

Position Information Questionnaire (PIQ)

PIQ/Position Description Information

The lower half of the slide features a dark blue background with several thick, white, wavy lines that curve from the bottom left towards the right side, creating a sense of movement and depth.

What is a Position?

Series 8, 2.2

Position:

A set of duties and responsibilities performed by a specific employee at a particular institution.

[Handout #1]

What is a PIQ/Position Description?

- Defines each one of those unique POSITION S at an institution

Format is standard for all state Higher Education classified employees

Result of Mercer study and implementation in 1994

Point factor system; details “compensable factors”

Essentially a legal document—far-reaching implications

So How Does the Higher Education [Mercer] System Work?

A point factor system is based on

COMPENSABLE FACTORS

Higher Education Point Factor System

13 factors in 4 categories:

Skill

- ◆ Knowledge
- ◆ Experience

Effort

- ◆ Complexity
- ◆ Contacts (E/I)
- ◆ Supervision (D/I)
- ◆ Physical Coordination
- ◆ Physical Demands

Responsibility

- ◆ Freedom of Action
- ◆ Scope/Effect
- ◆ Breadth

Working Conditions



Higher Education Point Factor System

13 Compensable Factors:

Factor:	Percentage weight:
Knowledge	13
Experience	12
Complexity and Problem Solving	13
Freedom of Action	12
Scope and Effect	11
Breadth of Responsibility	5
Intrasystems Contacts	8
External Contacts	7
Direct Supervision Exercised	7
Indirect Supervision Exercised	5
Physical Coordination	4
Working Conditions & Physical Demands	3



The Many Uses of a PIQ

- Evaluate jobs
- Pay surveys
- Benefit eligibility
- FLSA status
- Define/revise organizational structure
- Recruitment
- Screen applications
- Orient new employees
- Placement in medical monitoring
- Performance management

Section I. Position funding and other information

- **Dynamic:**
- **Collects information needed for recordkeeping and screening.**
- **Position funding and State-reporting info**
- **Reporting and hierarchy information**
- **Applicant info feeds to employment processing**

Section II. General Job Summary

- **One or two sentences describing the general purpose of the job. Short and sweet!**
- 1. **Why the position exists**
- 2. **How the position fits into the overall operational scheme of the institution/assigned organization.**
- 3. **Serves to outline the statements written in the following Duties and Responsibilities section.**

Example Job Summary Statements

■ **Campus Service Worker:**

- Provides a variety of support services to maintain the interior appearance of institutional buildings and the exterior appearance of the grounds surrounding these buildings. May provide moving and set-up services.

Section III. Duties and Responsibilities

- List highest level CURRENT duties being performed.
- Do not list future/anticipated duties or past duties no longer performed.
- NO acronyms/abbreviations.
- % of time spent on task
ANNUALLY

Duty Statement Example: Secretary

<u>% of time</u>	<u>Duties and Responsibilities</u>
45%	Types letters, reports, proposals, charts, or memoranda from rough draft to final form using correct English grammar, spelling, and punctuation by utilizing word processing software on a personal computer.

Section IV. Qualifications

Knowledge [Education/Training] (Factor 1)

•Specify minimum level of education.

- Junior High School
- High School or GED
- Business, Technical, Vocational
- Associate's Level Degree
- Bachelor's Level Degree
- Master's Level Degree

•Indicate why level of education is required.

Qualifications

■ IMPORTANT!!

Educational level is determined by the JEC or HR, not by the employee and/or his/her supervisor.

The educational level noted by the incumbent and supervisor is a recommendation, not an absolute.

WHY?

- **Artificial barriers to employment**
- **Equal opportunity considerations**
- **Unrealistic expectations**
- **Pre-selection**

Example: Accounting Clerk II

- High school diploma or GED required.
- This level of education should provide the position incumbent with knowledge of practical application of fractions and percentages, proper English grammar, punctuation, spelling, and sentence structure.

Licensure

- Licensure required to perform duties of the position. MUST BE STATE OR FEDERAL LAW or no points awarded in factoring.
- Specifically state the reason for the licensure requirement (i.e., required by state or federal law, industry or professional standard, supervisor's preference, etc.)
- Example: Commercial Driver's License

IV. Qualifications

Knowledge/Skill/Ability Statements (KSA's)

- Define attributes needed to successfully perform responsibilities of the position.
- Ensure skill or ability is realistic & relates to the job.
- Do not confuse with personal specifications (qualifications the employee brings to the job)
- Example

KSA's Example: Secretary

- **Demonstrated ability to type with speed & accuracy.**
- **Demonstrated ability to operate a personal computer utilizing various word processing software packages.**
- **Thorough knowledge of office methods, procedures, practices, and protocol.**
- **Thorough knowledge of correct English, grammar, spelling, and punctuation.**

Section IV. Qualifications

Experience (Factor 2)

- **Minimum amount of prior work experience required to successfully perform the duties once having completed a typical “on-the-job” training program.**
- **Specified in number format.**
 - (months or years)
- **If experience is in several areas, indicate length in each designated area.**

Section IV. Qualifications

Experience (Factor 2) (CONTINUED)

*Think the POSITION, not
the PERSON*

Experience Ex: Program Assistant II

<u>Type of Experience Needed</u>	<u>Amount of Experienced Needed (Months/Years)</u>
Previous related and progressively responsible experience of a nature to have acquired office skills such as typing, word processing, and office management as well as good knowledge of office methods, practices and protocols.	One to Two years

Experience Ex: Program Assistant II (cont.)

<u>Type of Experience Needed</u>	<u>Amount of Experienced Needed (Months/Years)</u>
Determined by HR based on established JEC (JCC) datalines.	

Section V. Complexity/Problem Solving (Factor 3)

- **Examples of common problems faced by the position.**
- **Course of action required to solve the problems.**
- **Explain the level of judgment/thought required to solve the problems.**
- **Consider available guidelines, standards, and precedents.**

C & P Example: Office Administrator Sr.

- **Prepare FY office budget by reviewing past and present operations, trends and cost to project future expenditures.**
- **Audit all travel requests to ensure compliance with institutional policy, and federal and State law. Determine best approach to solve errors and/or violations.**

Section VI. Freedom of Action (Factor 4)

- **Describe the following:**
 - Type of guidance provided by supervisor
 - How instructions are given
 - How often the work is inspected
 - How priorities and deadlines are established
 - Degree of restriction/freedom provided by policies, procedures, or formal guidelines

FA Example: Campus Service Worker

Type of Guidance/Review	How Often
Incumbent receives specific instructions from the supervisor regarding how tasks are to be performed and the scheduling of work.	Daily
Incumbent is expected to follow all university and department guidelines, as well as all federal safety guidelines.	

Section VII. Scope and Effect (Factor 5)

- Prior to writing, consider the “Safety Net” this position has.
- Explain whether this position could impact the operations of the unit, department, college/school or institution.
- Provide a monetary range that this position could gain/lose. (Hundreds, Thousands, Millions)
- Provide a concrete example.

S&E Ex: Admin Secretary Sr.

- Lack of organizational skills in the main office could result in confusion, missed meetings or delays for the department as a whole.
- Most items can be corrected without significant financial/public relations loss to the department.
- Uncorrectable errors or time spent correcting could cost the department hundreds of dollars.

Section VIII. Breadth of Responsibility (Factor 6)

- **Rarely applicable**
- **Reflects work responsibility across 2 or more functional areas (such as Finance/Security, Coaching/Financial Aid, e.g.)**

IX. CONTACTS

Intra-Systems Contacts (Factor 7)

- Individuals *inside* the WV Higher Education System.
- Interaction must be on a regular basis in order to perform the duties of the position.
- Explain the nature of the contact and how often it occurs.
- *Students are external, not internal!*

IC Example: Human Resources Representative

Level	How Often	Nature
Deans & Directors	Monthly	Basic policies/procedures interpretation, reorganization advice
Supervisors	As Needed	Grievance issues, employment issues, etc.
Faculty & Staff	Daily	Classification and compensation issues; exemption status and years of service questions and calculations.

X. CONTACTS

External Contacts (Factor 8)

- List individuals *outside* of the WV Higher Education System
- Interaction must be on a regular basis in order to perform the duties of the position.
- Explain the nature of the contact and how often it occurs.
- *Students are external, not internal!*

EC Example: Student Recruiter

Level	How Often	Nature
Prospective & current students	Daily	Application procedures, admission requirements, and extracurricular activities
Parents/alumni	Daily	Application procedures, academic interest, campus safety

XI. Direct Supervision (Factor 9)

- **Formal responsibility for overseeing the work of others.**
 - If there is lead responsibility, list the positions led.
 - List headcount and FTE's.
 - Do not include temporary or contract employees.
 - Student workers count only if they are **ESSENTIAL** to the operation of the unit.
 - Provide a departmental organization chart.
 - *(PIQ shall NOT be reviewed until this chart is received!!)*

DS Example: Admin. Asst. Sr.

1. Are you responsible for assigning tasks and monitoring the work of others (lead)? ☒ Yes: ☐ No:

<u>Title</u>	<u>Headcount</u>	<u>Total FTE (to be verified by HR Office)</u>
Admin. Asst	1	1

2. Are you responsible for hiring, firing, performance appraisals, etc. for others? ☒ Yes: ☐ No:

<u>Title</u>	<u>Headcount</u>	<u>Total FTE (to be verified by HR Office)</u>
Admin Asst	1	1

3. Does this position supervise students essential to the daily operations of the unit? ☐ Yes: ☒ No:

- *If yes, please indicate the total number of FTE students supervised and briefly describe the function of the students.*

<u>Function</u>	<u>Headcount</u>	<u>Total FTE (to be verified by HR Office)</u>
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XII. Indirect Supervision (Factor 10)

- **Supervision of first-line supervisors and their direct reports.**
 - Formal authority over lead/non-supervisory employees.
 - Direct supervision of first-line supervisors.
 - Direct supervision of manager-level employees.
 - List headcount and FTE's. (Do not include temporary or contract employees)
 - Provide a departmental organization chart.
 - *(PIQ shall NOT be reviewed until this chart is received!)*

Organization Charts

Concerns with reviewing PIQ's without accompanying org charts:

- ***Incomplete information***
- ***Comparable positions? We should not review "in a vacuum"***
- ***Chart indicates information needed to consider a number of factors, including complexity, freedom of action, scope and impact, breadth***
- ***Building and checking position hierarchy for current and future system needs***

The standard PIQ org chart doesn't provide much information:

This?

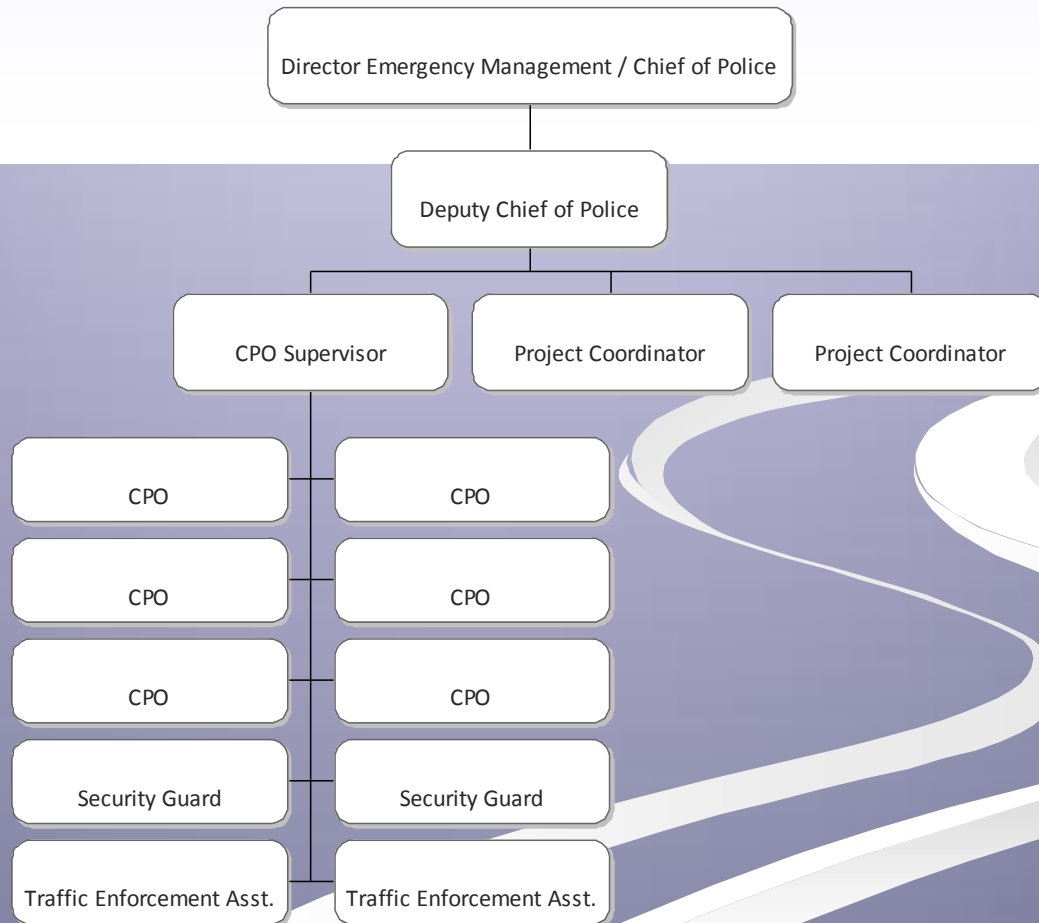
Campus Police
Officer
Supervisor

Campus Police
Officer
(This position)



The standard PIQ org chart doesn't provide much information:

Or this?



XIII. Physical Coordination (Factor 11)

- **Explain the type of fine motor skills that would be required for the position.**
- **Provide examples of the amount of coordination required to operate, and the types of tools or equipment used, by the incumbent.**

XIV. Working Conditions (Factor 12)

- **Mark each of the conditions appropriately. Do not leave any of them blank.**
- **Provide an brief explanation/example for any areas marked A, M or S.**

XV. Physical Demands (Factor 13)

- Describe the physical effort required for the position and how often it occurs.
- Gross motor skills.
- Provide example(s) of items that the employee is responsible for lifting/moving as well as the weight of those items. (lbs)

PD Example: Campus Service Worker

- **Work requires moderate physical effort involving long periods of standing and walking and lifting of items weighing up to approximately 50 pounds.**
- **Must be able to move furniture and unload supplies.**

XVI. Disclaimer

- **The disclaimer section allows supervisors to adjust job responsibilities based upon the operational need of the unit.**
- **All Duties and Responsibilities are subject to possible modification in order to provide reasonable accommodations to individuals with disabilities.**

XVII-XVIII. Signatures and Comments

- The employee's signature indicates that s/he understands that these are the duties assigned to and expected of the position.
- The supervisor's signature indicates that these are the duties that must operationally be performed.

XVII-XVIII. Signatures and Comments

IMPORTANT!!

**A PIQ can be submitted without an
employee's signature.**

***Per Legislative Rule, it is the
SUPERVISOR who determines the final
version of the PIQ.***

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■ **Questions or Comments?**