

Oberlin College and Conservatory

Position Description Questionnaire Training Session

Training Overview

April 2022

| Agenda

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Position Description Questionnaire Process Review

Project Introduction

Project Introduction

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Discovery and
Total
Compensation
Philosophy**

Spring 2022

2



**Phase 2: PDQ
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Development,
and Titling
Framework**

**Spring –
Summer
2022**

3



**Phase 3:
Market
Assessment**

Summer 2022

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**Phase 4: Salary
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Design
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Pay Guidelines**

**Fall 2022 –
Early 2023**

5



**Phase 5:
Implementation
and
Communication
Strategy**

**January –
February
2023**

6

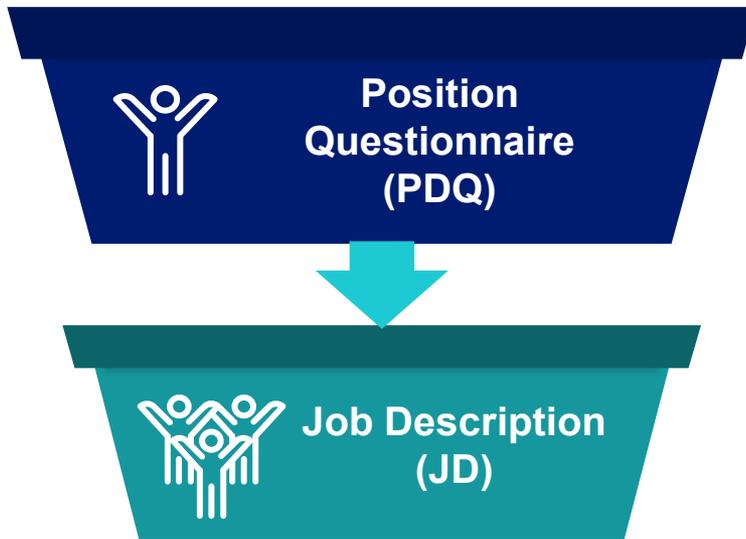


**Phase 6: Multi-
Year
Implementation
Plan (if
needed)**

**Spring
2023**

Project Introduction

Difference Between a PDQ and Job Description



- Is employee (position) specific
- Is used
 - To describe individual responsibilities
 - As a starting point for job description development
- Is a broader generic description that takes into account one or more PDQs
- Is used for
 - Creating job families
 - Benchmarking/market assessment
 - Developing career ladders

Project Introduction

Benefits of the Position Description Questionnaire

The Position Description Questionnaire is developed in a format that:

Is easy to complete by employees



Is not highly dependent on individual writing styles and blends structured and narrative sections



Collects the same type of information for all classifications in a clear, consistent format



Can be used on an ongoing basis when positions change significantly, new classifications are introduced, or revisions to or new job descriptions are necessary



Segal/HR will use the information gathered from the PDQs to develop accurate job descriptions, a job leveling framework, and titling guidelines.

Project Introduction

The Importance of Accurate Job Descriptions

Benchmarking

Assist in determining the appropriate market comparisons and competitive wages/salaries for jobs

Salary Grade or Band Assignment

Ensure jobs are assigned to the appropriate salary structure grades/bands

Compliance

- Americans with Disabilities Act (ADA)
- Equal Employment Opportunity and Affirmative Action (EEO/AA)
- Fair Labor Standards Act (FLSA)

Internal Equity

Ensure employees with similar responsibilities, performance, knowledge, skills, and experience are paid fairly and equitably

Performance Discussions

Promote a clear, shared understanding of a job's major responsibilities and clarity in expectations and performance standards

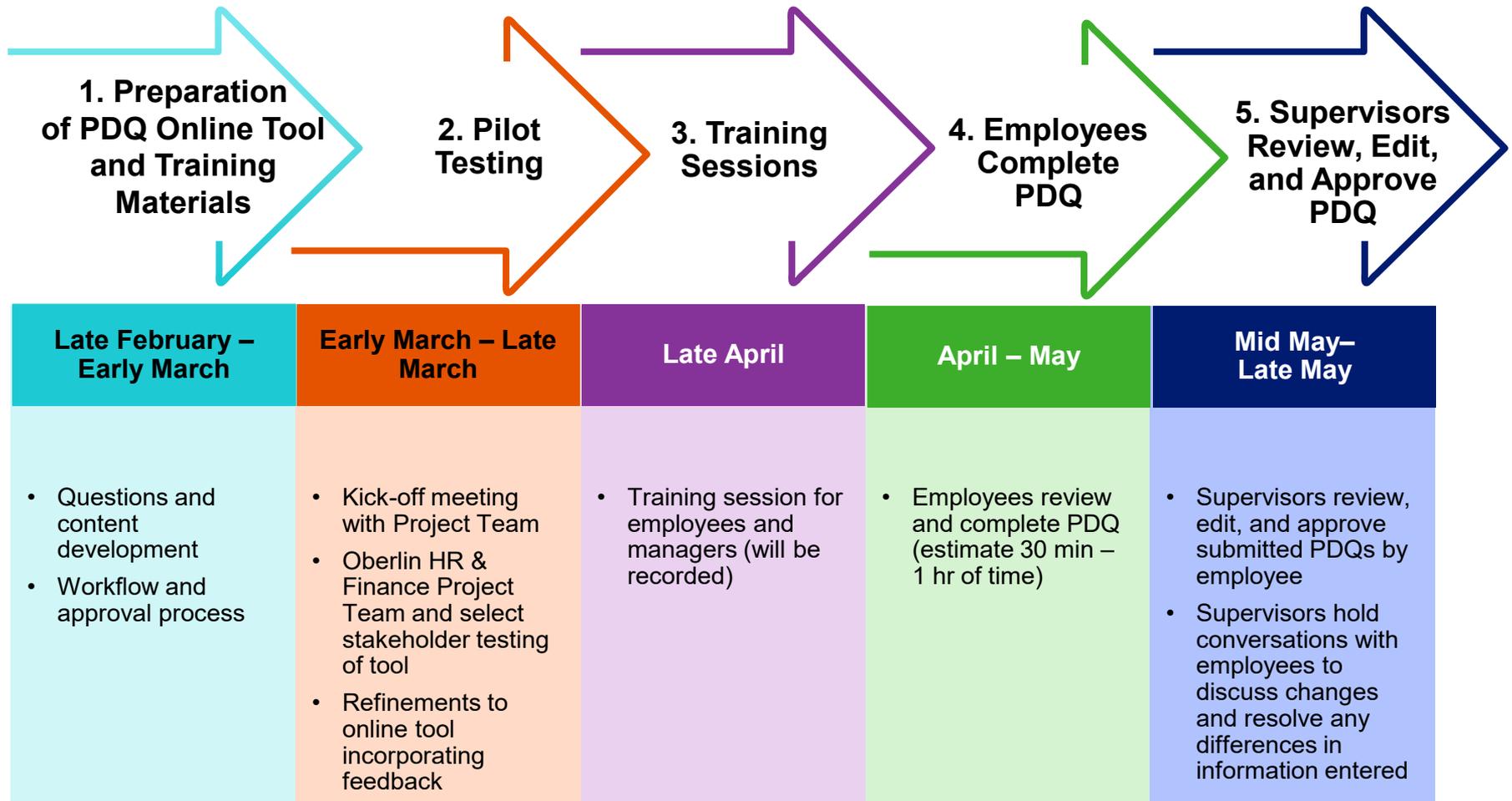
Recruiting and Promotion

Facilitate development of job postings that accurately reflect a job's major responsibilities, help identify the most qualified candidates, and provide new incumbents with a clear understanding of the job

Career Development

Facilitate an understanding of job hierarchies, which allows and encourages employees and managers to share how they can create a career plan together

Detailed PDQ Completion Process and Timeline



Oberlin HR, in partnership with Segal, will conduct the job description development and any job title consolidation.

Project Introduction

Roles in Completing and Reviewing PDQ

- **Staff** will be responsible for:
 - Building their Position Description Questionnaire
 - Providing insights on daily responsibilities and position content
- **Supervisors** are responsible for:
 - Confirming current position and responsibilities with employees
 - Reviewing and responding to the completed PDQs, ensuring all position content is accurate and submitted on time
- **Human Resources/Segal** will be responsible for:
 - Ensuring that PDQs have been reviewed and discrepancies have been addressed
 - Aligning positions into job groupings and job titles, identifying job families, and assigning jobs to job families
 - Developing representative job descriptions



Important Considerations

Important Considerations

General Overview

When completing the Position Description Questionnaire, make sure to:

- **Describe what is required to perform your role (you might have some unique skills to offer that may not necessarily be required for your position)**
 - Example: Tom is a bilingual financial analyst; however, his position does not require him to be bilingual. Please do not add bilingual as a requirement in the position description
- **Describe your current position content in a normal operating environment, not based on anticipated changes or prior functions no longer in use**
- **Do not include temporary assignments/responsibilities that will not be a permanent part of the position's responsibilities going forward (there is a place to put skills, etc. applicable during Covid in the questionnaire)**
 - Example: Sally is the Assistant Director for Accounting, acting as interim Accounting Director. Please do not include responsibilities related to the interim role in the position description
- **Avoid jargon, spell out acronyms, and define technical terms (when necessary)**
 - Example: Bob is an accountant, and his position requires a CPA certification. Please write out Certified Public Accountant.
- **Use position titles or roles when referring to others at Oberlin. Use names of people only when specifically required**
 - Example: Instead of “works with Cindy to ensure all local laws and regulations are met,” state “works with Compliance Manager to ensure all local laws and regulations are met”

Important Considerations

What to Include and Not Include?

Include

- ✓ Essential and regularly required responsibilities

- ✓ Expected outcomes within essential functions

- ✓ Normal expectations of a fully competent person, meeting all position requirements

- ✓ Clear, accurate descriptions

Do Not Include

- ✗ One-time, short-term assignments

- ✗ Exhaustive list of tasks and/or details on “how” work is done

- ✗ Tasks or expectations designed around an individual (e.g., performance, professional interests, etc.)

- ✗ Acronyms without explanation, misleading or vague descriptions

**For example,
instead of writing...**

“Enters the following information into system screens ABC and XYZ: Employee Name, Address, Phone Number...”

You would write...

“Enters required data into HRIS module and audits entries for completeness and accuracy”

Overview of the Position Description Questionnaire

Overview of the Position Description Questionnaire

Key Instructions

- Read the questionnaire to get a sense of what is being asked of you
- If you have a previous position description, it might be helpful to review and/or have on hand
- When filling in the questionnaire, make sure that your responses reflect **your current role**, not anticipated changes or prior responsibilities
- Your information will be saved as you move from page to page by clicking the Next and Previous buttons. You may also save your information by clicking the Save button
- **NOTE: If you leave the page without using a navigational button, the data on that page will not be saved. Be sure to click the Save or Next button before you leave the page and/or your computer**
- You do not need to complete the questionnaire in one session. You may return and continue completing the questionnaire as many times as needed until you click the Submit Questionnaire button, so long as you remember to save
- Once you have completed the questionnaire, print a copy of the PDQ and save it then click the Submit button. Once you click the Submit button, you may not make any further changes. Please complete and submit your questionnaire no later than **May 13th**.
- If you need help or have questions about the questionnaire, contact Human Resources via email at OCTotalCompStudy@oberlin.edu or contact JobBlox support at support@econsultingnetwork.com.

Overview of the Position Description Questionnaire

Getting Started

1. Go to the browser on your computer type: <http://oberlin.jobblox.com>
2. The system will open the login screen:
3. Click the hyperlink that says **Recover Password?**
4. The system will ask you for your email (**You might need to try both of your email addresses**) then select Ask Me the Security Questions
5. The Answer: **Oberlin College and Conservatory**
6. The system will send you an email. Follow the instructions in the email
7. We can help you if you forget your password, but we won't know your password. You can always recover a new password by following the instructions above
8. Note: 3 unsuccessful login attempts will lock your account; if so, email: support@econsultingnetwork.com
9. The JobBlox support team will unlock your account and send you a new password via email
10. The password does not expire, it is okay to the same password for the entire process

The screenshot displays three sequential steps of the login and password recovery process for the Oberlin Position Questionnaire. The first step shows the login screen with fields for email and password, a 'Remember me' checkbox, and a 'Log In and Start the Position Questionnaire' button. A red circle highlights the 'Recover Password?' link. The second step shows the 'Send Me a New Password' screen with an email address field and an 'Ask Me the Security Question' button. The third step shows the security question screen with a pre-filled email address 'dgrigson2', a security question 'Company?', an answer field, and a 'Send Me a New Password' button. Each screen includes the Oberlin College & Conservatory logo, copyright information for The Segal Group, Inc., and the Segal logo.

OBERLIN
COLLEGE & CONSERVATORY

Oberlin Position Questionnaire

Welcome to the online version of the Oberlin Position Questionnaire. We appreciate your participation and value your input. If you have any questions about the questionnaire contact your Department Human Resource Manager. Complete and submit this questionnaire by **Monday April 11th**. Please log in with your email address and password.

Your Email Address:

Your Password:

Remember me for six hours

[Recover Password?](#)

Log In and Start the Position Questionnaire

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Send Me a New Password

Enter your email address to receive your password.

Your Email Address:

Ask Me the Security Question

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Answer the following security question to receive your password.

Email Address: dgrigson2

Security Question: Company?

Answer:

Send Me a New Password

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Overview of the Position Description Questionnaire

Demographic Information

Welcome!

The data on the 1st screen identifies the incumbent and the position.

Navigational Buttons:

The navigational buttons at the top and the bottom of the screen allow you to move through the document.

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OBERLIN
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Position Description Questionnaire
For Constance Nagle
Student Employment Coordinator

Your Information

Your Employee Number:	T01348669
Your Last Name:	Nagle
Your First Name:	Constance
Your Position Title:	Student Employment Coordinator
Your Department:	Human Resources
Your Supervisor's Name:	Garcia, Jose Manuel R.
Your Supervisor's Title:	Sr. Info Spec/ST Employ Mgr

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Overview of the Position Description Questionnaire

Position Description Sections

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Position Description Questionnaire For Constance Nagle Student Employment Coordinator

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1. The table of contents allows the user to navigate to a particular section of the questionnaire
2. If you leave the questionnaire before you are finished, you can select the last page you were on and start from there when you return
3. Select Content to come back to the table of Contents from any screen

Overview of the Position Description Questionnaire

Position Summary

This is a brief **Position Summary** of the role's responsibilities at the College — an “elevator speech” or LinkedIn summary

- You meet an old friend in an elevator or are updating LinkedIn. How would you describe your role very briefly or in summary fashion?
- Sometimes the summary is easier to draft after you have finished the rest of the Position Description Questionnaire
- If you need help, you can refer to your current position description (if available and applicable)

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**Position Description Questionnaire
For Constance Nagle
Student Employment Coordinator**

Your Duties and Responsibilities

Section Overview

This section asks about your position responsibilities, including:

- A. A brief position summary
- B. Major duties and responsibilities
- C. Supervisory responsibilities (if applicable)

A. Brief Position Summary

Briefly describe the basic purpose of your position. This position summary should be two or three sentences that describe the primary responsibility of the position.

Example: Recruit and enroll students through marketing, promotional and outreach activities. Provide information on the college's programs and offerings.

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Overview of the Position Description Questionnaire

Position Summary

Sample of brief summaries...

- The Accountant will prepare financial reports to track the organization's assets, liabilities, profit and loss, tax liabilities, and other related financial activities.
- The Accounting Manager will plan and direct the accounting activities of the department.
- The Athletics Coach 1 provides entry-level assistance in coaching one of a variety of ABC College sports programs operating under NCAA Operating Bylaws. Assists with various aspects of the program, which may include activities such as individual recruitment or training and/or strength conditioning for athletic competition. Receives instruction and developmental guidance from more senior coaching staff.
- The Web Developer II designs, builds, and maintains our websites. Works to ensure online tools and websites for internal users and external visitors are effective and meet the College's online standards. In addition, the Web Developer II manages the technical functionality of the College's online tools and websites.

Overview of the Position Description Questionnaire

Major Duties or Essential Functions

Major Duties (or Essential Functions) are those major ongoing responsibilities/end results that must be achieved in the position. This is the heart of the PDQ as it outlines what the position is ultimately accountable for—**what, how, and why**

- Describe **up to** eight primary responsibilities (not tasks) the position must achieve, starting with the most important
- Write statements so that someone unfamiliar with the position can understand what the position does
- Highlight “what you do” instead of “what gets done”
- Focus on responsibilities that take **>10%** of time
 - **Note:** The percent of time spent on a task may not necessarily reflect how critical the task is to the position
- Ideally, these tasks would total 80%–90% of time and should not exceed 100%

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Position Description Questionnaire
For Constance Nagle
Student Employment Coordinator

Your Duties and Responsibilities

B. Major Duties and Responsibilities

Describe the **most important** essential duties and responsibilities of your position. Start with the duty or responsibility that takes the **greatest portion** of your time each semester (4-6 month period) or contract period, followed by duties that take **at least 10%** of your time throughout the semester or contract period. Describe at least three (3) duties. Describe your actual position duties throughout the semester or contract period, even if they are not the same as your current position description.

Responsibility	% of Time
<i>Example: Counsel students and prospective students regarding academic decisions, career development/vocational choices, and other issues related to the student's goals.</i>	35

Additional Responsibilities or Duties Due to Covid (if you have any)	% of Time

Additional Responsibilities, Duties or Comments (if you have any)	% of Time

Total % of time 0

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Overview of the Position Description Questionnaire

Position Summary and Essential Functions

Describing Essential Functions Clearly

Use the following pattern to write an essential function statement:

Action Word

+

Subject

+

Activities

For example:

Action Word



Subject



Review and validate transactions by ensuring completeness and accuracy of the account balances.

Activities

For a sample list of action words, please see the *Appendix* of this document.

Overview of the Position Description Questionnaire

Position Summary and Essential Functions

Other Examples of Essential Function statements:

Maintain audio-visual equipment inventory by:

- Tracking borrowed equipment
- Entering new equipment into the equipment log
- Ensuring the accuracy of the equipment database

Provide technical IT support to the College by:

- Responding to telephone calls, email, and personnel requests for technical help
- Troubleshooting user computer problems by documenting, tracking, and monitoring the problem to ensure a timely resolution

Prepare monthly financial reports by:

- Collecting and verifying financial data
- Entering current data into spreadsheets
- Running analysis reports
- Consolidating final figures into standard monthly financial reports

Identify funding opportunities for the College by:

- Cultivating relationships with potential donors
- Coordinating outreach, fundraising, and other special events

Additional process steps to develop essential functions are provided in the *Appendix* of this document.

Overview of the Position Description Questionnaire

Supervisory Responsibilities

Indicate whether the position has **supervisory responsibilities** over other positions.

1. Select the appropriate choice: Yes/No
2. If yes, then fill in the section on the employee type and full-time/part-time status on the right
3. Indicate if your direct reports have direct reports too
4. As always, if needed, provide additional comments to better describe your level of supervisory responsibilities

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Position Description Questionnaire
For Constance Nagle
Student Employment Coordinator

Your Duties and Responsibilities

C. Supervisory Responsibilities

Do you have formal supervisory responsibilities for any other College employees or student workers? Yes
 No
You have formal supervisory responsibilities if you have hiring/firing responsibilities, conduct performance evaluations, etc. Check Yes or No.

- If Yes, indicate how many employees you currently supervise **directly (including vacancies)** in the table below.
- If No, go to the next page.

Employee Type	# of Employees (Current)	
	Full-Time	Part-Time
Faculty/Instructors	<input type="text"/>	<input type="text"/>
Exempt Staff (Salaried)	<input type="text"/>	<input type="text"/>
Non-Exempt Staff (Hourly)	<input type="text"/>	<input type="text"/>
Student Workers	<input type="text"/>	<input type="text"/>
Total Employees	<input type="text"/>	<input type="text"/>

Do any of your **direct or indirect** reports currently supervise other employees (including vacancies)? Yes
 No
Check Yes or No.

Use this space for additional comments or notes, if you have any.

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Overview of the Position Description Questionnaire

Financial Responsibilities

Indicate whether the position has **financial responsibilities** as part of the job.

1. You may select any or all that apply
2. As always, if needed, provide additional comments to better describe your level of financial responsibilities

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OBERLIN
COLLEGE & CONSERVATORY

**Position Description Questionnaire
For Constance Nagle
Student Employment Coordinator**

Your Duties and Responsibilities

D. Financial Responsibilities

Financial Responsibilities (check all that apply to your position)

No financial responsibility	<input type="checkbox"/>
Process invoices and college credit card transactions	<input type="checkbox"/>
Approve invoices and college credit card transactions	<input type="checkbox"/>
Reconcile and/or move funds within budgets	<input type="checkbox"/>
Draft/develop budgets	<input type="checkbox"/>
Maintain budgets	<input type="checkbox"/>
Approve within budgets	<input type="checkbox"/>
Approve budget exceptions	<input type="checkbox"/>

Use this space for any other financial responsibilities required by your position.

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Overview of the Position Description Questionnaire

Education Requirements

- Select the **education level** that best describes the **required** and/or **preferred** level of education to perform the position
 - **Note:** The **minimum** required, and preferred levels of education may or may not be the same as your level of education, either currently or when you started
- Make a note indicating the specific major or discipline, i.e., “mathematics or related fields”
- Make a note indicating if you think that the education requirement could be satisfied with a specific level of experience

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Position Description Questionnaire
For Constance Nagle
Student Employment Coordinator

Position Requirements

Section Overview

This section asks about the credentials and qualifications needed to do your position, including:

- A. Education
- B. Experience
- C. Certifications and Licenses
- D. Knowledge, Skills, and Abilities

A. Education

Please indicate the level of education **you think** is required and preferred for new employees in the position.
Check one item in each column.

Required education is what someone must have, at a **minimum**, to be considered for the position.
Preferred education is what would be good to have, but not necessary.

Education	Required?	Preferred?
High school diploma/G.E.D	<input type="radio"/>	<input type="radio"/>
Some college-level coursework	<input type="radio"/>	<input type="radio"/>
Technical or para-professional certificate (< 2 years)	<input type="radio"/>	<input type="radio"/>
Associate's or Technical degree (2-Year)	<input type="radio"/>	<input type="radio"/>
Bachelor's degree (4-year)	<input type="radio"/>	<input type="radio"/>
Master's degree, J.D., or similar	<input type="radio"/>	<input type="radio"/>
Doctorate/PhD	<input type="radio"/>	<input type="radio"/>

Specify the major, field, or discipline, if applicable

Can years of related work experience be substituted for education requirements?
If so, how much experience for each year of education?

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Overview of the Position Description Questionnaire

Experience Requirements

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Position Description Questionnaire
For Constance Nagle
Student Employment Coordinator

Position Requirements

B. Experience

Please indicate the amount of work experience **you think** is required and preferred for new employees in the position.

Check one item in each column.

Required experience is what someone must have, at a **minimum**, to be considered for the position.

Preferred experience is what would be good to have, but not necessary.

Related Work Experience	Required?	Preferred?
< 1 year of related work experience	<input type="radio"/>	<input type="radio"/>
= 1 < 3 years of related work experience	<input type="radio"/>	<input type="radio"/>
= 3 < 5 years of related work experience	<input type="radio"/>	<input type="radio"/>
= 5 < 7 years of related work experience	<input type="radio"/>	<input type="radio"/>
= 7 < 9 years of related work experience	<input type="radio"/>	<input type="radio"/>
9 or more years of related work experience	<input type="radio"/>	<input type="radio"/>

Specify the type of experience, if applicable

Can education be substituted for years or related work experience requirements?
If so, please describe.

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- Select the duration of time that best describes the **required** and/or **preferred position-related work experience** to perform the position
 - The minimum required and preferred levels of position-related experience may or may not be the same as your level of position-related experience, either currently or when you started
- Make a note about the kind of experience you need to do the job, i.e., progressive supervisory experience
- Make a note if you could replace the required experience with some level of education

Overview of the Position Description Questionnaire

Certifications/Licenses

- Indicate credentials required to do your position
- Indicate other credentials that would make it easier for you to perform in your role – preferred but not required
 - **Note:** if you have credentials that are not required or preferred, there is no need to enter them

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COLLEGE & CONSERVATORY

**Position Description Questionnaire
For Constance Nagle
Student Employment Coordinator**

Position Requirements

C. Certifications and Licenses

Please indicate any other credentials, such as certifications or licenses, you think are required and preferred for the position (for example, if a new employee was entering into the position).

Certifications/Licenses	Required?	Preferred?
<input type="text"/>	<input type="radio"/>	<input type="radio"/>
<input type="text"/>	<input type="radio"/>	<input type="radio"/>
<input type="text"/>	<input type="radio"/>	<input type="radio"/>

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Overview of the Position Description Questionnaire

Required Knowledge, Skills, and Abilities

- Review the section carefully
- Fill in any required knowledge, skills, and abilities
 - **Knowledge** is the understanding of a set of responsibilities specific to a position that can be gained via formal education and/or position-related training or experience
 - **Skills** are the practical expertise or talent needed to perform the responsibilities of the position or complete a task and achieve specific outcomes
 - **Abilities** refer to the power or capacity to perform an activity or task successfully

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COLLEGE OF CONSERVATORY

Position Description Questionnaire
For Constance Nagle
Student Employment Coordinator

Position Requirements

D. Knowledge, Skills, and Abilities

In your opinion, what knowledge, skills, and abilities does someone need to have to be successful in your position? Please give at least one answer for each category.

Knowledge

Examples:
Knowledge of the principles and practices of library science and information services.
Knowledge of HVAC, compressed air, and steam and hydronic systems

Skills

Examples:
Producing reports and analyses in clear and concise formats
Using facilities management/maintenance software

Abilities

Examples:
Ability to supervise, counsel and evaluate staff
Ability to keep complex records, to assemble and organize data, and prepare reports from such records

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Overview of the Position Description Questionnaire

Additional Information

- Please include all relevant information. This section also serves as a “final thoughts” box to add anything else about the position that wasn’t already captured in the template and that may be useful for the reader to know
- There is a section for you to comment about your title; it is helpful for us to understand what title you think best fits your job
- If you choose to send a note to your supervisor in the box marked “Notes or comments...” the note will go on the system generated email to your supervisor. The note is not saved by the system.
- If you want the note to go on the “record”, type it into the text box above
- Print a copy of your PDQ to save as a record of your submission

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OBERLIN
COLLEGE & CONSERVATORY

Position Description Questionnaire
For Constance Nagle
Student Employment Coordinator

Position Requirements

E. Additional Comments

What position title do you think would be most appropriate for your position?

Please tell us anything else you think we should know about your position (optional):

Thank you for taking the time to tell us about your position! Please complete and submit your position description questionnaire to supervisor, Jose Manuel R. Garcia no later than Friday May 13th by clicking the Submit button at the top or bottom of this page.

Notes or comments to include in the email to supervisor, Jose Manuel R. Garcia (optional):

Date Completed (automatically filled in when submitted):

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Overview of the Position Description Questionnaire

Print

- The printed copy can be saved to your hard drive
- PDF version

Oberlin Position Description Questionnaire <https://test.econsultingnetwork.com/ecnstest/clients/oberlin/survey.aspx>

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OBERLIN
COLLEGE & CONSERVATORY

Position Description Questionnaire
For Constance Nagle
Student Employment Coordinator

Your Information

Your Employee Number:	T01348669
Your Last Name:	Nagle
Your First Name:	Constance
Your Position Title:	Student Employment Coordinator
Your Department:	Human Resources
Your Supervisor's Name:	Garcia, Jose Manuel R.
Your Supervisor's Title:	Sr. Info Spec/ST Employ Mgr

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Instructions

Thank you for taking the time to help us with this very important process. Having accurate information about your role will help Oberlin and Segal ensure your position gets reviewed and graded within the Oberlin Compensation System appropriately. Please be sure to complete this questionnaire as completely and accurately as possible. Thank you for helping with this important process.

Employee Instructions

Your responses should reflect **current major tasks**, not anticipated changes. Your information will be saved as you move from page to page. You do not need

1 of 7

Print 7 sheets of paper

Destination
Save to PDF

Orientation
Portrait Landscape

Pages
All

Color mode
Color

More settings

Print using the system dialog...

Save Cancel

Overview of the Position Description Questionnaire

Approvals

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Position Description Questionnaire
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E. Additional Comments

What position title do you think would be most appropriate for your position?

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Notes or comments to include in the email to supervisor, Jose Manuel R. Garcia (optional):

Date Completed (automatically filled in when submitted):

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- Review it one more time
- Click Submit
 - The system will give you the option to add comments and send them to your Supervisor
- Click OK
 - Your PDQ will be saved and your Supervisor will get an email telling them your PDQ is ready for their review



Position Description Questionnaire
For Constance Nagle
Student Employment Coordinator

Submission Successful

Your submission was successful.

Thank you very much for your submission. Please click the button below to close the position description questionnaire.

Log Out to Finish the Position Description Questionnaire

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Position Description Questionnaire Process Review

Position Description Protocols

Employees and Supervisors

Employees

- ✓ Adds position content

- ✓ Prints an electronic copy of the PDQ

- ✓ Submits the PDQ to the Supervisor

Supervisor

- ✓ Reviews the submitted PDQ

- ✓ If necessary, asks the employee to make updates

- ✓ Adds Supervisor comments, in sections provided below each employee section

- ✓ Prints an electronic copy of the PDQ

- ✓ Submits the PDQ to HR

Important Note...

The PDQ is an Employee form; its purpose is to collect data about a position from the incumbent.

Supervisor's Note...

Supervisors won't change an employee's PDQ. They will review and provide comments.

PDQ Checklist

Employees should have the following to assist them in drafting the PDQ:

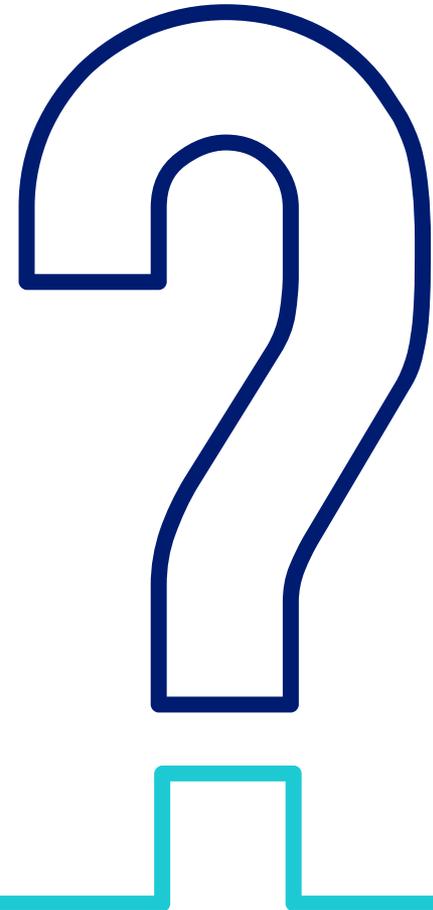
- A copy of the PDQ training materials (PDF)
- Essential functions worksheet
- Link to the recorded PDQ training webinar
- Current position description or job description (if available)
- Assistance from HR and Segal, if needed

Thank You!

Additional Questions?

Deb
Deb Grigson
Senior Compensation Consultant, Segal
dgrigson@segalco.com

Oberlin Human Resources
OCTotalCompStudy@oberlin.edu



Appendix

Appendix

Glossary of Action Verbs

Adjust—Bring to more satisfactory state; change to enhance a situation.

Administer—Exercise and implement control over the performance of specific operations, approved plans, or established policies within the scope of limited and well-defined authority.

Advise—Give information or opinion pertinent to a probable course of action.

Analyze—Study the factors of a problem to determine a proper solution.

Arrange—Put into suitable order or sequence; to make preparations or plan.

Assist—Take an active part or give support in performing a function.

Balance—Arrange so that one set of elements exactly equals another.

Calculate—Work out by mathematical computation.

Check—Compare with a source, original, or authority.

Compile—Put together a series or group of facts or figures from somewhat related sources into a related whole; usually used in the sense of making a report.

Compose—Form by putting together; formulate or write.

Conduct—Exercise leadership in a project or study.

Coordinate—Combine (through balancing, tuning, or integrating) the efforts of separate groups to accomplish a specific objective; coordination can be exercised without line authority.

Counsel—Give advice and guidance to another.

Demonstrate—To show clearly; illustrate or explain with many examples.

Develop—Advance programs, planning or personnel capabilities to higher state.

Direct—Authoritatively define, regulate, or determine the activities of subordinate organizational units to achieve predetermined objectives.

Appendix

Glossary of Action Verbs

Distribute—Give out; divide among several.

Execute—Put into effect according to a plan (See "Administer").

File—Arrange in order for preservation or reference; place among official records.

Gather—Come or bring together into a group mass or unit.

Initiate—Start, begin, or introduce a program or action.

Install—Set up for use or service.

List—Place in a specified category; register.

Maintain—Keep in an existing state; to continue or preserve; keep in a state of efficiency or validity.

Manage—Plan, organize, and control to achieve coordinated objectives by leading and directing subordinates without giving detailed supervision.

Monitor—Watch, observe, or check for a special purpose; keep track.

Negotiate—Reach agreement on specific proposals through discussion with others of a different viewpoint.

Obtain—Gain or attain by planned action or effort.

Operate—Perform a function.

Organize—Set up plans and procedures for achieving objectives.

Participate—Take part in and share responsibility with others for action but without individual authority to take action.

Perform—Carry out, accomplish; to do in a formal manner or according to a prescribed method.

Plan—Devise or determine a course of action to achieve a desired result.

Provide—Furnish necessary information or services.

Post—Transfer an entry or item from one record to another.

Appendix

Glossary of Action Verbs

Prepare—Make ready for further action or purpose.

Process—Perform a series of actions or operations leading to an end.

Prove—Determine extent of agreement or disagreement with intended relation between results.

Recommend—Offer for acceptance and support a course of action to persons responsible for approval or authorization.

Record—Register, make a record of.

Repair—Restore by replacing a part or putting together what is torn or broken; to fix.

Report—Give an account of; make a written record or summary.

Research—Careful or diligent search; investigate or experiment with the aim of discovery and interpretation of facts.

Review—Critically examine (completed work, reports, performance) with a view to amendment or improvement.

Schedule—Plan a timetable; to set, appoint, or designate for a fixed time.

Sort—Put in a certain place or rank according to kind, class or nature.

Supervise—Oversee or watch with authority work, proceedings, or progress; control employment status, including hiring, salary adjustment, promotion, termination; implies day-to-day concern with details of operation.

Tabulate—Arrange figures or items in rows and columns; computing by means of a table.

Transcribe—Make a written copy; dictated or recorded information in longhand or on a typewriter; transfer from one recording form to another.

Verify—Determine the accuracy of one thing or figure in relation to other things or figures known to be accurate.

Appendix

Essential Functions Development Process Steps (Optional)

Using the Essential Functions Worksheet

- Use the Essential Functions Worksheet example below to organize your thoughts
- List all activities, duties and tasks of the position in the “Duties and Tasks” column
- Cluster related activities together under the “Related Groupings” column
 - Eliminate duplicates
 - Clarify language
 - Delete extraneous statements
- Review each grouping to develop an Essential Function Statement

Duties & Tasks

Related Groupings

Essential Functions Statements

Step 1

Step 2

Step 3

The sample worksheets on the following slides show activities for the position “Administrative Assistant,” but the process can be used for any position.

Appendix

Essential Functions Development Process Steps (Optional)

Step 1 Make a list of the Duties & Tasks

Position Title: Administrative Assistant

Duties & Tasks

Prepare and plan for meetings
Secure space for meetings and conferences
Plan and coordinate program orientation
Inform meeting participants of meeting location and time
Distribute agendas
Track and monitor program budget
Draft and type correspondence
Run reports
Assist in conducting program assessment
Serve as on-site liaison for program events
Coordinate program implementation, including outreach, selection, and enrollment
Maintain program records and key materials



**As you read this list,
it is hard to determine the
overall responsibility or
essential function of this
position**

Appendix

Essential Functions Development Process Steps (Optional)

Step 2

Sort the Duties & Tasks into Related Groupings

Position Title: Administrative Assistant

Duties & Tasks	Related Groupings	Essential Functions Statements
Prepare and plan for meetings and events Secure space for meetings events Schedule meetings and events Plan and coordinate program orientation Inform meeting participants of meeting location and time Distribute agendas Track and monitor program budget	Schedule meetings and events Prepare and plan for meetings and events Secure space for meetings and events Inform meeting participants of meeting location and time Distribute agendas Serve as on-site liaison for program events	
Draft and type correspondence Run reports Assist in conducting program assessment Serve as on-site liaison for program events Coordinate program implementation, including outreach, selection, and enrollment	Plan and coordinate program orientation Coordinate program implementation, including outreach, selection, and enrollment Assist in conducting program assessment Run regular program reports	
Maintain program records and key materials	Track and monitor program budget Draft and type program correspondence Maintain program records and key materials	

Appendix

Essential Functions Development Process Steps (Optional)

Step 3

Transfer the Essential Function Statements to the PDQ

Position Title: Administrative Assistant

Duties & Tasks	Related Groupings	Essential Functions Statements
<p>Prepare and plan for meetings and events</p> <p>Secure space for meetings events</p> <p>Schedule meetings and events</p> <p>Plan and coordinate program orientation</p> <p>Inform meeting participants of meeting location and time</p> <p>Distribute agendas</p> <p>Track and monitor program budget</p> <p>Draft and type correspondence</p> <p>Run reports</p> <p>Assist in conducting program assessment</p> <p>Serve as on-site liaison for program events</p> <p>Coordinate program implementation, including outreach, selection, and enrollment</p> <p>Maintain program records and key materials</p>	<p>Schedule meetings and events</p> <p>Prepare and plan for meetings and events</p> <p>Secure space for meetings and events</p> <p>Inform meeting participants of meeting location and time</p> <p>Distribute agendas</p> <p>Serve as on-site liaison for program events</p> <p>Plan and coordinate program orientation</p> <p>Coordinate program implementation, including outreach, selection, and enrollment</p> <p>Assist in conducting program assessment</p> <p>Run regular program reports</p> <p>Track and monitor program budget</p> <p>Draft and type program correspondence</p> <p>Maintain program records and key materials</p>	<p>Coordinate all aspects of meetings and events by:</p> <ul style="list-style-type: none"> • Scheduling meetings and events and informing participants of location and time • Securing space and working with key stakeholders on logistics • Sending soft-copy agendas to participants before the meeting and distributing hard copies during the meeting • Serving as on-site liaison for program information, questions, and concerns <p>Support specific program activities and initiatives through:</p> <ul style="list-style-type: none"> • Planning and coordinating orientation • Coordinating implementation, outreach, selection, and enrollment for program • Conducting program assessment • Running regular program reports and diagnostics <p>Provide logistical and operational support by:</p> <ul style="list-style-type: none"> • Tracking and monitoring program budget • Drafting and typing correspondence • Maintaining program records and key materials

Position Description Questionnaire - Supervisors

Supervisor Training

Agenda

Process Overview

Supervisor's Role and Content

Supervisor's Comments

Supervisor Approval and Submission

Process Overview

1

Employees have only one place where they can weigh in on their role – the PDQ. As the supervisor, you need to provide support for that process.

2

Sometimes you will want to correct their submission; generally, we want you to provide comments to inform HR of important job characteristics that may have been overlooked, understated, or overstated.

3

In rare cases, you will return a PDQ to your employee for updates.

4

If you feel your employee would be surprised by your comments and suggested updates, it's essential that you tell them in advance what changes you are recommending and why.

Note: the PDQs are being used to create Job Descriptions, and Job Descriptions are being used for career development, pay determination, and job titles. Employees care deeply about these processes.

Overview of the Position Description Questionnaire

Supervisor's Role

- Manage the process
 - Your direct reports will submit their PDQs to you by May 13th
 - You will submit your approvals of their PDQs to HR by June 3rd
- Review your direct reports' PDQs
 - Provide comments regarding the content
 - There is a supervisor section after each incumbent entry; be sure to provide a comment if desired and you think it will be helpful. Examples of comments might include “looks good,” “certification is preferred but not required,” “position has more independence than described in Responsibility #1,”
 - Sometimes you will need to write a correction:
“While Sue Smith does provide analytic support to me, this is not an essential requirement of the Executive Assistant role, and we can remove the % of time provided for this function from the Job Description.”
 - Because there are other Executive Assistants, there will likely be other changes in the final Job Description.
 - Decide if you should call or email Sue Smith in advance to let her know what's coming.
 - On the final page of the questionnaire, you will submit the form. Feel free to add comments to your email to HR.
- Note: Supervisors cannot change what an employee puts into their sections of the PDQ. This is by design.

Overview of the Position Description Questionnaire

Supervisor's Landing Screen

- Position List:
 - Allows you to check the approval status of your Direct and Indirect Reports
 - Navigate to your **Form / PDQ** click **Form** next to your name
 - Navigate to your direct report's **Form** to provide your input

Welcome joseph.vitale@oberlin.edu

Position List

Search For: Search In: **Title & Description**

Position Code: Position Title: Employee Name: Reports To Position Code: Reports To Position Title: Reports To Employee Name: Organization: **Direct Reports**

See Form	Position Code	Position Title	Employee Name	Reports To Position Code	Reports To Position Title	Reports To Employee Name	Approval Status	Approval Status Date
Form	C11209_T013	Sr. Info Spec/ST Employ Mgr	Garcia, Jose Manuel R.	C11201_T013	Chief Human Resources Officer	Vitale, Joseph S.	2 - Pending Joseph S. Vitale	17-Mar-2022
Form	C11203_T013	Deputy Human Resources Officer	Nieves, Margarita	C11201_T013	Chief Human Resources Officer	Vitale, Joseph S.	5 - Draft	09-Mar-2022
Form	C11202_T013	Director, Benefits and Comp	Schiltz, Thomas A.	C11201_T013	Chief Human Resources Officer	Vitale, Joseph S.	5 - Draft	09-Mar-2022
Form	C11207_T013	Payroll Manager	Straka, Lara S.	C11201_T013	Chief Human Resources Officer	Vitale, Joseph S.	5 - Draft	09-Mar-2022
Form	C11201_T013	Chief Human Resources Officer	Vitale, Joseph S.	C11041_T013	VP for Finance and Admin.	Vazquez-Skillings, Rebecca D.	2 - Pending Rebecca D. Vazquez-Skillings	23-Mar-2022

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Overview of the Position Description Questionnaire

Supervisor's Content

- The first 2 sections: Your Duties and Responsibilities and Position Requirements will be filled out by your employee, and you will provide comments where applicable
- The last section: Supervisor Review Section, you will provide content

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For Constance Nagle
Student Employment Coordinator**

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Overview of the Position Description Questionnaire

Supervisor's Comments

- We encourage a comment if it's helpful and appropriate...
- Select Next; the system saves as you use any navigational button
- Submit is only functional on the final page

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COLLEGE & CONSERVATORY

Position Description Questionnaire
For Constance Nagle
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Your Duties and Responsibilities

Section Overview

This section asks about your position responsibilities, including:

- A. A brief position summary
- B. Major duties and responsibilities
- C. Supervisory responsibilities (if applicable)

A. Brief Position Summary

Briefly describe the basic purpose of your position. This position summary should be two or three sentences that describe the primary responsibility of the position.

Example: Recruit and enroll students through marketing, promotional and outreach activities. Provide information on the college's programs and offerings.

Supervisor Comments (if you have any)

The position is mainly responsible for
.....

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Overview of the Position Description Questionnaire

Supervisor's Comments

- The Education and Experience sections do not have a supervisor's comment boxes
- Supervisors have a separate section for Education and a separate section for Experience

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COLLEGE & CONSERVATORY

Position Description Questionnaire
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Position Requirements

Section Overview

This section asks about the credentials and qualifications needed to do your position, including:

- A. Education
- B. Experience
- C. Certifications and Licenses
- D. Knowledge, Skills, and Abilities

A. Education

Please indicate the level of education **you think** is required and preferred for new employees in the position.
Check one item in each column.

Required education is what someone must have, at a **minimum**, to be considered for the position.
Preferred education is what would be good to have, but not necessary.

Education	Required?	Preferred?
High school diploma/G.E.D	<input type="radio"/>	<input type="radio"/>
Some college-level coursework	<input type="radio"/>	<input type="radio"/>
Technical or para-professional certificate (< 2 years)	<input type="radio"/>	<input type="radio"/>
Associate's or Technical degree (2-Year)	<input type="radio"/>	<input type="radio"/>
Bachelor's degree (4-year)	<input type="radio"/>	<input type="radio"/>
Master's degree, J.D., or similar	<input type="radio"/>	<input type="radio"/>
Doctorate/PhD	<input type="radio"/>	<input type="radio"/>

Specify the major, field, or discipline, if applicable

Can years of related work experience be substituted for education requirements?
If so, how much experience for each year of education?

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Supervisor's Comments

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Position Description Questionnaire
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Supervisor Review Section

To be completed by the immediate supervisor of the individual(s) who completed the questionnaire.

Supervisor's Name:	Jose Manuel R. Garcia
Supervisor's Title:	Sr. Info Spec/ST Employ Mgr

A. Level of Supervision

Indicate the level of supervision that employee(s) in this position receive.
 Check the one statement that applies for the majority of the employee's usual and standard work.

Level of Supervision	
Immediate Direction The employee normally performs tasks after receiving detailed instructions as to methods, procedures, and desired end results with little room for deviation. OR The work is so routine and standardized that close supervision is not required.	A <input type="radio"/>
Standard Direction Employees at this level generally work within standard operating procedures, but also have some freedom to determine timing, priorities, and/or approaches based on precedents, guidelines, and policies. At this level, employees may seek guidance from more experienced staff and/or supervisors when encountering unusual circumstances or problems that are not addressed effectively by applying standard procedures.	B <input type="radio"/>
General Direction Employees at this level are free to plan and carry out all phases of work assignments and are given the latitude to make decisions on projects/tasks that he/she is accountable for. Decisions involve selecting an approach from among several alternatives, determining timing when certain tasks should be performed, and deciding how best to use available resources.	C <input type="radio"/>
Limited Direction Employees at this level are generally responsible for keeping departmental processes moving in a productive direction, with the autonomy to alter the process for efficiency or to achieve a revised outcome communicated from leadership. At this level, employees are expected to use professional-level independent judgment to make decisions regarding matters of significance to the department, college/location, and/or system. Employees at this level generally seek assistance and direction only when highly unusual situations or difficulties arise or when confronted with problems of considerable material, financial, or political consequences.	D <input type="radio"/>
Administrative Direction Employees at this level normally perform their responsibilities within broad parameters defined by overall division, college/location or system goals/policies, and accepted professional practices/standards. At this level, employees may seek direction or advice from leadership, but are usually expected to act based on their own professional judgment and expertise.	E <input type="radio"/>
Strategic Direction Employees at this level act with substantial discretion, balancing several short-term goals and long-term objectives at once to minimize costs/risks and maximize success/benefits/returns. At this level, employees are expected to demonstrate leadership, contribute to the definition of long-term goals and objectives, and identify/develop ideas/actions that will make the system's strategic goals "real."	F <input type="radio"/>
Use this space for any additional comments or notes regarding level of supervision.	

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- Key Element:
 - Level of supervision/direction required
 - Read each of the levels to determine the most appropriate
 - Notice the hierarchical nature of the statements
 - Add comments as appropriate

Overview of the Position Description Questionnaire

Supervisor's Comments

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Position Description Questionnaire
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Supervisor Review Section

B. Institutional Impact

Please indicate the best description of the level of impact this position has on the College.
Check the one statement that applies for the majority of the employee's usual and standard work.

Level of Institutional Impact	
Decisions generally only affect your position or specific functional area.	<input type="radio"/>
Decisions may affect a work unit or area within a department; your position may contribute to operational decisions that affect the department.	<input type="radio"/>
Decisions have major implications on the coordination and operations of an area within a department; your position may contribute to important strategy, operations, and other decisions that affect the department.	<input type="radio"/>
Decisions have significant, broad implications for the operations of a division/entire organization; your position contributes to decisions on the overall strategy and direction of the entire organization.	<input type="radio"/>
Use this space for any additional comments or notes regarding institutional impact.	
<div style="border: 1px solid black; height: 80px;"></div>	

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- Institutional Impact
 - Review each of the levels of Institutional Impact, select the best description
 - Provide comments to support your decision

Overview of the Position Description Questionnaire

Supervisor's Comments

- Independent Judgment/Problem Solving
 - Review each of the levels of Institutional Impact, select the best description
 - Provide comments to support your decision

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Supervisor Review Section

C. Independent Judgment/Problem Solving

What level of judgment and problem solving does someone need to demonstrate to be successful in this position?
Check the one statement that applies for the majority of the employee's usual and standard work.

Independent Judgment/Problem Solving	
Performs tasks and duties under direct supervision, using well-defined policies, procedures, and practices. Work is frequently reviewed by supervisor. Position requires limited independent judgment and decision making. Refers most problems to supervisor.	<input type="radio"/>
Performs tasks and duties under general supervision, using established procedures and innovation. Chooses from limited alternatives to resolve problems. Occasionally independent judgment is required to complete work assignments. Often makes recommendations to work procedures, policies, and practices. Refers unusual problems to supervisor.	<input type="radio"/>
Performs duties within the scope of general policies, procedures, and objectives. Analyzes problems and performs needs assessments. Uses judgment in adapting broad guidelines to achieve desired result. Regularly exercises independent judgment within accepted practices. Makes recommendations that affect policies, procedures, and practices. Refers exceptions to policy and procedures to the supervisor.	<input type="radio"/>
Develops objectives and general policies and procedures for a specific program or functional area of responsibility within general scope of established operational goals and plans. Day-to-day work and decisions do not require direction or review by immediate supervisor. End results are reviewed by supervisor. Strategic issues are referred to supervisor.	<input type="radio"/>
Develops strategic direction, goals, plans, and policies for an area of responsibility. Sets broad objectives and is accountable for overall results in respective area of responsibility. Authority to make independent decisions on matters of significance. Requires high degree of independent judgment and problem solving of complex problems.	<input type="radio"/>

Use this space for any additional comments or notes regarding independent judgment and problem solving.

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Overview of the Position Description Questionnaire

Supervisor's Comments

- Supervisors restate Education, Experience and Certifications
- Provide the **minimum** for each credential necessary to be hired into the role
- Pay close attention to identifying where experience can take the place of education or vice versa
- If you and your employee have very different expectations, be sure to review your thoughts with the employee

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Supervisor Review Section

D. Position Qualifications

Please indicate the education, experience, and other credentials you think are required and preferred for new employees in the position.

Required qualifications are those that someone must have, at a **minimum**, to be considered for the position. **Preferred** qualifications are those that are good to have, but not necessary.

Check one item in each column.

Education	Required?	Preferred?
High school diploma/G.E.D	<input type="radio"/>	<input type="radio"/>
Some college-level coursework	<input type="radio"/>	<input type="radio"/>
Technical or para-professional certificate (< 2 years)	<input type="radio"/>	<input type="radio"/>
Associate's or Technical degree (2-Year)	<input type="radio"/>	<input type="radio"/>
Bachelor's degree (4-year)	<input type="radio"/>	<input type="radio"/>
Master's degree, J.D., or similar	<input type="radio"/>	<input type="radio"/>
Doctorate/PhD	<input type="radio"/>	<input type="radio"/>

Specify the major, field, or discipline, if applicable

Can years of related work experience be substituted for education requirements? If so, how much experience for each year of education?

Can education be substituted for years of experience? If so, please describe.

Specify the type of experience, if applicable

Related Work Experience

< 1 year of related work experience

= 1 < 3 years of related work experience

= 3 < 5 years of related work experience

= 5 < 7 years of related work experience

= 7 < 9 years of related work experience

9 or more years of related work experience

Certifications/Licenses

Use this space for any additional comments or notes regarding position qualifications.

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Overview of the Position Description Questionnaire

Supervisor's Comments

- Make selections for:
 - Working Environment and Exposures
 - If you select “Office, classroom, or other indoor environment – Frequently or Often,” you do not need to add other Work Environment criteria
 - If you select Seldom or Never or Sometimes or Occasionally, you will need to select the correct radio button for each of the items indicated
 - Physical Requirements
 - Add the requirements for this role based on the identified major duties or essential functions

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E. Working Environment and Exposures

Indicate how often employees in this position are required to be in the following types of environments.

Check one column for each item.

Work Environment/Locations	Seldom or Never	Sometimes or Occasionally
Office, classroom, or other indoor environment	<input type="radio"/>	<input type="radio"/>
Outdoor environment	<input type="radio"/>	<input type="radio"/>
Street environment (near moving traffic)	<input type="radio"/>	<input type="radio"/>
Construction site	<input type="radio"/>	<input type="radio"/>
Confined space (such as air vent)	<input type="radio"/>	<input type="radio"/>
In the community (homes, businesses, etc.)	<input type="radio"/>	<input type="radio"/>
Kitchen or Cafeteria	<input type="radio"/>	<input type="radio"/>
Laboratory	<input type="radio"/>	<input type="radio"/>
Clinical healthcare environment	<input type="radio"/>	<input type="radio"/>
Warehouse environment	<input type="radio"/>	<input type="radio"/>
Shop environment	<input type="radio"/>	<input type="radio"/>
Other Work Environment/Location (please describe)	<input type="radio"/>	<input type="radio"/>

Exposures

Extreme cold (below 32 degrees)	<input type="radio"/>	<input type="radio"/>
Extreme heat (above 100 degrees)	<input type="radio"/>	<input type="radio"/>
Communicable diseases or infectious bacteria	<input type="radio"/>	<input type="radio"/>
Moving mechanical parts	<input type="radio"/>	<input type="radio"/>
Electrical hazards	<input type="radio"/>	<input type="radio"/>
Fumes, dust, or airborne particles	<input type="radio"/>	<input type="radio"/>
Toxic chemicals, substances or waste	<input type="radio"/>	<input type="radio"/>
Burn hazards	<input type="radio"/>	<input type="radio"/>
Loud noises (85+ decibels)	<input type="radio"/>	<input type="radio"/>
Other Exposure (please describe)	<input type="radio"/>	<input type="radio"/>

Use this space for additional comments or notes, if you have any.

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Supervisor Review Section

F. Physical Requirements

Which of the following activities are involved in the work of this position?

Check one column for each item.

Physical Effort	Seldom or Never	Sometimes or Occasionally	Frequently or Often
Hand Movement			
Typing or Keyboarding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Repetitive Motion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gripping or Holding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finger Dexterity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading			
Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eye-Hand Coordination			
Eye-Hand Coordination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vision			
Color Distinction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visual Inspection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Measuring/Assembling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hearing			
Talking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sitting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Walking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lifting			
Less than 10 pounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10-30 pounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30-50 pounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
60-90 pounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
90 or more pounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pushing/Pulling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Climbing			
Stairs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ladders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bending/Squatting			
Crawling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Driving			
Car/Truck	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mower or Forklift	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Use this space for additional comments or notes, if you have any.

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Overview of the Position Description Questionnaire

Supervisor's Submission

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Position Description Questionnaire
For Constance Nagle
Student Employment Coordinator

Supervisor Review Section

G. Additional Comments

What position title do you think would be most appropriate for your position?

Please tell us anything else you think we should know about this position. (optional):

Thank you! We encourage you to share your comments and notes with the employee who completed this questionnaire. Please complete your review and submit the position questionnaire to Human Resources no later than Friday June 3rd by clicking the Submit button at the top or bottom of this page. You may also return the position questionnaire to the employee, Constance Nagle, if updates are required.

Submit the position questionnaire to Human Resources

Return the position questionnaire to the employee, Constance Nagle, for updates

Notes or comments to include in the email to the employee or supervisor (optional):

Date Completed (automatically filled in when submitted):

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- This is your final page
- Review and provide any additional content you want and think will be helpful
- Supervisors can “Print” a copy of the PDQ
- HR cannot change the content you or your employee provided in the questionnaire, this is by design
- Click Submit
- Confirm the submission



Position Description Questionnaire
For Constance Nagle
Student Employment Coordinator

Submission Successful

Your submission was successful.

Thank you very much for your submission. Please click the button below to close the position description questionnaire.

Close the Position Description Questionnaire

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Thank You!

Additional Questions?

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