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| Position Details: | |
| Position Title: | |
| School/Section: | Campus: |

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**PART ONE**

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| 1. | **REASONS FOR CLASSIFICATION REVIEW** |
| 1.1 | Please tick (√)  New Position – position has not been classified within past 12 month period.  Existing Position – substantial changes have occurred. |
| 1.2 | Please list the reasons for submitting the position for reclassification. |

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| 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. |
|  |
| 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. |
| 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.* |
| 2.3.1 | Describe the function or key responsibilities of your position? |
|  | How do you achieve this? |
|  | What is the outcome? |
|  | Approximate Percentage of Time: |
| 2.3.2 | Describe the function or key responsibilities of your position? |
|  | How do you achieve this? |
|  | What is the outcome? |
|  | Approximate Percentage of Time: |
| 2.3.3 | Describe the function or key responsibilities of your position? |
|  | How do you achieve this? |
|  | What is the outcome? |
|  | Approximate Percentage of Time: |
| 2.3.4 | Describe the function or key responsibilities of your position? |
|  | How do you achieve this? |
|  | What is the outcome? |
|  | Approximate Percentage of Time: |
| 2.3.5 | Describe the function or key responsibilities of your position? |
|  | How do you achieve this? |
|  | What is the outcome? |
|  | Approximate Percentage of Time: |
| 2.3.6 | Describe the function or key responsibilities of your position? |
|  | How do you achieve this? |
|  | What is the outcome? |
|  | Approximate Percentage of Time: |

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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. |
| 3.2 | Experience  Please list the TYPE of experience, HOW MUCH is required and at WHAT LEVEL. |
| 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. |
| 3.4 | Knowledge/Specialist Knowledge  Please list the TYPE of knowledge, HOW MUCH is required and at WHAT LEVEL. If not applicable, leave blank. |
| 3.5 | Computer Skills/Other Skills  Please list the TYPE of other skills, HOW MUCH is required and at WHAT LEVEL. |

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| 4. | | **[POSITION/ORGANISATIONAL RELATIONSHIP](http://www.latrobe.edu.au/hr/classification/questionnaire-examples.htm" \l "4)** 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. | | | | |
|  |  | |  | |  |  |
|  |  | | | Supervisor’s Supervisor/Manager | | |
|  | Position Title | | |  | | |

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|  |  |  |  |  | |
|  |  | Supervisor/Manager | Other Positions Reporting to Supervisor/Manager | | |
|  | Position Title |  | Position Title | | HEW - To be completed by HR |
|  |  |  |  | |  |
|  |  | My Position |  | |  |
|  | Position Title |  |  | |  |
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|  | A. Direct Staff Reporting To You | |  | B. Number of Staff Reporting to Direct Staff | |
|  | Position title | HEW –  To be completed by HR |  | Position title | HEW –  To be completed by HR |
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|  |  |  |  |  |  |
|  | Total Direct Staff (A) |  |  | 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(\*) |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  | Position Key Contact  *(External with other organisation)* | Purpose of Contact | Frequency(\*) |
|  |  |  |  |
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|  |  |  |  |
|  |  |  |  |
|  | \* Daily/Weekly/ Monthly/Quarterly/ Half-Yearly/Yearly | | |

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| 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. 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. | |
| 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. | |
|  | 1. 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. | |
|  | 1. 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). | |
|  | 1. Develops plans for project, programs or the work unit which establish objectives, timing, resources and when and who (if a group) does what. | |
|  | 1. 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. | |
|  | 1. 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. | |
| 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. |
|  | | 1. 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. |
|  | | 1. Makes some changes to existing work procedures or guidelines to achieve task objectives, with supervisor’s approval. |
|  | | 1. 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. |
|  | | 1. 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. |
| 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: |
|  | | a. |
|  | | b. |
|  | | c. |
|  | | d. |
|  | | Must seek consultation, checking or approval from the supervisor, or from higher authority: |
|  | | a. |
|  | | b. |
|  | | c. |
|  | | d. |

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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. |
|  | 1. Problems or situations that require choice between a range of straightforward alternatives. These may, after a while, tend to follow a pattern. |
|  | 1. Problems, issues or situations which require choice from a known range of alternatives and require assessment of available information. |
|  | 1. 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. |
|  | 1. 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. |
|  | 1. 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. |
|  | 1. 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). |
| 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. |
|  | 1. Follows standard or established procedures and instructions to deal with situations that have usually occurred before. |
|  | 1. Selects from many different procedures and standards to choose the best way of dealing with changing priorities and/or work situations. |
|  | 1. 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. |
|  | 1. 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. |
|  | 1. 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. |

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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(\*). |
|  | 1. Needs to understand how the practices, policies, processes and techniques of own work area interact with other related areas and processes within the University. |
|  | 1. Needs to understand how the interrelationships between a diverse range of University policies, practices and functions impact on own work area. |
|  | 1. 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. |
|  | 1. 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. |

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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**

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| **FINAL APPROVAL** |
| The job incumbent, supervisor(s) and the Executive Dean/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. |

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|  | Name (Please Print) | Signature | Date |
| Incumbent: |  |  |  |
| Supervisor(s): |  |  |  |
| Registrar: |  |  |  |
| Executive Dean/Director: |  |  |  |

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| 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: | | | |
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|  |  | Have you completed all questions? |  |
|  | | | |
|  |  | Have you provided only one response for questions 5 to7? |  |
|  | | | |
|  |  | Have you provided additional comments and examples to support or explain your |  |
|  |  | responses to questions 5 to 7? |
|  | | | |
|  |  | Have you attached a copy of the organisational chart as required under Q4.2? |  |
|  | | | |
|  |  | Have you discussed this questionnaire and your responses with your supervisor? |  |
|  | | | |
|  |  | Have you filled in your name on the front cover of the questionnaire? |  |
|  | | | |
|  |  | Have the approvals on page 19 been signed by yourself and your supervisor? |  |
|  | | | |
|  |  | Have you taken a photocopy of the signed questionnaire for your records? |  |
|  | | | |
|  |  | A revised position description must be attached to the questionnaire and signed |  |
|  | | By the incumbent’s supervisor, the incumbent, and Executive Dean/Director.  The format of the Position Description can be downloaded from:  Web: <http://policy.federation.edu.au/forms/prop-linked-classification.docx> |  |