AUBURN UNIVERSITY
EVALUATION QUESTIONNAIRE

I. GENERAL INFORMATION

Proposed Job Title: _____

School/College/Department:_____ Code: _____

Other employees assigned to similar jobs in the university, if any are known.

Name	Title	Department

Similar jobs in other Universities, institutions or companies if any are known.

Organization	Job Title	Contact Person

Prepared by: _____

Reviewed by: _____

PURPOSE: The purpose of this Questionnaire is to provide information about the supervisor's assessment of the skills, effort and responsibilities associated with the job and other information, in order for Human Resources to assign an appropriate pay grade, title and minimum qualifications for entry.

II.   EDUCATION AND EXPERIENCE

A.   Formal Education: Check the one statement that best describes the <u>minimum</u> level of formal education/instruction required <u>to be hired</u> into this position.

1.   [ ]   Some education, but not a high school diploma.

2.   [ ]   High school diploma or equivalent (GED).

3.   [ ]   High school diploma plus commercial, vocational or technical training of 6 to 11 months.

4.   [ ]   High school diploma plus specialized or technical knowledge requiring 12 to 23 months of intensive formal training.

5.   [ ]   High school diploma plus substantial formal technical training of 2 to 3 years or an <u>Associate Degree</u>.   Subject area is _____.

6.   [ ]   Bachelor's Degree. Subject area is _____.

7.   [ ]   Master's Degree.   Subject area is _____.

8.   [ ]   Doctoral Degree or equivalent formal training in an area of specialization directly related to the work performed.

B.   Assume that a person has the level of formal education and training just described.   Then check the one statement that best describes the <u>minimum</u> level of previous job-related experience required to be hired for this position.

1.   ____   None

2.   ____   Less than 1 year

3.   ____   1 up to 2 years

4.   ____   2 up to 3 years

5.   ____   3 up to 5 years

6.   ____   5 up to 9 years

7.   ____   Over 9 years

III.   **SKILLS**   **3**

In this section, circle the appropriate number to show how you rate the importance of each skill in the performance of this job.

Skills Rating Scale
1. = Not required: not necessary to perform the job's responsibilities.
2. = Helpful: not an absolute requirement of the work performed
     on this job; however, an employee who can meet this requirement
     will definitely perform better on the job.
3. = Critical: an absolute requirement of the job.

A. Verbal Communication   Skills Rating Scale

		Not Required	Helpful	Critical
		1	2	3
1.	Gives easily understood facts or information to others in person or on the phone. Explains or discusses information of a procedural or low level technical nature. (For example how to fill out a voucher.)	1	2	3
2.	Handles complaints or resolves disagreements over the phone, and/or provides direction to others regarding work assignments and scheduling, and/or interviews individuals to obtain information.	1	2	3
3.	Leads group discussions to ensure agreement, cooperation and understanding of sensitive or technical matters. Explains the interpretation of policies where improper handling would cause problems in relationships. Explains or discusses complex procedures or highly technical information with individuals who have an understanding of the subject matter, and/or gives speeches in meetings, hearings or conferences.	1	2	3
4.	Participates in adversarial discussions to justify or defend position.	1	2	3
5.	Explains or discusses complex procedures or highly technical information with individuals who do not have an understanding of the subject matter, and/or monitors/leads controversial group discussions on sensitive or technical matters where agreement must be reached.	1	2	3

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B.   Written Communication

<u>Skills Rating Scale</u>

	Not Required	Helpful	Critical
	1	2	3

1.   Enters simple information or data on standard forms, writes simple reports following established formats, copies information or data (from printout, reports, etc.) into established formats, and/or edits written documents for context, grammar and spelling.

1	2	3

2.   Writes simple and/or moderately complex correspondence/reports/proposals/ position papers where no established format exits (e.g. news releases, sports stories, documenting differences between software packages, describing rate structures, etc.), and/or writes detailed memos or reports which contain complex and/or technical data following established formats (e.g. CFA on private support, complex equipment bids, etc.).

1	2	3

3.   Writes complex and/or technical reports/ proposals/position papers, or correspondence where no established format exists.

1	2	3

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C. Mechanical Skills

		Not Required	Helpful	Critical
1.	Uses hand-held tools (hoes, rakes, shovels, brooms, mops, similar items) to perform operations requiring little accuracy, and/or uses power tools (chain saws, buffers, sanders, hedge trimmers) to perform operations requiring little accuracy.	1	2	3
2.	Uses hand-held tools (hammers, saws, squares, paintbrushes, wrenches, screwdriver) to perform operations requiring moderate accuracy, and/or operates heavy equipment (forklifts, cranes, back hoes, trenchers, trucks, front-end loaders), and/or uses power tools (table saws, drill presses, welders, lathes) to perform operations requiring moderate accuracy.	1	2	3
3.	Uses precision tools/instruments powered by user (engraver's tools, watchmaker's tools) to perform operations requiring extreme accuracy.	1	2	3
4.	Uses power tools/instruments (laboratory equipment) to perform operations requiring extreme accuracy.	1	2	3

In the following sections select the definition that reflects the complexity, accountability and working demand of the majority of the job's responsibilities.

IV. COMPLEXITY

    A. Check the one statement which best describes the complexity on the job. [Provide additional information on page 10].

        1. [ ] Work involves simple repetitive tasks which are easily learned through demonstration or spoken explanation.

        2. [ ] Work involves routine tasks which are generally well known and described in detail in written reference, instructions, and guidelines.

        3. [ ] Work involves routine tasks which are generally known and described, and require simple analysis, mathematical computation, comparision, and/or menu selection.

        4. [ ] Work involves technical skilled and/or specialized work requiring training/tutelage by senior technicians or specialists to prepare the employee for selecting alternatives, methods, materials, tools and systems for routine and moderately co

        5. [ ] Work involves advanced level (journey worker) technical, specialized, skilled work requiring completion of a training/developmental program for selecting alternatives, methods, materials, tools and systems for complex cases while following written guidelines and university systems.

        6. [ ] Work requires the selection and application of concepts, principles, standards and written rules/regulations/systems having broad application outside the university and not always described in university policies and procedures; and, application of principles, concepts, methods, and standards appropriate to the master craft worker/technician or subject-matter expert.

        7. [ ] Work involves the analyses and application of conceptional information, generally accepted principles/practices, and precedents for dealing with situations not covered by current methods and system including devising new methods/systems/policies when previously accepted methods are not adequate.

        8. [ ] Work involves analyses and application of broad principles, concepts and standards, and personal insight and intuition for development of new methods, policies and procedures having application across university departments.

V. ACCOUNTABILITY

    A. Work Review Provided-Check the one statement which best describes the extent that the work performed in this job is subject to review.

        1. [ ] Checked for accuracy during the process.

        2. [ ] Checked for accuracy upon completion of each task.

        3. [ ] Reviewed depending on the degree of complexity, purpose of the work and whether the employee has previously performed similar assignments.

        4. [ ] Occasionally checked upon completion of a task.

        5. [ ] Checked upon completion of a project or assignment to determine success/failure.

        6. [ ] Reviewed for soundness of judgment, general technical adequacy, and conformance with practice and policy.

        7. [ ] Reviewed for attainment of objectives and compliance with University policy.

        8. [ ] Reviewed for overall accomplishment and impact on the University.

B. **Supervision Received** - Check the one statement which best reflects the level of instruction provided to an employee in this job.

1. [ ] Step-by-step instructions or guidelines for all responsibilities. Employee does not have the freedom to determine how work should be done.

2. [ ] Performs repetitive or routine duties working from detailed instructions or based on past practice. Employee is required to make minor decisions.

3. [ ] Employee works with supervisor to identify best approach to accomplish assignment.

4. [ ] Desired work results are communicated. Employee determines the best approach to accomplish assignment. All unusual problems that occur are reviewed with supervisor.

5. [ ] Desired work results are communicated. Employee determines best approach to accomplish assignment. Unusual problems that deviate from policy or practice are reviewed with the supervisor at the employee's discretion.

6. [ ] Employee is provided with broad objectives and is responsible for interpreting objectives and developing and implementing programs or process to achieve objectives.

7. [ ] Employee works with the supervisor to identify general objectives. Employee determines best approach to accomplish objectives. Technical instruction is neither sought nor needed.

8. [ ] Works with the Board of Trustees to establish University goals. Must analyze complex problems and make independent decisions where there is little precedent.

C. **Public Image** - Check the one statement which best reflects the impact this job has on Auburn University's public image.

1. [ ] No impact on the University's image.

2. [ ] Impacts the perception that an <u>individual</u> student, parent of student or a person outside the University would have of the University.

3. [ ] Impacts the perception that a group of students, parents of students or persons outside the University would have of the University.

4. [ ] Impacts the perception that a group of alumni or other key groups who provide financial support would have of the University.

5. [ ] Impacts the image of the University held by groups affiliated with the University and the general public.

6. [ ] Impacts the University's image as an employer, or reputation and standing in the academic community.

D. **Policy Development** - Check the one statement which best describes the job's responsibility for policy design.

1. [ ] No responsibility for policy development or revision.

2. [ ] Responsible for formulating and recommending new and/or revisions to policies and standards within a department.

3. [ ] Responsible for formulating and recommending new policies and standards within a college, school or division.

4. [ ] Responsible for formulating and recommending new policies and standards across the University.

5. [ ] Responsible for formulating, approving and implementing new policies and standards within a department.

6. [ ] Responsible for formulating, approving and implementing new policies and standards within a college, school or division.

7. [ ] Responsible for formulating, approving and implementing new policies and standards across college, school or divisional lines.

8. [ ] Responsible for formulating, initiating, establishing and approving general objectives, policies and standards across the University.

E. **Planning** - Check the one statement that best describes the job's responsibility/role in the planning process (operations, budget, work/project planning, etc.).

1. [ ] No responsibility for planning beyond own work.

2. [ ] Gathers data to be used in the planning process.

3. [ ] Develops forecasts of activities, costs, etc. for use in planning process.

4. [ ] Integrates information together from various sources for planning process (e.g., collects plans from different areas of department and consolidates/summarizes into one plan).

5. [ ] Carries out planning activity in accordance with detailed standardized procedures.

6. [ ] Develops plans based on general framework (some precedent available).

7. [ ] Develops detailed plans for portions of large projects.

8. [ ] Develops plans for using department resources to meet major goals and objectives. Takes plans that span across departments and implements them within a specific department.

9. [ ] Develops strategies that integrate plans of more than one department to achieve major goals and objectives.

10.[ ] Reviews plans prepared across the University to ensure accuracy and adherence to University policies, objectives and external regulations.

VI. MANAGERIAL RESPONSIBILITY

A. **Supervision of Others** - Check the one statement that best describes the job's responsibility for supervision of other employees.

1. [ ] Has no supervisory responsibility.

2. [ ] Provides guidance and work direction to graduate students, temporaries, undergraduate students.

3. [ ] Lead responsibility: directs the work of others and performs many of the same job responsibilities as those University employees supervised.

4. [ ] First line supervisor: immediate supervisor over a work unit: directs the work of the unit. Provides input in hiring, terminations and salary recommendations. Appraises the performance of employees supervised. List names/position numbers of subordinates on page 10.

5. [ ] Supervises two or more first-line supervisors who direct employees with similar/closely related responsibilities. Has responsibility for hiring, terminations and salary decisions. List names of first - line supervisors on page 10.

6. [ ] Supervises two or more first line supervisors who direct employees with different/unrelated responsibilities. Has responsibility for hiring, terminations and salary decisions. List names of first - line supervisors on page 10.

7. [ ] Supervises a functional area. Coordinates work through two or three levels of supervision.

8. [ ] Supervises multi-functional areas. Coordinates work through four or more levels of supervision.

9. [ ] Serves as a member of the University's executive management team.

B. Budgeting - Check the one statement that best describes the role an employee in this job has in the budget process.

1. [ ] Does not contribute advice to the budgeting process.

2. [ ] Contributes advice and recommendations on budget line items for a work unit.

3. [ ] Develops allocations and monitors budget line items for a work unit.

4. [ ] Develops, allocates and monitors a budget for a department. Has final spending approval.

5. [ ] Develops, allocates and monitors a budget for more than one department. Has final spending approval.

6. [ ] Develops, allocates and monitors a budget affecting an entire college, school or office. Has final spending approval.

7. [ ] Develops, allocates and monitors a budget affecting multiple colleges, schools or offices. Has final spending approval.

8. [ ] Develops, allocates and monitors a budget affecting the entire University. Has final spending approval.

9

PERSONS SUPERVISED

(From item VI. A, page 9)

Name   Title   <u>Position Number</u>

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

SAMPLE

REFERENCES USED FOR WORK
(From item IV A, page 6)

[List instructions, manuals, guidelines, public regulations, public agency guidelines, codes, executive orders, commercial/professional/trade publications and other written references used in the workplace; and, indicate the frequency of use for each reference].

Reference   Frequency of Use
                                                          (Occasionally, often, daily)

_____

_____

_____

_____

_____

_____

_____

_____