

The University of Southern Mississippi
The Department of Human Resources
Job Analysis Questionnaire

(Revised: December 2000)

Date: ____/____/____

Job Title: _____ Level: _____

Department: _____

Location: _____

Completed by (Print Clearly): _____ Phone #: _____

Basis for job Knowledge: ____ hold job now ____ supervise job ____ previously held job
____ Other, explain: _____

General Purpose of the Job. Please summarize the position, describing the main function and purpose of the position in general terms. **This summary will be used in future job postings.** Use no more than three sentences if possible.

Essential Duties and Responsibilities. List the job's **essential** duties, tasks and responsibilities. Limit the number of **essential** duties, tasks and responsibilities to a **maximum of fifteen**. Please use the following rules when writing task statements for consistency of job description format:

- a. Task statements typically **begin with an action verb**. Examples: Types, Directs
- b. Be specific in writing duties and include all relevant aspects of the task. **Use specific verbs** to clearly convey the tasks performed on the job. For example, the task statement "stamps, sorts, and distributes mail" would be preferable to "handles the mail".
- c. **Focus on the purpose of the task** rather than the manner in which the task is performed. For example, the job may require that instructions be given to subordinates. There is more than one way to give instructions, e.g. verbally or in writing. Unless there is some reason why verbal or written instructions are required, the task statement "provides instructions to subordinates" would be preferable to "provides verbal instructions to subordinates".
- d. **Avoid vague terms** such as "many" or "relatively easy". Be concise and consistent in writing task statements. **Spell out abbreviations** the first time they are used.

Questions to consider in determining whether a task is **essential** to the successful performance of the job include:

1. Is the task actually performed? If the task is not actually performed, it cannot be considered essential.
2. Does the position exist to perform the task? For example, where an individual is hired to proofread documents, proofreading would be an essential task.
3. Are there a limited number of other employees available to perform the task, or are there others to whom the task can be distributed? The task is more likely to be essential if there are a limited number of employees and/or there is a heavy workload and it would be difficult to give the task to someone else.
4. Is a task highly specialized, and has the person in the position been hired for special expertise or ability to perform it? For example, an individual may be required to write computer programs in a particular language, which has been used extensively by the organization. The task “writes computer programs in (language)” would then be considered essential.
5. How much time is spent performing the task? A task is more likely to be essential if an employee spends a majority or substantial amount of time performing the task.
6. What are the consequences of not requiring a person in this job to perform a task? For example, a secretary may spend only two days per semester helping students register for classes, but this would be an essential task if no one else is available to help students register for classes and students would not be able to register for the classes they need.

Frequency and Percent:

For each task indicate the frequency with which the task is performed using a standard length of time as a basis for each task, i. e. whether daily (D), weekly (W), monthly (M), annually (A), or per semester (S). For the percent, indicate the time spent in performing the task or the importance of each task overall tasks. **Percents are to be calculated in increments of 5%, i. e. 5%, 10%, 15%. The total percent of time spent in performing or on importance of all tasks must equal 100 percent.**

Task 1, will always be “Adheres to University and department policies, procedures, and regulations.” at 5%.

You will begin with Task 2.

% of time
& frequency

5% D	Task1: Adheres to University and department policies, procedures, and regulations.
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	Task 2:

	Task 3:

	Task 4:

	Task 5:

% of time
& frequency

	Task 6:

	Task 7:

	Task 8:

	Task 9:

	Task 10:

% of time
& frequency

	Task 11:

	Task 12:

	Task 13:

	Task 14:

	Task 15:

The University of Southern Mississippi

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Fair Labor Standards Act Exemption Questionnaire

The Fair Labor Standards Act (FLSA) provides specific standards that help employers determine if their employees are exempt or non-exempt from the overtime standards defined by the FLSA. If the duties and responsibilities of a position meet the requirements as defined by each test, the position is considered to be exempt from the standards of the FLSA. An employee's actual duties and salary must meet the tests of the exemption.

There are three basic types of exemption tests used here at the University. These tests are the Executive Employee Test, the Administrative Employee Test, and the Professional Employee Test.

Executive Employee:

The Department of Labor (DOL) describes this employee as: Primary duty consists of the management of the enterprise in which he or she is employed or of a customarily recognized department or sub-division thereof and such duty includes the customary and regular direction of the work of two or more employees in the establishment or department. The above would include the ability to hire and fire. Here at the University, an Executive type of employee is usually considered a department head.

Administrative Employee:

The DOL describes this employee as follows: The primary duty is the performance of office or non-manual work directly related to management policies or general business operations of the employer and such duty includes work requiring the exercise of discretion and independent judgment, rather than merely using skills to follow department or University procedures.

An employee who exercises discretion or independent judgement is able to make decisions freely without needing to consult a superior. The work must require the employee to compare and evaluate possible courses of conduct and act or make a decision after various possibilities have been considered. This decision-making power should be real and substantial, free from immediate supervision, and exercised with regard to matters of consequence.

The phrase "directly related to management policies or general business operations of the employer" describes those types of activities relating to the administrative operations of an organization. Some positions that usually fall under this statement are Assistant Superintendents, Vice Principals, certain types of Buyers, Office Managers who exercise discretion and judgment as defined above, and most positions that exist to manage a discrete function or department or exists to advise department heads on general business operations. This can be further explained with an example: a Police Chief is in charge of the management and daily operations of the Police Department, whereas a Policeman exists to provide the service (or product) of law enforcement. So, by this statement the Police Chief is exempt and the Policeman is non-exempt, even though you can argue that the Policeman uses discretion and independent judgement.

The DOL has determined that positions similar in nature to a paralegal are non-exempt positions. In the DOL's view a paralegal does not exercise discretion and independent judgment as described above. FLSA states that any position that exists because of clerical duties or any position requiring more than 20% of working time spent on clerical tasks are non-exempt positions in nature.

Professional Employee:

The DOL describes this employee as follows: Primary duty requires knowledge of an advanced type in a field of science or learning customarily acquired by a prolonged course of specialized instruction and study, including work that requires the consistent exercise of discretion and judgment or consist of the performance of work in a recognized field of artistic endeavor, including work that requires invention, imagination or talent. There are three types of professional employees:

- (1) The employee in a learned profession includes: law, medicine, nursing, accountancy, architecture, engineering, teaching, etc.
- (2) The employee whose work is original and creative in character which includes artists, musicians, designers, etc.
- (3) Those employed as athletes.

Simply having a degree is not enough to make an employee an exempt professional. The FLSA is task focused. The employee must still exercise discretion and judgment on the job and perform intellectual and varied work.

Watch out for misleading job titles. An important-sounding job title does not determine an employee's exempt status.

Employee Name: _____ SSN: _____

Position Title: _____ Level: _____

Department Name: _____ Account: _____

Below are three FLSA exemption tests. For more information on each test, see the attached information page.
**Please check all that apply to the position.*

Executive Test

(To be considered exempt as an Executive, the position must qualify in all seven categories listed below)

1. ___ Manages an enterprise or a customarily recognized department or subdivision; and
2. ___ Customarily and regularly directs work of two or more employees; and
3. ___ Hires or fires employees, or recommendations are given particular weight; and
4. ___ Customarily and regularly exercises discretionary powers; and
5. ___ Devotes no more than 20% of weekly hours to work not closely related to above; and
6. ___ Compensated at a rate of \$155 or more per week; and
7. ___ Receives a salary which is not reduced for quality or quantity of work.

Administrative Test

(To be considered exempt as an Administrative employee, the position must qualify in categories 2, 4, 5, and 6 and one item in category 1 and 3)

1. ___ Performs office or non-manual work directly related to management policies or general business operations; or
___ Performs work that is directly related to academic instruction or training carried on in the administration of a school system or educational establishment; and
2. ___ Customarily and regularly exercises discretion and independent judgment; and
3. ___ Regularly and directly assists an employee in a bona fide executive or administrative capacity; or
___ Performs specialized or technical work requiring special training experience or knowledge under only general supervision; or
___ Executes special assignments and tasks under only general supervision; and
4. ___ Devotes no more than 20% of weekly hours to work not directly or closely related to above; and
5. ___ Compensated at a rate of \$155 or more per week; and
6. ___ Receives a salary which is not reduced for quality or quantity of work.

Professional Test

(To be considered exempt as a Professional employee, the position must qualify in categories 2, 3, 4, 5, and 6 and one item in category 1)

1. ___ Primary duty requires knowledge of an advanced type in a field of science or learning customarily acquired by a prolonged course of specialized instruction and study; or
___ Performs work which is original and creative in character, in a recognized field of artistic endeavor, requiring invention, imagination or talent of employee; or
___ Imparts knowledge through teaching, tutoring, instructing or lecturing as a recognized or certified teacher; and
2. ___ Work requires consistent exercise of discretion and judgment in its performance; and
3. ___ Performs work which is predominantly intellectual and varied and is of a character that the output or result cannot be standardized in terms of time; and
4. ___ Devotes no more than 20% of weekly hours to work not closely related to the performance of work described above; and
5. ___ Compensated at a rate of no less than \$170 per week; and
6. ___ Receives a salary which is not reduced for quality or quantity of work.

Supervisor's Signature

Date

Dean, Director, or Dept. Head Signature

Date

Print/Type Name

Telephone

Print/Type Name

Telephone

Immediate Supervisor What is the name and job title of this positions immediate supervisor and/or department head? Please include Box Number and Phone Number.

Name: _____ Title: _____

Box Number: _____ Phone Number: _____

Supervisory Responsibilities. If this job has subordinate supervisors which report to it, indicate the job titles of the subordinate supervisors and the name of the departments supervised as well as the total number of individuals by each subordinate supervisor. If there are other non-supervisory jobs that report directly to this job, indicate the job titles and number of individuals in each job.

Internal/External Relationships. Indicate the department and/or job titles of those this position will interact within the University while performing the **essential** job tasks. Indicate any contacts (e.g., businesses, government agencies) made outside the University while performing the **essential** job tasks.

Internal:
External:

Machines, Tools, Equipment, Electronic Devices, Computer Programs. Indicate the machines, tools, equipment, electronic devices, or computer programs used while performing the **essential** tasks of this position.

Computer Skills. Select the **minimum** level of computer skills required to successfully accomplish the **essential** tasks of this job. Please "**check mark**" **all that apply**.

- Skill in computer keyboard use.
- Skill in using a mouse to make selections on a menu or screen.
- Basic knowledge and skill of maneuvering within a Microsoft Windows environment.
- Basic knowledge and skill of maneuvering within Windows-based software applications such as Microsoft Word and Microsoft Excel.
- Basic knowledge and skill of Internet browsers such as Netscape Navigator to access web sites.
- Basic knowledge and skill of using email to send and receive correspondence.
- Proficiency in using search engines and web-based applications for research.
- Proficiency in Microsoft Word, Microsoft Excel, and Microsoft Access for reports and documents.
- Knowledge and skill in incorporating software tools and equipment into office procedures.

Education Requirements. Select the **minimum** level of education and/or experience needed to successfully accomplish the **essential** tasks of this job. Please “**check mark**” **only one**.

- No prior experience** or training needed.
- Less than a high school education**; or up to one month related experience or training; or equivalent combination of education and experience.
- High school diploma** or general education degree (GED); or one to three months related experience and/or training; or equivalent combination of education and experience.
- One-year certificate** from a college of technical school; or three to six months related experience and/or training; or equivalent combination of education and experience.
- Associates degree** (A.A.) or equivalent from a two-year college or technical school; or six months to one year related experience and/or training; or equivalent combination of education and experience.
- Bachelor’s degree** (B.A.) from a four-year college or University; or one to two years related experience and/or training; or equivalent combination of education and experience.
- Fifth year college** or university program certificate; or two to four years related experience and/or training; or equivalent combination of education and experience.
- Master’s degree** (M.A.) or equivalent; or four to ten years related experience and/or training; or equivalent combination of education and experience.
- Doctoral degree** (Ph.D.) or equivalent; or more than 10 years related experience and/or training; or equivalent combination of education and experience.

Language Ability. Select the **minimum** level of language skill (ability to read, write, and speak) needed to successfully accomplish the **essential** tasks of this job. Please “**check mark**” **only one**.

- Ability to read a limited number of two- and three- syllable words and to recognize similarities and differences between words and between series of numbers. Ability to print and speak simple sentences.
- Ability to read and comprehend simple instructions, short correspondence, and memos. Ability to write simple correspondence. Ability to effectively present information in one-on-one and small group situations to customers, clients, and other employees of the organization.
- Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals. Ability to write routine reports and correspondence. Ability to speak effectively before groups of customers or employees of organizations.
- Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from groups of managers, clients, customers, and the general public.
- Ability to read, analyze, and interpret common scientific and technical journals, financial reports, and legal documents. Ability to respond effectively to common inquires or complaints from customers, regulatory agencies, or members of the business community. Ability to write speeches and articles for publication that conform to prescribed style and format. Ability to effectively present information to top management, public groups, and/or boards of directors.
- Ability to read, analyze, and interpret the most complex documents. Ability to respond effectively to the most sensitive inquires for complaints. Ability to write speeches and articles using original or innovative techniques or styles. Ability to make effective and persuasive speeches and presentations on controversial or complex topics to top management, public groups, and/or boards of directors.

Mathematical Skills. Select the **minimum** level of mathematical skills and abilities needed to successfully accomplish the **essential** tasks of this job. Please “**check mark**” **only one**.

- Ability to add and subtract two digit numbers and to multiply and divide with 10’s and 100’s. Ability to perform these operations using units of American money and weight measurement, volume, and distance.
- Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute rate, ratio, and percent and draw and interpret bar graphs.
- Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference, and volume. Ability to apply concepts of basic algebra and geometry.
- Ability to work with mathematical concepts such as probability and statistical inference and fundamentals of plane and solid geometry and trigonometry. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.
- Ability to apply advanced mathematical concepts such as exponents, logarithms, quadratic equations, and permutations. Ability to apply mathematical operations to such tasks as frequency distribution, determination of test reliability and validity, analysis of variance, correlation techniques, sampling theory, and factor analysis.
- Ability to comprehend and apply principles of advanced calculus, modern algebra, and advanced statistical theory. Ability to work with concepts such as limits, rings, quadratic and differential equations, and proofs of theorems.

Reasoning Ability. Select the **minimum** level of reasoning skills and abilities needed to successfully accomplish the **essential** tasks of this job. Please “**check mark**” **only one**.

- Ability to apply commonsense understanding to carry out simple one- or two-step instructions. Ability to deal with standardized situations with only occasional or no variables.
- Ability to apply commonsense understanding to carry out detailed but uninvolved written or oral instructions. Ability to deal with problems involving a few concrete variables in standardized situations.
- Ability to apply common sense understanding to carry out instructions furnished in written, oral, or diagram form. Ability to deal with problems involving several concrete variables in standardized situations.
- Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.
- Ability to define problems, collect data, establish facts, draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.
- Ability to apply principles of logical or scientific thinking to a wide range of intellectual and practical problems. Ability to deal with nonverbal symbolism (formulas, scientific equations, graphs, musical notes, etc.,) in its most difficult phases. Ability to deal with a variety of abstract and concrete variables.

Physical Demands. Please indicate below the physical activities, physical requirements, and vision requirements to perform the **essential** tasks of this job.

How much time is spent in the following physical activities while performing essential job tasks? The definitions below indicate various types of physical activity that may be required to perform essential job tasks. **Carefully read the definitions below and then indicate the amount of time spent on each activity by checking the appropriate boxes.**

Amount of Time				Physical Activity and Definitions
None	1/3 or less	1/3 to 2/3	2/3 to all	
				Climbing: Ascending or descending ladders, stairs, scaffolding, ramps, poles and the like, using feet and legs and/or hands and arms. Body agility is emphasized. This factor is important if the amount and kind of climbing exceeds that required for ordinary locomotion.
				Balancing: Maintaining body equilibrium to prevent falling when walking, standing or crouching on narrow, slippery or erratically moving surfaces. This factor is important if the amount and kind of balancing exceeds that needed for ordinary locomotion and maintenance of body equilibrium.
				Stooping: Bending body downward and forward by bending spine at the waist. This factor is important if it occurs to a considerable degree and requires full use of the lower extremities and back muscles.
				Kneeling: Bending legs at knee to come to a rest on knee or knees.
				Crouching: Bending the body downward and forward by bending leg and spine.
				Crawling: Moving about on hands and knees or hands and feet.
				Reaching: Extending hand(s) and arm(s) in any direction.
				Standing: Remaining on one's feet in an upright position at a workstation without moving about; particularly for sustained periods of time.
				Walking: Moving about on foot to accomplish tasks; particularly for long distances.
				Pushing: Using upper extremities to press against something with steady force in order to thrust forward, downward or outward.
				Pulling: Using upper extremities to exert force in order to draw, drag, haul or tug objects in a sustained motion.
				Lifting: Raising objects from a lower to a higher position or moving objects horizontally from position-to-position. This factor is important if it occurs to a considerable degree and requires the substantial use of the upper extremities and back muscles.
				Fingering: Picking, pinching, typing or otherwise working, primarily with fingers rather than with the whole hand or arm as in handling.
				Grasping: Applying pressure to an object with the fingers and palm.
				Feeling: Perceiving attributes of objects, such as size, shape, temperature or texture by touching with skin, particularly that of fingertips.
				Talking: Expressing or exchanging ideas by means of the spoken word. Those activities in which they must convey detailed or important spoken instructions to other workers accurately, loudly, or quickly.
				Hearing: Perceiving the nature of sounds. Ability to receive detailed information through oral communication, and to make fine discriminations in sound, such as when making fine adjustments on machined parts.
				Repetitive Motions: Substantial movements (motions) of the wrists, hands, and/or fingers.

Read the work definitions below and check the appropriate box or boxes. In the chart indicate what percent of time is spent performing each type of work.

% of Time	Type of Work and Definition
	Sedentary Work: Exerting up to 10 pounds of force occasionally and/or a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects, including the human body. Sedentary work involves sitting most of the time. Jobs are sedentary if walking and standing are required only occasionally and all other sedentary criteria are met.
	Light Work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or a negligible amount of force constantly to move objects. If the use of arm/or leg controls requires exertion of forces greater than that for Sedentary Work and the worker sits most of the time, the job is rated for Light Work.
	Medium Work: Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force frequently, and/or up to 10 pounds of force constantly to move objects.
	Heavy Work: Exerting up to 100 pounds of force occasionally, and/or up to 50 pounds of force frequently, and/or up to 20 pounds of force constantly to move objects.
	Very Heavy Work: Exerting in excess of 100 pounds of force occasionally, and/or in excess of 50 pounds of force frequently, and/or in excess of 20 pounds of force constantly to move objects.
100%	Total

Do the **essential** job tasks have any special vision requirements? **Please check all that apply.** A job which requires computer use would require close vision while an electrician might require color vision to distinguish between different types of wires. Distinguishing between colored file folders is not a requirement if the folders can be labeled, numbered, or distinguished in another way. Normal vision requirements are considered to be greater than 20 inches but less than 20 feet.

- Close Vision** (clear vision at 20 inches or less)
- Distance Vision** (clear vision at 20 feet or more)
- Color Vision** (ability to identify and distinguish colors)
- Peripheral Vision** (ability to observe an area that can be seen up and down or to the left and right while eyes are fixed on a given point)
- Depth Perception** (three-dimensional vision, ability to judge distances and spatial relationships)
- Ability to Adjust Focus** (ability to adjust the eye to bring an object into sharp focus)

How much noise is typically experienced in the work environment while performing the **essential** tasks for this position? **Please check only one level of noise below.**

- Very Quiet** (forest trails, isolation booth for hearing test)
- Quiet** (library, private office)
- Moderate Noise** (business office with typewriters and/or computer printers, light traffic)
- Loud Noise** (lawn equipment, large earth-moving equipment)
- Very Loud Noise** (jack hammer work, airport field area, rock concert stage)

Work Environment. Please indicate below how much exposure there is to environmental conditions while performing the **essential** tasks of this position.

Indicate the amount of time spent with each environmental condition by checking the appropriate box.

Amount of Time				Environmental Condition
None	1/3 or less	1/3 to 2/3	2/3 to all	
				Wet, humid conditions (non-weather)
				Works near moving mechanical parts
				Works in high, precarious places
				Fumes or airborne particles
				Toxic or caustic chemicals
				Outdoor weather conditions
				Extreme cold (non-weather)
				Extreme heat (non-weather)
				Risk of electric shock
				Works with explosives
				Risk of radiation
				Vibrations
				Exposure to oils
				Loud or very loud noise
				Required to wear respirator
				Required to wear ear protection
				Required to wear eye protection

Additional Skills and Abilities. List any specific skills and abilities required to perform the **essential** tasks of this position that are not shown in other sections of this form.

Licenses, Certificates, Registrations. List any licenses, certificates, or registrations that are required to perform the essential tasks of this position. Examples include: (Certified Public Accountant CPA, valid Mississippi State Driver’s License, license to practice law, medical license, real estate broker’s license, or teaching certificate).

Comments. Include any other information that will aid in the preparation of an accurate audit and/or job description.

Approvals:

I certify that the information provided in this questionnaire is accurate, complete and without embellishment to the best of my knowledge.

Completed by (Print Clearly): _____

Signature: _____ Date: _____

Department Head (Print Clearly) : _____

Signature: _____ Date: _____

****Per University Policy: If this position is a newly established position and is not funded by a grant, it must have Vice Presidential approval before Human Resource can post the position as vacant.****

Vice President (Print Clearly) : _____

Signature: _____ Date: _____