POSITION ANALYSIS QUESTIONNAIRE

A key policy of Cornell is to ensure that its employees are paid in a fair and competitive manner for the positions they perform. This involves a review of salary levels for comparable positions in the labor market and a review of the relationship of all positions within Cornell. The relative relationship of one position compared to another is determined through position classification, which is a systematic review of position content. The review is based on widely recognized dimensions or factors such as education, experience, freedom to act, planning/organizing, diversity of work, contacts, responsibility (responsibility for human resources, capital, equipment, etc.), and working environment, among others. As a result of this position classification process, internal values will be developed for all positions. These internal ratings, in conjunction with the labor market review, provide a basis for determining levels of pay which are both fair and objective.

Please note that the position classification process should not be confused with individual performance appraisal. Position classification is concerned with the requirements of the position, not the characteristics of the individual performing the position.

This questionnaire is designed to collect information about your position. Your responses will enable Cornell to assess the content of your position and evaluate it fairly during the position classification process. It is therefore critical that you provide complete and accurate information.

General Instructions

Cornell's approach to position classification relies on many sources of information about your position. However, a key source of information is this document.

Please read the questionnaire carefully:

- Describe your position and its requirements, not your personal qualifications, experience, etc.

- All positions are important, try to avoid overstating or understating your position.

- Please complete the questionnaire on the basis of the "position-as-it-is-today" and on the basis of "normal" position requirements (not simply on the basis of a special project or a single decision).

- Have all questions been answered? To describe a position adequately, all questions should be answered. If you have concerns about a question, or wish to elaborate, please securely attach additional sheets of paper.

- Do you understand all questions? If not, call the Information Line at 255-7400 to obtain further information on the question.
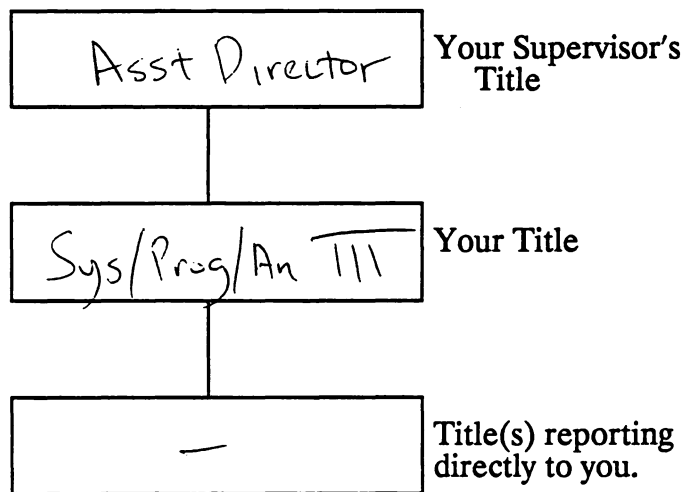
GENERAL INFORMATION

This section deals with basic information necessary only to identify your position.

1. Last Name _____ Saunders _____

   First Name, Middle Initial _____ Kevin E. _____

2. Campus Telephone Number _____ 255-7341 _____

3. Working Title _____ Systems Programmer / Analyst III _____

4. Supervisor's Name _____ Richard Cogger _____

5. Year of Hire at Cornell 19 85   6. Year Began in Present Position 19 86

ORGANIZATION STRUCTURE

Please fill in the boxes to complete the organization chart below. Draw additional boxes as needed. **(You may also attach an organization chart for your area; indicate your position with an asterisk.)**

Asst Director	Your Supervisor's Title
Sys/Prog/An III	Your Title
—	Title(s) reporting directly to you.

Position Analysis Questionnaire - Part I

POSITION CONTENT

Please explain the primary responsibility of your position as if you were explaining it to someone unfamiliar with your area of expertise:

Develop and maintain user-friendly Macintosh (& PC) communications software, serve as a source of information to users & implementors of network software, and investigate network technologies which may be useful at Cornell.

Briefly list the basic duties of your position. Use brief statements that begin with action verbs (e.g., supervises, administers, conducts, directs, implements, operates, prepares, coordinates, etc.) Estimate the percentage of your total work time spent on each responsibility listed. **If you need more space, use page 5.**

Duties	Percent of Time
1. Investigate network technologies, analyze products, prepare proposals for development projects	15
2. Design user and programmer software interfaces, invent algorithms, structure software systems	20
3. Code algorithms in accordance w/ structure paradigms in C and assembly language	20
4. Test resulting programs to verify correctness; analyze and correct bugs in application & OS code	30
5. Document both code and application, so that programs are maintainable and users can have a reference	10
6. Support users of Mac system products (TN/ Mandarin interface, MacBridge, OmniTalk) Mac application	5
7. product (TN), and provide general support for network administrators/programmers using	
8. TCP/IP, AppleTalk, and other network systems.	

Total 100%

-2-

Background Information

This information will be used only for reference; it will not be used in the valuation process.

1. Please describe your personal working experience in your current field or related areas and the number of years you spent in each type of work.

Years	Related Area
4.5	Current job — Macintosh & other network systems programming
1	Macintosh communications programming
.5	UNIX (Bourne shell programming
1	COBOL programming

2. Your Highest Degree Earned: __BS__ Your Field of Study: ___Economics___

(e.g., H.S., A.A., B.A., M.A., M.S., M.B.A., M.D., M.Ed., J.D./L.L.B., Ph.D., D.V.M.)

3. Describe any special skills, abilities or knowledge required for a person to successfully complete the duties of this position (note: please describe the position requirements, not your own background).

Computer architecture / Software design & programming / Real time programming (C language, assembly language, numerous macro languages) / Terminal protocols / Debugging skills / Communications protocols (TCP/IP, AppleTalk, etc) / Graphics An ego as big as a planet and a commitment to make a program work.

4. Please list any certifications or licenses required for this position (e.g., R.N., C.P.A., etc.).

_____

If You Have Any Additional Information Concerning Your Position Responsibilities, Please Add It on Next Page.

Position Analysis Questionnaire - Part II

Read each question carefully and <u>place a check mark</u> next to the response that best describes your position requirements. Complete any narrative section requested by printing clearly and legibly.

1. **In order to perform your position competently, what minimum level of formal education is required by the University? (Check one.)**

[handwritten: THIS IS A MEANINGLESS QUESTION. It confuses <u>competence</u> with <u>requirements</u>. Further, WHY ASK ME!?]

— Technical school, trade school, or specialized training beyond the high school degree but short of a community college degree.	
— Associate's degree; technical/vocational school degree	
— *Bachelor's degree	— M.D./PhD.
— *Master's degree	— D.V.M.
— *Ph.D, Ed.D.	— J.D., LL.B
— M.D.	— LL.M.

[handwritten: I DON'T KNOW!]

*List field: _____

2. **In order to perform your position competently, what minimum level of related experience is required by the University? This experience would be in addition to the level of formal education specified in the question above. (Check <u>one</u>.)**

— Less than 1 year	— 5 but less than 7 years
— 1 but less than 2 years	— 7 but less than 10 years
— 2 but less than 3 years	— More than 10 years
— 3 but less than 5 years	

[handwritten: DITTO]

3. **What best describes the skills necessary for the performance of your position duties? (Check <u>one</u>.)**

    — I am responsible for performing tasks which require knowledge/skills of the specific area of work.

    — I am responsible for performing tasks which require knowledge/skills of two or more specific areas of work within a functional area.

    — I am responsible for performing tasks which require in depth knowledge/skills of an entire functional area and general knowledge/skills of related areas.

    ✓ I am responsible for performing a variety of tasks which require in-depth knowledge/skills of an entire functional area and in-depth knowledge/skills of related areas.

4. **What type of computer skill is required for the performance of your position duties? (Check one.)**

XXXX Computing is my functional area of work. (Skip to question 5.)
(they, it is, but then told it ain't)

___ Computer skills not required. (Skip to question 5.)

_7_ Basic knowledge and skill in using packaged programs.

_√_ Advanced knowledge and skill in using packaged programs.

5. **What public relations skills are required in your position? (Check one.)**

___ Interaction requires effective communication skills.

___ Interaction requires advanced communication skills and the use of discretion and judgement.

_√_ Interaction requires advanced communication skills and the ability to influence and persuade.

6. **Please provide an example of your responsibilities which support the selection above.**

Persuading users of our software that they are miffed about a "feature" of the software rather than a "bug" in the software; persuading users that CIT Network Services are useful and well-conceived.

7. **What level of analytical thinking, reasoning, creativity, (i.e., the need to recognize a problem and identify solutions or develop conclusions) is required in your position? This would include such examples as research, proposal writing, computer programming or developing publications. (Check one.)**

___ Occasionally adapt, combine or make improvements in an existing service product, process or program.

___ Frequently adapt, combine, or make improvements to services, products, processes or programs.

___ Occasionally required to develop new, imaginative or innovative solutions, services, products, processes or programs.

_√_ Continually required to develop new, imaginative, or innovative solutions, services, products, processes or programs.

8. **Provide examples of the problem solving/creative thinking required by your position.**

Cornell Macintosh TN3270 and the Cornell Macintosh AppleTalk bridge. (Design, coding, debugging, documentation).

9. **What are the visual demands required by your work activities? (Check one.)**

___ Normal visual attention for reading, writing; intermittent work on computer.

✓ Close visual concentration for frequent work of extended periods of time on computer; constant work with numbers.

▓ Extremely close visual concentration for frequent work requiring excellent eye/hand coordination.

10. **What are the physical demands required by your work activities? (Check one.)**

✓ Work requires mostly sitting, occasional walking or standing.

___ Work requires mostly standing and walking.

11. **What are your position's requirements for lifting/carrying/pushing/pulling objects or loads? (Check one.)**

___ Not required to lift/carry/push/pull objects or loads. (Skip to question 14.)

___ Lift/carry/push/pull objects or loads of 20 lbs. or less.

✓ Lift/carry/push/pull objects or loads of 20-50 lbs.

___ Lift/carry/push/pull objects or loads of more than 50 lbs.

12. **How often?**

✓ Infrequently   ___ Frequently

13. **Please describe the activities involved in the selection above.**

Unpacking / moving computers.

14. **What is the physical environment in which you perform your position? (Check _one_.)**

    ___ Indoor environment with generally pleasant surroundings.

    _√_ Indoor environment with some unpleasant aspects to surroundings.

    ___ Majority of time spent indoors, some work activities performed outdoors.

    ___ Majority of time spent outdoors, some work activities performed indoors.

15. **Please describe the physical surroundings which support your answer above.**

    125 Caldwell Hall : 3 programers, 20 computers (HoT during
    summer).

16. **What hazardous conditions/materials/equipment are you exposed to in the performance of your duties? (Check _one_.)**

    ___ No exposure to hazardous conditions/materials/equipment (skip to question 19).

    _√_ Exposure to conditions which require handling of animals or mildly toxic plants; chemicals or substances requiring careful use; or equipment requiring close attention. Safety gear is not required.

    ___ Exposure to conditions which require cautious handling of animals or toxic plants; chemicals or substances requiring safety precautions; or equipment requiring constant attention. Safety gear is required in some aspects of work.

    ___ Exposure to hazards including contact with sick or violent people; sick or dangerous animals or highly toxic plants; highly toxic chemicals or substances; or equipment requiring extreme safety precautions. Safety gear is necessary for work activities.

17. **Please describe the conditions/materials/equipment for the choice you have made above.**

    CRTs (can) cause adverse health effects. (I have as
    many as 5 running simultaneously within arm's reach.)
    Also, intensive keyboard activity may cause "carpal tunnel syndrome",
    resulting in an inability to flex the wrist. I suffer from (regularly)
    thumb strain when doing low-level Macintosh debugging

18. **How often are you exposed to the conditions you have described above?**

    ___ Infrequently   _√_ Frequently

Check ALL boxes in each of the categories below which best describe the conditions that affect the performance of your position duties.

19. **Deadlines for the Completion of Your Work Activities are:**

    ___ Anticipated in advance   ___ Constantly shifting

    ___ Tight   ✓ Sometimes shifting

    ✓ Affected by completion of work by others   ___ Often shifting

20. **Travel Requirements of Your Position include:**

    ■ Travel Not required   ___ Occasional long trips (more than days

    ✓ Occasional short trips (2 days or less)   ___ Frequent long trips

    ___ Frequent short trips

21. **Hours Beyond the Regular Work Day are:**

    ___ Extremely uncommon   ■ Infrequent and unpredictable

    ___ Infrequent and predictable   ___ Frequent and unpredictable

    ✓ Frequent and predictable

Check ONLY ONE box in each of the categories below

22. **The Level of Stress Resulting from Your Position Activities is Usually:**

    ___ Low   ___ Medium   ✓ High

23. **The Frequency with which Stress occurs in Your Position is:**

    ___ Infrequent   ✓ Regular

24. **The Occurence of Loud, Distracting or Unpleasant Noise is:**

    ___ Infrequent   ✓ Regular

25. **Interruptions of Your Work Activities are:**

    ___ Infrequent   ✓ Regular

26. **What amount and type of supervisory direction is required in the performance of your position? (Check one.)**

     ___ Direct supervision and/or standard work policies or established procedures guide my activities.

     ___ General supervision where some interpretation of established work policies and procedures is required.

     ___ Very general supervision which requires me to interpret work policies and procedures, and, at times, deviate from standard work practices.

     ✓ Little direct supervision of my activities with considerable latitude for exercising judgement and self-direction.

27. **What responsibility does your position have for project management? (Check one.)**

     ___ No responsibility for project management.

     ___ Assist in coordinating project activities.

     ___ Responsible for coordinating specific activities within a project.

     ✓ Responsible for defining project tasks, organizing project team, and directing project activities. ↘ (me)

28. **What type of contacts with other University employees are necessary for the normal performance of your position? (Contacts can be by telephone, in writing or in person.) (Check one.)**

     ___ Contacts involve receiving instructions or providing information to immediate associates and supervisor.

     ___ Contacts are throughout the University and involve assisting others, and providing or obtaining cooperation for the completion of tasks.

     ✓ Contacts are throughout the University and involve providing guidance to others and/or coordinating activities.

     ___ Contacts are throughout the University and involve coordinating major activities and/or persuading others to take a particular course of action.

     ___ Contacts are throughout the University and involve coordinating major activities that may involve sensitive situations.

     ___ Contacts involve high level interaction on matters which are of considerable diversity and may involve University activities that are highly sensitive or confidential.

29. **Please provide examples of the type of contacts your position has which support your selection above.**

Software support (TN3270, AppleTalk, MacTCP), support in making decisions on employment of different network technologies

30. **What type of contacts with __individuals outside the University__ are necessary for the normal performance of your position?** (Check __one__.)

___ No contact with individuals outside the University. (Skip to question 32.)

___ Contacts involve providing information that exists within pre-established documents and or programs. (e.g., admissions procedures)

_✓_ Contacts involve providing guidance, advice, or information that must be analyzed and developed by my position.

___ Contacts involve developing and making presentations and negotiating with others.

31. **Provide examples of your interaction which support your selection above.**

MacBridge development — liaison with Corvus Inc.
MacTCP bug reporting (Apple)
Community Access Project (vendor inquiries - modems, PC boards)

32. **What level and type of contact do you regularly have with __students__ who are not employees?** (Check __ALL__ that apply.)

_✓_ Not applicable. (Skip to question 34.)

___ Occasional contact to provide information and instruction on University policies and procedures.

___ Frequent contact to provide information and instruction on University policies and procedures.

___ Occasional contact dealing with confidential information such as student grades, financial records, etc.

___ Frequent contact dealing with confidential information such as student grades, financial records, etc.

___ Occasional contact dealing with matters of a highly sensitive or personal nature (e.g., personal counselling such as academic, financial, medical, psychological).

___ Frequent contact dealing with matters of a highly sensitive or personal nature (e.g., personal counselling such as academic, financial, medical, psychological).

- 11 -

33. **Please provide examples which support the selections above.**

_____

_____

_____

_____

34. **What would be the impact of an error made by your position? (Check one.)**

   ___   Section of a department. Effect(s) confined to a functional area of operation within a department.

   ___   Departmental. Effect(s) directly impacts upon multiple functional areas of operation within a department.

   ___   College, Administrative Unit. Effect(s) directly impacts upon more than one department within a college, administrative unit, school, center, etc.

   ✓   University wide. Effect(s) directly impacts upon more than one college, administrative unit, school, center, etc.

35. **Describe two likely errors that could be made in the normal performance of your position duties.**

A coding error would result in corruption of administrative or scientific data;

A design error would result in a small but cumulatively very significant loss in productivity for users of our software.

36. **What type of decision-making activities are required of your position? (Check one.)**

   ___   Responsible for making some decisions about my work within limits prescribed by established policies or my supervisor.

   ✓   Responsible for assisting, contributing and influencing decisions on setting policies and/or procedures, research, planning and development activities.

   ___   Responsible for assisting in and influencing decisions concerning students.

   ___   Responsible for making decisions on setting policies and/or procedures, research, planning and development activities.

   ___   Responsible for making decisions concerning students.

37. **What best describes the level affected by your decision-making activities?**

    ___   Decisions directly affecting students. (Skip to question 38.)

    ___   <u>Section of Department.</u> Effect(s) confined to a functional area of operation within a department.

    ___   <u>Departmental.</u> Effect(s) directly impacts upon multiple functional areas of operation within a department.

    ___   <u>College, Administrative Unit.</u> Effect(s) directly impacts upon more than one department within a college, administrative unit, school, center, etc.

    ✓   <u>University-wide.</u> Effect(s) directly impacts upon more than one college, administrative unit, school, center, etc.

38. **If you indicated in question 36 that you assist in/make decisions concerning students, check ALL the boxes that indicate the effect of the decisions.**

    ___   Decisions directly affect students' social lives.

    ___   Decisions directly affect students' academic activities.

    ___   Decisions directly affect students' health and well-being.

39. **Describe the types of decisions you make ⌃(influence) in questions 36-38 above.**

R&D relating to our Macintosh terminal emulation software (TN), gateway support for ~~~ user access to the campus network from remote locations, and other projects such as AppleTalk services and data/voice integration.

40. **What is your responsibility for planning and organizing new programs, experiments, curricula and or approaches; administering or implementing on-going projects or programs; identifying future needs. (Check one.)**

    ___   Plan and organize my own work. (Skip to question 42.)

    ___   Assist in planning and organizing.

    ___   Influence and contribute to planning and organizing.

    ✓   Responsible for planning and organizing.

41. **What best describes the level affected by your planning and organizing activities?** (Check <u>one</u>.)

   ___ <u>Section of Department.</u> Effect(s) confined to a functional area of operation within a department.

   ___ <u>Departmental.</u> Effect(s) directly impacts upon multiple functional areas of operation within a department.

   ___ <u>College, Administrative Unit.</u> Effect(s) directly impacts upon more than one department within a college, administrative unit, school, center, etc.

   _✓_ <u>University-wide.</u> Effect(s) directly impacts upon more than one college, administrative unit, school, center, etc.

42. **What responsibility do you have for the management of resources, equipment, space/facilities?** (Check <u>one</u>.)

   _✓_ Little or no responsibility for resources other than those used in my own work. (Skip to question 44.)

   ___ Responsible for managing physical assets used by others such as office equipment, lab equipment, computer equipment.

   ___ Responsible for managing physical assets such as library collections, equipment, machinery, supplies or the management of physical facilities (other than own work area).

43. **What is the approximate value of the resources managed by your position?**

   $ ~~▨▨▨~~ _____

44. **Are you responsible for the management of financial assets?** (e.g. grants, contracts, endowments, non-payroll budgets)

   ___Yes   _✓_No (skip to question 47)

45. **Which level is affected by the <u>financial assets</u> you manage?** (Check <u>one</u>.)

   ___ <u>Section of Department.</u> Effect(s) confined to a functional area of operation within a department.

   ___ <u>Departmental.</u> Effect(s) directly impacts upon multiple functional areas of operation within a department.

   ___ <u>College, Administrative Unit.</u> Effect(s) directly impacts upon more than one department within a college, administrative unit, school, center, etc.

   ___ <u>University-wide.</u> Effect(s) directly impacts upon more than one college, administrative unit, school, center, etc.

46. **What is the approximate amount of financial assets managed in your position?**

$_____

47. **Do you have signature authority?**

_____ Yes   √ No

48. **What is the dollar limit of your signature authority?**

$_____

49. **Please describe the types of resources for which you are responsible** (as noted above in questions 42 and 45).

_____

_____

_____

_____

50. **What is your position's level of responsibility for working with volunteers?** (Check ALL that apply.)

√ No work with volunteers. (skip to question 52).

___ Schedule and coordinate volunteer workers.

___ Recruit, train and review the work of volunteers.

___ Assign work and supervise work activities.

51. **Describe the type of work you do with volunteers.**

_____

_____

_____

_____

SUPERVISORY RESPONSIBILITY

This section requests information on your supervisory responsibilities. If you are not a supervisor, you need only answer question 52.

52. **What is the greatest level of responsibility you have for planning, directing, coordinating, and monitoring the activities of other employees (including student employees)?** (Check one)

    ___ No responsibility for the work of others.

    ___ Responsible for providing occasional guidance on work methods or procedures to new employees who do the same work I do.

    _√_ Responsible for providing guidance, counsel and information to employees throughout the University in specific support areas.

    ___ Responsible for providing regular on-the-job training, guidance, advice and counsel to other employees in my group. I act as a leader over other positions performing essentially the same work or related technical tasks.

    ___ Responsible for providing day-to-day supervisory direction to employees within my department.

    ___ Responsible for providing supervisory direction to other supervisors.

    ___ Responsible for providing supervisory direction to other managers.

    ___ Responsible for providing broad supervisory direction to senior managers across the entire institution.

53. **Do you provide:** (check one)

    ___ human resource supervision (hiring, firing, performance appraisal, etc.)   ___ both

    ___ job activities supervision (assign, monitor, review work tasks)   ___ not applicable

54. **How many people do you <u>directly</u> supervise in each of the following groups?** (Write the number for each group that applies.)

    ___ Exempt University employees   ___ Non-exempt University employees   ___ University student employees

    ___ Temporary employees   ___ Volunteers

To: NR-TEC and NR-SYS Staff

Folks,

Attached are guidelines I received for use in getting the classification survey's properly completed. Although the materials are addressed to me, David said it was acceptable for me to share them with you.

Please get the survey's filled out and returned to me by the end of this coming Friday so I can work on them over the weekend. If you have any questions, let me know. For example, you may want to know what level your position is classified at. But don't assume you should just look things up and fill in accordingly-- your classifiction may not be correct! In which case, your answers, based on what you really do would reflect that.

Some of the questions, however, have unusual interpretations: For example, on question 4, answer A might seem to apply, but personnel says that's for computer operators-- you're all at level D on that question.

As Agelia's memo says, these guidelines are to be considered guidelines. Use your best judgement as to what makes sense.

I'll ask Lynn to schedule a time for each of you to meet with me on Monday or Tuesday to discuss your survey.

-Dick

TITLE
Associate Network Programmer/Analyst

SCOPE
Perform activities that support the network environment of computer technologies, including telecommunications and/or datacommunications technologies.

FUNCTION
Design, develop, or maintain network software.

CHARACTERISTIC DUTIES AND RESPONSIBILITIES
Perform simultaneous activities regarding the development, support, or maintenance of network software. This includes recommending modifications or extensions to such systems to support organizational and institutional goals, analyzing requirements for function and performance, and designing procedures for evaluating function and performance. Identify and monitor how problems might affect or interact with function and performance of other systems. Propose or implement solutions as appropriate. Adapt, combine, or improve existing service products, processes, or programs, and develop innovative solutions when appropriate.

Responsible for making decisions regarding policies and procedures, research, planning, and development activities in the functional area, and for contributing to planning and organizing by Management.

Tasks are generally defined, moderately complex, somewhat predictable, and medium-term (6-12 months duration), and may require sufficient planning or coordination to avoid competing with or jeopardizing other established priorities.

DIRECTION RECEIVED
Under general supervision where interpretation of established work policies and procedures is required.

DIRECTION GIVEN
Responsible for coordinating specific activities, and for providing guidance, counsel, and information throughout the University in specific support areas. May be responsible for defining project tasks, organizing project teams, and directing project activities, and for providing job activities supervision of exempt-level technical staff.

MINIMUM EDUCATION
Bachelor's degree or equivalent experience.

MINIMUM EXPERIENCE
2-5 years of related experience.

SKILLS
Responsible for performing tasks requiring in-depth knowledge/skills within a functional area and general knowledge/skills of related areas. Interaction requires advanced communications skills and the use of discretion and judgement.

CONTACTS
Contacts are throughout the University and involve providing guidance to others and/or coordinating activities. Regular contact with specialists outside Cornell may be required.

CORNELL
U N I V E R S I T Y

Date: March 6 1990

To: Lee Snyder
          Director, Office of Human Resources

From: M. Stuart Lynn
          Vice President for Information Technologies

Subject: Response to the Classification Review Study for Exempt Staff

This memo documents CIT's response to specific items in the Classification Review Study's Position Analysis Questionnaire. To help ensure consistency across the organization, CIT formed an internal committee to develop guidelines for staff and supervisors to refer to while completing the questionnaires. In developing these guidelines, the committee discussed the instances in which the survey presented questions that were less effectual for complex and diverse organizations like CIT. I offer the following explanatory commentary that I ask be incorporated into all of CIT's booklets as a supplement. I hope this information will be helpful as you review CIT's material.

(1) Questions concerning breadth and integration of skills (#3, 4, 7), contacts in the University (#5, 28), scope of decisions, planning, and assets (#37, 41-46), and impact of errors (#34) do not offer choices that are consistent with CIT's mission as an infrastructure-level service organization. CIT supports positions at all levels requiring:

- broad and integrated skills across various applications and technologies,

- discrete and persuasive communications skills to help the University use these applications and technologies effectively,

- University-wide contacts with which to plan, develop, and deliver products and services collaboratively,

- potentially University-wide impact of errors, especially ones that might be introduced into major applications or technologies for which CIT is responsible (ie, payroll, communications, budget and accounting, etc.).

(2) Questions concerning public relations skills (#5), creative thinking (#7), supervisory direction and project management (#26, 27), contacts (#28), and impact and scope of responsibilities (#34, 37, 40, 41, 52) do not offer choices that are consistent with the high levels of collaboration and interdependence

among CIT's divisions, and between CIT and other University departments. CIT is a matrix organization requiring positions at all levels to communicate and collaborate effectively across the organization and, in many instances, across the University. The interdependence operative in CIT is tighter than interactions found in most other organizations. In CIT, one cannot act without affecting others internal or external to the organization. CIT supports positions at all levels requiring:

— excellent public relations skills,

— continual application of imaginative or innovative approaches to problem-solving,

— high levels of interdependence with respect to supervisory direction, project management, and contacts with other University employees,

— University-wide scope for planning, developing, and delivering products and services.

(3) The following comments pertain to a few specific questions in the survey:

#1: Minimum level of formal education required
For all positions, equivalent experience can substitute for formal education requirements.

#4: Computer skill required
This question was very confusing for CIT staff. CIT provides leadership in the applications, services, and technologies of computing for the entire University. In this regard, all staff in CIT require computer skills that are "functional" and "advanced".

#16: Hazardous conditions
CIT staff spend considerable time in front of video monitors. It is uncertain whether or not there are health risks associated with exposure to the electromagnetic radiation emitted from these devices. Furthermore, many staff suffer chronic back pain, eye strain, and general muscle fatigue due to a continual and fixed orientation at their workstations.

I hope these comments will be helpful during your review of Position Analysis Questionnaires submitted by CIT staff.

cc: A. Harris, P. Tufford; OHR
√CIT Exempt Staff

Office of Information Technologies
Management and Budget Office
326 CCC

Date: Tuesday, January 16, 1990

To: CIT Exempt Staff

From: Judith A. Baker

Subject: Classification Review Study Questionnaire

Enclosed you will find the Position Analysis Questionnaire that is being used in the Classification Review Study. Each exempt employee covered by the study is required to complete the questionnaire and return it through your supervisor.

General Instructions

-Complete the questionnaire, being sure to answer all questions. Please focus on job content. This is not an assessment of performance. Attach any additional information (including organizational charts, current job descriptions, etc.) that you feel will provide information about your job.

-If you have questions on any of the terms used in the questionnaire, call your supervisor or the Information Line in Human Resources at 255-7400.

-Return your completed questionnaire to your supervisor by January 29, 1990. Do not sign the back page until you receive your questionnaire back from your supervisor.

-Your supervisor will review your questionnaire and will comment, but will not change your input. Questionnaires should then be signed by both parties if there is agreement on the content. Any difference of opinion should be resolved, if possible, by you and your supervisor.

-After you and your supervisor sign the questionnaire, it will be reviewed by me for completeness. Again, the questionnaire will not be changed.

-After all levels of review have been completed, the questionnaire will be returned to Human Resources and then forwarded to Coopers and Lybrand for the evaluation process.

Questions

We appreciate the time you are spending on this study and recognize the effort involved in completing the questionnaire. Your input is crucial to insure that the developed program is based on current information. Once again, we ask that you focus on the content of your position. This is not a performance appraisal.

If you have any questions on the questionnaire or classification review process, please ask your supervisor or call the Information Line in Human Resources at 255-7400.

Classification Profile — Key

STEP	#	I	II	III	SENIOR	SPECIALIST	LEAD	PRINCIPAL
CHARACTERISTIC DUTIES	1	single	multiple	simultaneous	simultaneous	many simultaneous	interconnecting	interconnecting
	2		propose solutions	<--->	implement solutions	implement solutions	implement solutions	implement solutions
	3	adapt/improve	<--->	innovate	frequently innovate	continually innovate	continually innovate	continually innovate
	4				collaborate on issues having systemic genesis or impact	collaborate and negotiate on issues having complex systemic genesis or impact	collaborate and negotiate on issues having very complex systemic genesis or impact	collaborate and negotiate on issues having very complex systemic genesis or impact
	5	make decisions/plans within limits prescribed by policies in functional area	assist, contribute influence decisions/ plans in functional area	<--->	make decisions in functional area	make decisions in functional area	make decisions in functional area	make decisions in functional area
	6			contribute to and influence planning by Management	contribute to and influence planning by Management	formulate planning with Management	formulate planning with Management	formulate planning with Management
	7							may be involved in high-level research and development activities having national stature
	8	well-defined	generally defined	<--->	partially defined	not defined	not defined	not defined
	9	introductory	<--->	moder complex	complex	very complex	most complex	most complex
	10	predictable	somewhat predictable	<--->	not predictable	not predictable	not predictable	not predictable
	11	short-term	<--->	medium-term	long-term	long-term	longest-term	longest-term
DIRECTION RECEIVED	12	direct supervision and/or standard work policies or established procedures guide activities	<--->	general supervision with interpretation of established work policies and deviation from standard work practices	general direction with latitude for exercising judgement and self-direction	very general direction with considerable latitude for exercising judgement and self-direction	broad direction with extended latitude for exercising judgement and self-direction	very broad direction with maximum latitude for exercising judgement and self-direction
DIRECTION GIVEN	13	no project mgmt responsibility	assist in coordinating specific activities	coordinate activities within specific projects	define project tasks, organize project team, and direct activities	define projects organize project team, and direct activities	define projects organize project team, and direct activities	define projects organize project team, and direct activities
	14	no responsibility for providing job activities training, guidance, advice or counsel to other positions	may provide job activities training, guidance, advice or counsel to non-exempt positions	provide job activities training, guidance, advice or counsel to exempt positions	lead and/or provide job activities supervision to exempt technical positions	lead and/or provide job activities supervision to exempt technical positions	lead and/or provide job activities supervision to exempt technical positions	lead and/or provide job activities supervision to senior-level technical positions
	15					mentor other skilled professionals	mentor other skilled professionals	mentor other senior-level skilled professionals

Over please

5/1/91

Classification Profile — Key

STEP #	I	II	III	SENIOR	SPECIALIST	LEAD	PRINCIPAL
EDUCATION 16	bachelor's or equiv	bachelor's or equiv	bachelor's or equiv	bachelor's or equiv	bachelor's or equiv	bachelor's or equiv	advanced or equiv
EXPERIENCE (yrs) 17	less than 1	1 to 3	2 to 5	5 to 7	7 to 10	10+	10+
SKILLS 18	activities require knowledge/skills of the specific area	activities require knowledge skills of specific areas within a functional area and some knowledge of related areas	activities require in-depth knowledge/skills of functional area and general knowledge of related areas	<--->	activities require broad, in-depth knowledge of a broad functional area and in-depth knowledge of of related areas	activities require very broad, in-depth know-ledge of a broad functional area and in-depth knowledge of of related areas	activities require very broad, in-depth know-ledge of a broad functional area and in-depth knowledge of of related areas
19	interaction requires effective communications skills	interaction requires advanced communications skills	interaction requires advanced communica-tions skills and the use of discretion and judgement	interaction requires advanced communica-tions skills and the ability to influence and persuade	interaction requires advanced communica-tions skills and ability to influence persuade, and negotiate	interaction requires advanced communica-tions skills and ability to influence persuade, and negotiate	interaction requires advanced communica-tions skills and ability to influence persuade, and negotiate
CONTACTS 20	inform others about policies or procedures	assist others and provide or obtain cooperation for the completion of activities	guide others and coordinate activities	persuade others and coordinate major activities	persuade or negotiate with others on sensitive issues and coordinate major activities	persuade or negotiate with others on highly sensitive issues and coordinate major activities	persuade or negotiate with others on highly sensitive issues and coordinate major activities
21	contacts usually limited to the work group	contacts usually within Cornell with occasional contacts outside	<--->	regular contacts outside Cornell are required	regular contacts outside Cornell are required	regular and high-level contacts outside Cornell are required	regular and highest-level contacts outside Cornell are required

Classification Profile

Name: _____   CIT Pilot Title: _____

Division/Section: _____   Line Number: _____   Proficiency: _____

STEP	#	I	II	III	SENIOR	SPECIALIST	LEAD	PRINCIPAL
CHARACTERISTIC DUTIES	1	single duties	multiple duties	simultaneous duties	simultaneous duties	many simultaneous	interconnecting	interconnecting
	2		propose solutions	<---->	implement solutions	implement solutions	implement solutions	implement solutions
	3	adapt/improve	<---->	innovate	frequently innovate	continually innovate	continually innovate	continually innovate
	4				collaborate	collaborate/negotiate	collaborate/negotiate	collaborate/negotiate
	5	decisions prescribed	assist in decisions	<---->	make decisions	make decisions	make decisions	make decisions
	6			contrib / inflnc plans	contrib / inflnc plans	formulate plans w/mgt	formulate plans w/mgt	formulate plans w/mgt
	7							high-level R & D
	8	well-defined	generally defined	<---->	partially defined	not defined	not defined	not defined
	9	introductory	<---->	moder complex	complex	very complex	most complex	most complex
	10	predictable	somewhat predictable	<---->	not predictable	not predictable	not predictable	not predictable
	11	short-term	<---->	medium-term	long-term	long-term	longest-term	longest-term
DIRECTION RECVD	12	direct supervision	<---->	general supervision	general direction	very gen direction	broad direction	very broad direction
DIRECTION GIVEN	13	no project mgmt	assist in coordinating	coordinate activities	define projects	define projects	define projects	define projects
	14	responsbl for own work	guide/counsel	guide/counsel exempt	lead exempt	lead exempt	lead exempt	lead senior-exempt
	15					mentor	mentor	mentor
EDUCATION	16	bachelor's or equiv	bachelor's or equiv	bachelor's or equiv	bachelor's or equiv	bachelor's or equiv	bachelor's or equiv	advanced or equiv
EXPERIENCE (yrs)	17	less than 1	1 to 3	2 to 5	5 to 7	7 to 10	10+	10+
SKILLS	18	specific area	functional area	functional + related	<---->	broad/in-depth	very broad/in-depth	very broad/in-depth
	19	effective skills	advanced skills	discretion/judgement	influence/persuade	inflnc/persuade/negot	inflnc/persuade/negot	inflnc/persuade/negot
CONTACTS	20	inform	assist	guide	persuade	... on sensitive issues	... on highly sensitive	... on highly sensitive
	21	within work group	within Cornell	<---->	outside Cornell	outside Cornell	high-level outside	highest-level outside

Position Analysis Questionnaire - Part II

Read each question carefully and <u>place a check mark</u> next to the response that best describes your position requirements. Complete any narrative section requested by printing clearly and legibly.

1. **In order to perform your position competently, what minimum level of formal education is required by the University?** (Check one.)

    A Technical school, trade school, or specialized training beyond the high school degree but short of a community college degree.

    B Associate's degree; technical/vocational school degree

    C *Bachelor's degree   —   M.D./PhD.

    D *Master's degree   —   D.V.M.

    E *Ph.D, Ed.D.   —   J.D., LL.B.

    —   M.D.   —   LL.M.

    *List field: _____

2. **In order to perform your position competently, what minimum level of related experience is required by the University? This experience would be in addition to the level of formal education specified in the question above.** (Check <u>one</u>.)

    A Less than 1 year   **E** 5 but less than 7 years

    B 1 but less than 2 years   **F** 7 but less than 10 years

    C 2 but less than 3 years   **G** More than 10 years

    D 3 but less than 5 years

3. **What best describes the skills necessary for the performance of your position duties?** (Check <u>one</u>.)

    A I am responsible for performing tasks which require knowledge/skills of the specific area of work.

    B I am responsible for performing tasks which require knowledge/skills of two or more specific areas of work within a functional area.

    C I am responsible for performing tasks which require in depth knowledge/skills of an entire functional area and general knowledge/skills of related areas.

    D I am responsible for performing a variety of tasks which require in-depth knowledge/skills of an entire functional area and in-depth knowledge/skills of related areas.

8. **Provide examples of the problem solving/creative thinking required by your position.**

_____

_____

_____

_____

9. **What are the visual demands required by your work activities?** (Check <u>one</u>.)

___ Normal visual attention for reading, writing; intermittent work on computer.

___ Close visual concentration for frequent work of extended periods of time on computer; constant work with numbers.

___ Extremely close visual concentration for frequent work requiring excellent eye/hand coordination.

10. **What are the physical demands required by your work activities?** (Check <u>one</u>.)

___ Work requires mostly sitting, occasional walking or standing.

___ Work requires mostly standing and walking.

11. **What are your position's requirements for lifting/carrying/pushing/pulling objects or loads?** (Check <u>one</u>.)

___ Not required to lift/carry/push/pull objects or loads. (Skip to question 14.)

___ Lift/carry/push/pull objects or loads of 20 lbs. or less.

___ Lift/carry/push/pull objects or loads of 20-50 lbs.

___ Lift/carry/push/pull objects or loads of more than 50 lbs.

12. **How often?**

___ Infrequently ___ Frequently

13. **Please describe the activities involved in the selection above.**

_____

_____

_____

_____

Check ALL boxes in each of the categories below which best describe the conditions that affect the performance of your position duties.

19. <u>Deadlines for the Completion of Your Work Activities are</u>:

   A Anticipated in advance   *D* Constantly shifting

   B Tight   *E* Sometimes shifting

   C Affected by completion   *F* Often shifting
        of work by others

20. <u>Travel Requirements of Your Position include</u>:

   ___ Travel Not required   ___ Occasional long trips
                                         (more than days
   ___ Occasional short trips
        (2 days or less)   ___ Frequent long trips

   ___ Frequent short trips

21. <u>Hours Beyond the Regular Work Day are</u>:

   A Extremely uncommon   *D* Infrequent and unpredictable

   B Infrequent and predictable *E* Frequent and unpredictable

   C Frequent and predictable

Check ONLY ONE box in each of the categories below

22. <u>The Level of Stress Resulting from Your Position Activities is Usually</u>:

   ___ Low   ___ Medium   ___ High

23. <u>The Frequency with which Stress occurs in Your Position is</u>:

   ___ Infrequent   ___ Regular

24. <u>The Occurence of Loud, Distracting or Unpleasant Noise is</u>:

   ___ Infrequent   ___ Regular

25. <u>Interruptions of Your Work Activities are</u>:

   ___ Infrequent   ___ Regular

29. **Please provide examples of the type of contacts your position has which support your selection above.**

_____

_____

_____

_____

30. **What type of contacts with <u>individuals outside the University</u> are necessary for the normal performance of your position? (Check <u>one</u>.)**

   A   No contact with individuals outside the University. (Skip to question 32.)

   B   Contacts involve providing information that exists within pre-established documents and or programs. (e.g., admissions procedures)

   C   Contacts involve providing guidance, advice, or information that must be analyzed and developed by my position.

   D   Contacts involve developing and making presentations and negotiating with others.

31. **Provide examples of your interaction which support your selection above.**

_____

_____

_____

_____

32. **What level and type of contact do you regularly have with <u>students</u> who are not employees? (Check <u>ALL</u> that apply.)**

   A   Not applicable. (Skip to question 34.)

   B   Occasional contact to provide information and instruction on University policies and procedures.

   C   Frequent contact to provide information and instruction on University policies and procedures.

   —   Occasional contact dealing with confidential information such as student grades, financial records, etc.

   —   Frequent contact dealing with confidential information such as student grades, financial records, etc.

   —   Occasional contact dealing with matters of a highly sensitive or personal nature (e.g., personal counselling such as academic, financial, medical, psychological).

   —   Frequent contact dealing with matters of a highly sensitive or personal nature (e.g., personal counselling such as academic, financial, medical, psychological).

37. **What best describes the level affected by your decision-making activities?**

    _A_   Decisions directly affecting students. (Skip to question 38.)

    _B_   Section of Department. Effect(s) confined to a functional area of operation within a department.

    _C_   Departmental. Effect(s) directly impacts upon multiple functional areas of operation within a department.

    _D_   College, Administrative Unit. Effect(s) directly impacts upon more than one department within a college, administrative unit, school, center, etc.

    _E_   University-wide. Effect(s) directly impacts upon more than one college, administrative unit, school, center, etc.

38. **If you indicated in question 36 that you assist in/make decisions concerning students, check ALL the boxes that indicate the effect of the decisions.**

    —   Decisions directly affect students' social lives.

    —   Decisions directly affect students' academic activities.

    —   Decisions directly affect students' health and well-being.

39. **Describe the types of decisions you make in questions 36-38 above.**

_____

_____

_____

_____

40. **What is your responsibility for planning and organizing new programs, experiments, curricula and or approaches; administering or implementing on-going projects or programs; identifying future needs. (Check one.)**

    _A_   Plan and organize my own work. (Skip to question 42.)

    _B_   Assist in planning and organizing.

    _C_   Influence and contribute to planning and organizing.

    _D_   Responsible for planning and organizing.

46. What is the approximate amount of financial assets managed in your position?

   $_____

47. Do you have signature authority?

   _____ Yes   _____ No

48. What is the dollar limit of your signature authority?

   $_____

49. Please describe the types of resources for which you are responsible (as noted above in questions 42 and 45).

   _____
   _____
   _____
   _____

50. What is your position's level of responsibility for working with volunteers? (Check ALL that apply.)

   ✓   No work with volunteers. (skip to question 52).

   ___ Schedule and coordinate volunteer workers.

   ___ Recruit, train and review the work of volunteers.

   ___ Assign work and supervise work activities.

51. Describe the type of work you do with volunteers.

   _____
   _____
   _____
   _____