

CITY OF GRAND JUNCTION JOB ANALYSIS QUESTIONNAIRE

I. EMPLOYEE BACKGROUND: In this section you will provide information regarding your name, current job title, your immediate supervisor, etc. This will help us make sure we refer to the correct job throughout the study.

Is this a group questionnaire? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If yes, please list all employee names.
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Darcy Austin-Settles- High School Diploma, 1.5 years Parks and Recreation Experience, 14 years clerical Experience. 2 months with Grand Junction Parks and Recreation in same position.

*Leisure Services
Representatives*

Allison Cripe - BS Degree, 7 years Parks and Recreation Experience, 14 years clerical Experience 2 years 3 months with Grand Junction Parks and Recreation in same position.

Guadalupe Hernandez - High School Diploma and Collage Course Work, .5 years Parks and Recreation Experience, 10 years clerical Experience. 6 months with Grand Junction Parks and Recreation in same position.

Tricia Rothwell-Watson - BS Degree, 5 years Parks and Recreation Experience, 5 years clerical Experience. 1 year 7 months with Grand Junction Parks and Recreation in same position.

Division: Recreation

Department: Parks and Recreation

For Individual Questionnaires Only:

Employee Name:

(Last)

(First)

(Middle Initial)

Current Classification Title:

Division

Department

Total Length of Time with organization

Years

months

Total Length of Time in Current Position

Years

months

Assigned Hours/Week:: from

t o

Assigned Days/Week

Email:

Work Phone:

Immediate Supervisor:

Immediate supervisor reports to:

Name: Emily Wright

Name: Traci Wieland

Title: Recreation Supervisor

Title: Recreation Superintendent

**Work
Phone** 970-254-3875

**Work
Phone:** 970-254-3846

E-mail: emilyw@gjcity.org

E-mail: traciw@gjcity.org

II. POSITION INFORMATION

1. POSITION SUMMARY: This section asks for a short paragraph, one to three sentences, regarding the purpose of your position and/or your primary responsibilities. This summary helps us to quickly understand the essence of your job. Usually it is better to write this after you have completed the remainder of the questionnaire. Briefly describe what you consider to be the major purpose or objective of the job. Simply stated, what are you attempting to accomplish in your position?

Example: Computer Support Technician

Summary: To operate, maintain and repair computer equipment and to provide technical assistance to users.

Leisure Service Representatives (LSRs) work closely with citizens, organizations and city personnel to facilitate efficient use of recreation activities, facilities and services through reservations and registrations. LSRs undertake tasks such as hardware and software troubleshooting, facility set up, promotional material creation, and an array of other duties in order to realize the goals and mission of the Parks and Recreation Department.

2. SUPERVISION & ORGANIZATIONAL RELATIONSHIPS.

- a. The chart below asks for your specific supervisory responsibilities. If a duty statement applies to you, please check the box under the "Yes" column and then indicate the number of employees for which you are responsible to the right of the statement.

Yes	Duty	Number of Employees
<input checked="" type="checkbox"/>	I do not officially supervise other employees (sign performance reviews).	
<input type="checkbox"/>	I evaluate and sign performance reviews of other full-time employees.	
<input type="checkbox"/>	I evaluate and sign performance reviews of part-time, temporary or contract employees.	
<input checked="" type="checkbox"/>	I instruct other employees in methods or procedures needed to carry out their job (how to carry-out their assigned duties).	8-10
<input type="checkbox"/>	I make work assignments for others.	
<input type="checkbox"/>	I make hiring and hiring pay recommendations.	
<input type="checkbox"/>	I make hiring and hiring pay decisions.	
<input type="checkbox"/>	I recommend termination for poor performance.	
<input checked="" type="checkbox"/>	I provide advice to peers that they must consider carefully before making a decision.	4
<input checked="" type="checkbox"/>	I provide information to supervisors/management that they use in making a decision.	14

- b. Complete the organization chart below. This chart will help us to understand your job in relation to others in your department. Please use titles and not names. Fill in the applicable position titles: (1) your coworkers, employees you work with and who also report directly to your supervisor; and, (2) your subordinates, any employees you supervise directly. List only those jobs over which you have full managerial/supervisory authority (i.e. complete and sign performance evaluation.) Do not list employees supervised by your subordinate supervisors.

YOUR COWORKERS' JOB TITLES

Leisure Services Representative
Recreation Coordinator
Recreation Leader (I, II & III)
After School Supervisor
Preschool Coordinator
Building Supervisor
Class / Fitness Instructor
Contracted Service Provider

YOUR DIRECT REPORTS' JOB TITLES

Please indicate the nature of the group supervised and the number supervised

☐ Full Time ☐ Part-Time ☐ Seasonal/Temp ☐ Volunteer ☐ Contract

c. Describe with whom, or with what departments/organizations, you have regular contact.

1. Inside your organization (other City Departments):

Title of Person or Department	How Often	For What Purpose
Ex: Peers, Subordinates		
Finance including Payroll and Accounts Receivable	WEEKLY	Reconcile deposits, revenue recap worksheets, research discrepancies between the bank and deposits, payroll processing and accounts receivable
Human Resources	Weekly	Employee Discount Program, address changes, Personnel Action Forms
Police Department	Monthly	Park issues, customer concerns, after hour emergencies
Information Systems	WEEKLY	Network Issues, payroll and CLASS database support

2. Outside your organization:

Title of Person or Organization	How Often	For What Purpose
Ex: Vendors, Gen. Public		
Mesa County School District 51	DAILY	Contracts for games, practices and tournaments for Football, Softball, Baseball, Soccer, Tennis, Cross Country, Band and all four high school graduations. Billing questions regarding these contracts. Coordinating multiple uses of shared space.
Mesa State College	WEEKLY	Contracts for baseball, softball, football, rugby, soccer and graduation. Billing questions regarding these contracts.
Sports groups, including, but not limited to: Grand Mesa Youth Soccer Association, Mesa County Junior Football, Western Colorado Baseball, Triple Crown Sports, based in Fort Collins and the American Fastpitch Assn., based in Utah.	WEEKLY	Contracts for all games, practices and tournaments and planning of all event details including working as liaison between city staff and event staff.

General Public	DAILY	Provide customer service, on the phone or in person, for requests of information, program registrations (16,640 yearly) and facility contracts (3,808 yearly).
Juco Committee	MONTHLY	Liaison between JUCO organization and City staff, creating JUCO contracts
Local non-profit organizations	MONTHLY	Creation of special event contracts and liaison between organization and City staff

3. ESSENTIAL DUTIES.

The list of essential duties helps us to understand those duties which are the primary reasons why your position exists. For clarification, please refer to the examples provided below.

Essential Duties: Those duties that make up at least 5% of your time. Please provide enough detail so that someone who may not be familiar with your job will have a clear understanding of what it is that you do. For example, do not simply state "prepares reports", but state "prepares reports such as status reports, staff reports", or other type of report(s) you may prepare. Also, please use action verbs such as prepares, calculates, operates, etc., to start off each statement. Do not use acronyms in your description. Examples are shown below. Use additional sheets if needed.

Decisions Required: List the decisions you make to carry out the essential duties.

Frequency: Indicate how often you perform each duty – D = daily, W = weekly, M = monthly, Q = quarterly, A = annually, or O = occasionally.

Percent of Time: Indicate how much of your time you spend on each task. The total of these percentages **should not be more than 100%**. Example: Sally conducts property value estimates 20% of the time, it may mean she spends one day out of five on that task, or that she spends around two hours each day. These need only be estimates so do not spend a great deal of time trying to come up with an exact percentage. The percentages of **all** duties should equal 100% over a one year period of time.

Attach additional sheets if necessary.

E X A M P L E (LIST ACTUAL ESSENTIAL DUTIES BELOW EXAMPLE)

Essential Duties	Decisions Required	Frequency	% of Time
EXAMPLES:			
<i>Prepares monthly newsletters by gathering information, writing copy, editing, preparing for publication and overseeing distribution.</i>	<i>Articles to include, editorial changes, graphics, layouts</i>	<i>M</i>	<i>25%</i>
<i>Performs inventory spot checks and monthly counts of supplies in warehouse.</i>	<i>When to check supplies</i>	<i>M</i>	<i>10%</i>

	List of Essential Duties	Decisions Required	Frequency: D = Daily W = Weekly M = Monthly Q = Quarterly A = Annually O = Occasionally	% of Time Spent (Not to exceed 100%)
1	Assess and address customer facility, activity and information requests made via telephone, walk-in and internet.	Direction of customer to appropriate activities. Problem solving to resolve customer complaints.	Daily	10
2	Prepare deposits for multiple locations. Collect fees/ process refunds / reconcile revenue / correctly apply adjustments	Research GL adjustments created by differences in recreation software and finance software.	Daily	10
3	Exhibit expert, system administrator level use of recreation software system including registration, facilities, point of sale, memberships, accounting, and reporting. Requires attendance at national software training, coordination of upgrades and reporting enhancements with software development and monitoring of system to detect issues early. Duties include troubleshooting internal issues and assisting customers with use of web based registration, and facility availability search engine program.	Investigation and design of most effective reports for tracking and other daily operational functions.	Daily	10
4	Review and administer distribution of scholarship funds including approval of family scholarship applications, calculating award percentage, working with families in sensitive situations, verifying private information including tax statements, income, free and reduced lunch, food stamps, verification of students who participate in the school district's Reach program, and Medicaid.	Verify qualifying income information for each request. Determine award percentage for distribution of funds	Daily	5
5	Processes payroll for full time, part time, and seasonal staff including entering time into the Access payroll system, verifying pay rates and budget codes, managing paid time off, entering Short Time and Long Term Disability time usage. Distributes checks to staff and verifies all checks for accuracy.	Verify hours and rates. Double check pay stubs for accuracy. Investigate any discrepancy.	Daily	5

6	Manages office supplies for the Recreation and Administration departments.	Establishes reorder levels.	Monthly	5
7	Generate adult athletic standings reports for print and viewing on web. Assess credits and trophy orders. Research discrepancies related to standings and communicate directly with team managers regarding league issues.	Investigate and resolve discrepancies related to League Standings.	Daily	5
8	Manage the Point of Sale system, creation of Point of Sale items which includes selection of appropriate budget accounts, providing technical support to staff, trouble shooting hardware issues and maintaining equipment.	Determine most efficient use of system options and implement accordingly.	Daily	5
9	Create flyers, brochures, and mailings for Parks and Recreation activities.	Determine content, design layout and make editing decisions to ensure accuracy.	Daily	5
10	Administer the registration of employees in the employee discount program including: registration, reporting on utilization, discerning most effective and efficient use of City's funds to meet employee needs.	Determine best way to meet participant needs using combination of benefits with least expense to City.	Daily	5
11	Coordinate with community organizations to develop facility use contracts, take payments, negotiate facility needs and serve as a liaison between the organization and parks staff.	Coordination of multiple user groups and type of use for nearly 100 different facilities.	Daily	5
12	Evaluation of department processes and policies on an ongoing basis including the creation of a draft of department facility use guidelines for review, amendment and approval by Parks and Recreation Advisory Board and City Council.	Continual evaluation of policies to ensure equitable scheduling and consistent applications of policies.	Monthly	5
13	Support of stand alone facility(Bookcliff Activity Center). Assist with site specific responsibilities such as scheduling, coordination of shared spaces with school district, facility and equipment set up, and staffing.	Designs and distributes information for patrons including calendars and program flyers.	Daily	10

14	Participate on special event committees to provide technical support and assistance with pre event committee decisions and day of the event support.	Makes decision as part of committee and applicable sub-committees enabling successful events.	Monthly	5
15	Support of Recreation and Parks staff through production of facility use calendars, and various reports that facilitate communication regarding all aspects of programs and facilities. Assist staff with dissemination of information to program participants.		Daily	10
16			Select	
17			Select	
18			Select	
19			Select	

4. REQUIRED KNOWLEDGE AND SKILLS.

This section helps us to understand the types of knowledge and skill you would need to perform your job at the entry level. Those items you list are those required and not what you might necessarily know or are able to do after being in the position for a number of years.

Knowledge: refers to the possession of concepts and information gained through experience, training and/or education and can be measured through testing.

Skills: refers to the proficiency which can be demonstrated and are typically manual in nature and/or can be measured through testing.

The knowledge and skills that you list in the following section must refer to the Essential Duties you listed in Section 3.

Duty #	Knowledge - Skills
1,2,3,4,5,6,7,8 9,10,11,12,13 14,15	Customer Service Skills for internal, and external (including in- person and telephone customers).
1,2,3,11,13	Cash Handling Techniques
2	Basic Principles of balancing
1,4,5,7,9,10, 12,13,14,15	Computer use including familiarity with Microsoft Office software products
1,2,3,4,5,6,7 9,10,11,13,15	Modern office machines including multi-line phone
2,4,5,7,10, 13,14,15	10 key data entry skills
1,2,3,4,5,6,7,8	45 wpm typing

9,10,11,12,13 14,15	

III. EDUCATION, EXPERIENCE, AND EQUIPMENT

1. EDUCATION: What level of education do you have and what minimum level of education do you believe is needed to satisfactorily perform your job at entry level? Check the level that applies to your job:

You Have	You Need	
<input type="checkbox"/>	<input type="checkbox"/>	Less than High School Diploma or equivalent (G.E.D.) (ability to read, write, and follow directions)
<input type="checkbox"/>	<input checked="" type="checkbox"/>	High School Diploma or equivalent (G.E.D.)
<input type="checkbox"/>	<input type="checkbox"/>	Up to one year of specialized or technical training beyond high school
<input type="checkbox"/>	<input type="checkbox"/>	Associate degree (A.S., A.A.) or two-year technical certificate
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Bachelor's degree
<input type="checkbox"/>	<input type="checkbox"/>	Other (explain):

2. EXPERIENCE: What kinds of experience do you have, and what minimum kinds of experience are needed to enter your job at entry level?

Type of Experience

<u>You Have</u>	<u>Your Time</u>	<u>You Need</u>	<u>Minimum Time Required</u>
Group Total: Parks & Recreation support	14 years	0	0 years
Group Total: Clerical Support	43 years	1-2	1 years
	years		years

a. What field (s) should training or degree be in?
Computer software, customer service

3. SPECIAL REQUIREMENTS: List any registrations, certifications or licenses that are **required** for you to hold your position. Be specific and do not abbreviate words or use acronyms.

4. MACHINES, TOOLS AND EQUIPMENT. List any machines, tools or equipment used in your work and indicate the frequency and time spent using each. The machines, tools and equipment must refer to the Essential Duties you listed in Section 3.

Duty #	Machines, Tools, Equipment	Frequency/Time
13	Alarm system	Daily/5%
1,4,10,11 13,14	Multi-line phone	Daily/100%
1,3,4,5,7, 9,10,12, 13,14,15	Computer	Daily/100%
1,4,7,10, 11,13,15	Fax machine	Daily/20%
1,2,4,5,7, 9,10,11, 13,14,16	Copier, Printer	Daily/25%
9,14,15	Paper folding machine	Daily/5%
2,4,10,11 13,14,15	Adding machine	Daily/20%
1,3,10,13	Membership picture acquisition device	Daily/5%
4,13	Document Scanner	Daily/5%
1,3,10,13	Membership check in scanner	Daily/5%
1,3,8,13	40 character receipt printer	Daily/5%
9,13,15	Laminator	Daily/5%

5. DECISION-MAKING & JUDGMENTS.

a. Describe three types of important decisions and judgments you make regularly and independently in the performance of your duties.

1. Set up facility reservations. This involves coordinating multiple local and out of area user groups (multiple non profit organizations, Mesa County Valley School District #51, Mesa State College, multiple for profit organizations, and individuals), multiple use types (football, baseball, track, softball, soccer, rugby, lacrosse, cross country, tennis, etc), for 100 different facilities, some of which allow concurrent usage by different activities.

2. Administration of scholarship funds. This involves meeting with parents or guardians to go over sensitive qualifying information including household income amount or income tax statements. Verifying inclusion in one or more of the following programs: Medicaid, Expanded Medicaid, Food Stamps, Temporary Aid to Needy Families (TANF), REACH (a school district program for homeless students) and the School District Free and Reduced Lunch Program. Based on the information provided by the family LSRs make decisions about the percentage of the scholarship award. The scholarship program includes provision for awards from 10% - 100%.

IV: AMERICANS WITH DISABILITIES ACT REQUIREMENTS

1. PHYSICAL ACTIVITIES/REQUIREMENTS.

This section helps us understand the physical activities and requirements that are absolutely necessary for you to be able to do in order to perform your job. Please list the frequency and the importance of each of the physical requirements listed in this section. These physical activities/requirements will help in ensuring the City of Grand Junction remains in compliance with the Americans with Disabilities Act.

The City of Grand Junction is required to document any physical requirements in order to legally defend restrictions that are imposed. The definitions for the physical activities/requirements are taken directly from the guidelines established by the federal government. Your answers in this section will not affect how your job is classified.

Frequency

Importance

How frequently is the activity performed?

How important is the activity in accomplishing the job's purpose?

0 – Never

1 – Annually

2 – Quarterly (at least 3 per year)

3 – Monthly (at least 8 per year)

4 – Weekly (at least 3 per month)

5 – Daily (at least 3 per week)

0 – Not Important

1 – Somewhat Important

2 – Very Important

3 – Extremely Important

Physical Activity	Frequency	Importance	Duties
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 required exceeds that required for ordinary locomotion.	5--Daily	0--Not Important	Archive info supplies and computer server access
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.	0--Never	0--Not Important	
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.	2--Quarterly	0--Not Important	Accessing Files
Kneeling: Bending legs at knee to come to a rest on knee or knees.	5--Daily	0--Not Important	Accessing Files
Crouching: Bending the body downward and forward by bending leg and spine.	5--Daily	0--Not Important	Accessing Files
Crawling: Moving about on hands and knees or hands and feet.	0--Never	0--Not Important	
Reaching: Extending hand(s) and arm(s) in any direction.	5--Daily	1--Somewhat Important	Accessing Docs/manuals
Standing: Particularly for sustained periods of time.	0--Never	0--Not Important	
Walking: Moving about on foot to accomplish tasks, particularly for long distances.	5--Daily	0--Not Important	
Pushing: Using upper extremities to press	0--Never	0--Not Important	

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.	0--Never	0--Not Important	
Fingering: Picking, pinching, typing or otherwise working, primarily with fingers rather than with the whole hand or arm as in handling.	5--Daily	3--Extremely Important	Computer Typing
Grasping: Applying pressure to an object with the fingers or palm.	5--Daily	3--Extremely Important	Using Mouse
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 be a considerable degree and requires the substantial use of the upper extremities and back muscles.	3--Monthly	1--Somewhat Important	
Feeling: Perceiving attributes of objects, such as size, shape, temperature or texture by touching the skin, particularly that of fingertips.	0--Never	0--Not Important	
Talking: Expressing or exchanging ideas by means of the spoken work. Those activities in which they must convey detailed or important spoken instructions to other workers accurately, loudly, or quickly.	5--Daily	3--Extremely Important	Customer Service
Hearing: Perceiving the nature of sounds with no less than a 4db loss @ 500 Hz, 1,000 Hz and 2,000 Hz with or without correction. Ability to receive detailed information through oral communication, and to make fine discriminations in sound, such as when making fine adjustments on machined parts.	5--Daily	3--Extremely Important	Customer Service
Seeing: The ability to perceive the nature of objects by the eye. Seeing is important for hazardous jobs where defective seeing would result in injury and also jobs where special and minute accuracy, inspecting and sorting exist. A high degree of visual efficiency, placing intense and continuous demands on the eyes by moving machinery and other objects are also considered important. Other important factors of seeing are acuity (near and far), depth perception (three dimensional vision), accommodation (adjustment of lens of eye to bring an object into sharp focus), field of vision (area that can be seen up and down or to the right or left while eyes are fixed on a given point) and color vision (ability to identify and distinguish colors).	5--Daily	3--Extremely Important	Computer Work Required
Repetitive Motions: Substantial repetitive movements (motions) of the wrists, hands, and/or fingers.	5--Daily	3--Extremely Important	Computer Work Required
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.	5--Daily	3--Extremely Important	Sitting Most of the Time
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	4--Weekly	2--Very Important	

constantly to move objects. If the use of arm and/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.	2--Quarterly	1--Somewhat Important	moving files and supplies.
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.	0--Never	0--Not Important	
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.	0--Never	0--Not Important	

2. WORKING CONDITIONS.

The working conditions section helps us to understand the physical environment you are subjected to while performing your job duties. This section does not apply to conditions like an old office building but only those factors that have to do with the job itself. In this section, please place an X by the condition that applies and one under the frequency that is most appropriate. The condition should be unique to your job and not generally applicable to all employees with the organization. **Please note, there is a choice for "Does Not Apply," if most of your work is in an office setting.**

☒ **Does Not Apply**

Condition	Less than 25% of the time	25-50% of the time	More than 50% of the time
Hazardous physical conditions (mechanical parts, electrical currents, vibration, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Atmospheric Conditions (fumes, odors, dusts, gases, poor ventilation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hazardous materials (chemicals, blood and other body fluids, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extreme temperatures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inadequate lighting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work space restricts movement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intense noise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Travel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Environmental (disruptive people, imminent danger, threatening environment)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

V: EMPLOYEE, SUPERVISOR, AND DEPARTMENT HEAD SIGNATURES

ADDITIONAL COMMENTS

Are there any additional comments you would like to make to be sure you have described your job adequately? (Use additional sheets if necessary).

The percentages we have listed in the essential duties section are not necessarily a very accurate representation of how we spend our day. This JAQ encompasses the job duties of 4 individuals. In addition, certain job duties overlap, so we are performing more than one essential duty at a time, as such, it is impossible to accurately reflect our time spent through a measure such as this.

EMPLOYEE CERTIFICATION

Signed:

Date:

Please check the appropriate statement:

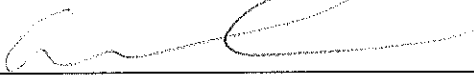
☒ I agree with the incumbents' position questionnaire as written.


☐ The above modifications have been discussed with the incumbent, and the incumbent agrees with these modifications.

☐ The above modifications have been discussed with the incumbent, and the incumbent disagrees with these modifications.

I have noted the modifications made by my supervisor in the Comments Section above.

Employee Signature: _____ Date: _____

Supervisor
Signature: _____  Date: 10/30/08

Department Head
Signature: _____  Date: 10/30/08

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE. AFTER YOU OR YOUR GROUP HAS COMPLETED YOUR PORTION OF THE QUESTIONNAIRE, PLEASE SUBMIT THE QUESTIONNAIRE TO YOUR SUPERVISOR FOR REVIEW, SIGNATURE, AND COMMENT. YOUR SUPERVISOR WILL SUBMIT THE COMPLETED QUESTIONNAIRE TO YOUR DEPARTMENT HEAD.



Classification Study 2008

Job Analysis Questionnaire

Instruction and guidelines for completing your Job Analysis Questionnaire

Job Analysis Questionnaires (JAQs) are being distributed to all individuals who are included within the scope of the study. As these JAQs are used to write job classifications, it is extremely important for you to fill out the questionnaires completely and accurately.

To make this process easier for you, we recommend you first read through the entire questionnaire so that you understand the information we are asking for in each section. Next, complete as much of the questionnaire as you can and then put it down for a day. On the next day, complete the rest of the questionnaire. Finally, just before you turn it in, read it again to make sure you haven't forgotten anything. We have included a checklist on page 2 to assist you with tracking your progress.

1. The information you provide on the following Job Analysis Questionnaire (JAQ) will be used to develop the new job classification system for the City of Grand Junction and to determine the correct classification for your job. It is very important that you provide accurate, detailed information about your current job duties. Providing overstated questionnaires may have a negative effect and will not result in a higher classification.
2. You may complete your JAQ as an individual, or you may join with other employees who perform the same type of work that you do to complete the JAQ as a group. Contact your supervisor for specific details on how to participate through a group process.
3. The questionnaire must be reviewed and signed by your immediate supervisor and your Department Head. Both the Supervisor and the Fox Lawson Consultant will then review the questionnaire information to ensure fairness and accuracy. Objectivity is the main consideration when the JAQs are reviewed.
4. We suggest that you keep a copy of the final document for your records. One copy and the original of the JAQ must be submitted to Shelley Caskey, Project Coordinator, or the Human Resources Division. The completed JAQ must be submitted to your supervisor and Department Head by 10/15/08. Department Heads must submit JAQs to the Human Resources Division by 10/31/08.
5. This document is set to be filled out by the employee by typing a response, checking a box, or selecting an answer from a drop-down menu. Spaces left for response are indicated by a gray-shaded area. Drop-down menus are indicated by the word, "select" and an arrow next to the word when the box is highlighted. You may move between response areas simply by using the "Tab" key.

Job Analysis Questionnaire (JAQ) – Overview & Checklist

Following is an overview of the City of Grand Junction's JAQ. Please use the checkboxes next to each section to monitor your progress and ensure completion.

I - Background

☒ **Employee Background:** Name, title, email, department, etc.

II - Position Information

☒ **1. Position Summary:** Written description of your job's primary purpose.

☒ **2. Supervision & Organizational Relationships**

☒ **a) Supervision Given:** Details of supervisory responsibility, if any.

☒ **b) Organizational Relationships:** Titles of coworkers and subordinates.

☒ **c) Public Contacts:** Inside and outside the organization.

☒ **3. Essential Duties:** Major job duties and their required decisions and frequency.

☒ **4. Required Knowledge & Skills:** Required knowledge and skills to perform essential duties.

III - Education, Experience, and Equipment

☒ **1. Education:** What education do you have vs. what do you need for the job?

☒ **2. Experience:** What experience do you have vs. what do you need for the job?

☒ **3. Special Requirements**

☒ **4. Machines, Tools, & Equipment:** Necessary equipment needed to perform job.

☒ **5. Decision Making & Judgments:** Short answers regarding decision-making capacity.

IV - Americans with Disabilities Act Requirements

☒ **1. Physical Activities/Requirements:** Standard ADA-related requirements.

☒ **2. Working Conditions:** Physical working conditions.

V - Employee, Supervisor, and Department Head Signatures

☒ **Employee, Supervisor, and Department Head Signatures**