowledge of Student Administration systems and finance's procedures are important to determine if any outstanding borrowing or debts are impacting on the student's ability to re-enrol.
- Response 2: When processing books I need to know the functions and actions of other areas within the library (e.g. loans) in order to ensure that appropriate data is entered. I also need to know what impact my actions have on these other areas of the library and on library clients.

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8. OTHER JOB RELATED INFORMATION

Please list any other significant information not already covered in this questionnaire, which is believed to be needed to fully understand the nature, scope and purpose of the position. Examples might include special assignments or projects, committees (the position requires to be on), geographic area covered, budgetary responsibilities, student supervision, etc.

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PART TWO

FINAL APPROVAL

The job incumbent, supervisor(s) and the Head of School/Director, should sign here once an agreement is reached on all the responses.

We the undersigned, agree that this completed questionnaire accurately explains the position.

	Name (Please Print)	Signature	Date
Incumbent:			
Supervisor(s):			
Registrar:			
Head of School/ Directorate			

Has this questionnaire been completed with the assistance of Human Resources?

If yes, at what stage and by whom?

- Assistance to incumbent by _____
- Assistance to supervisor by _____
- Assistance to both supervisor and incumbent to reach agreed responses, facilitated by _____

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COMPLETION CHECKLIST

Before sending this questionnaire to Human Resources please check that you have completed all the following tasks:

1. Have you completed all questions?
2. Have you provided only one response for questions 5 to 7?
3. Have you provided additional comments and examples to support or explain your
responses to questions 5 to 7?
4. Have you attached a copy of the organisational chart as required under Q4.2?
5. Have you discussed this questionnaire and your responses with your supervisor?
6. Have you filled in your name on the front cover of the questionnaire?
7. Have the approvals on page 19 been signed by yourself and your supervisor?
8. Have you taken a photocopy of the signed questionnaire for your records?
9. A revised position description must be attached to the questionnaire and signed
by the incumbent's supervisor, the incumbent, and a Head of School/Directorate.

The format of the Position Description can be downloaded from:

Web: <http://policy.federation.edu.au/forms/PD-Template-Reclass-Linked.docx>