

## Clerical & Technical Job Audit Form

(To be completed by current C&T employees)

### Clerical and Technical Position Classification Program Questionnaire

**Name:** \_\_\_\_\_

**Job Title:** \_\_\_\_\_

**Supervisor's Name:** \_\_\_\_\_

**Department:** \_\_\_\_\_

**Phone Number:** \_\_\_\_\_

**Date:** \_\_\_\_\_

The Union and the University have designed this questionnaire to help you give both a general description of your position and a specific account of its primary duties and responsibilities. What you tell us in this questionnaire, together with information submitted by your supervisor and additional data gathered by Human Resource Services, will be used to determine the appropriate job title for your position.

### Changes in Job Content

Describe how your job has changed. List any new responsibilities you have assumed and tell how the job has grown more complex.

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What existing job title do you think better describes your job? Why?

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### Primary Duties

Describe your primary duties briefly. After deciding how often you perform each duty, place it in the appropriate section below.

<b>Daily</b>	
<b>Weekly</b>	
<b>Monthly</b>	
<b>Annually</b>	

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### Job Content

In answering the following questions we ask you to describe your job in terms of various job classification factors. Either check the one answer best characterizing what you do most of the time, or fill in the blank. If two answers seem partly correct, choose the one that is more often true. There are also some questions to answer briefly. Please answer those that apply to your job.

### Knowledge and Skills

In order to understand what kinds of and how much knowledge and skill you need to do your job, we have divided the area of knowledge and skill into a number of different types. Every job asks for some kinds of knowledge and skill; no job asks for everything. Please think about the following skills and types of knowledge in relation to your job, and let us know how much of each your job requires.

### Required Knowledge

#### Academic or Scientific

	1. General knowledge, high school level
	2. General knowledge, high school level; detailed but narrow work-related knowledge
	3. General knowledge, high school level; detailed but narrow knowledge in one or several work-related areas; general acquaintance with a broader field of knowledge
	4. Specialized college-level coursework or Associate's degree; detailed but narrow knowledge in one or several work-related areas; substantial knowledge of a broader field of learning
	5. Advanced knowledge; college degree; substantial knowledge in a specialized field; substantial knowledge in a broader field of learning

(To be completed by current C&T employees)

	Not relevant
	1. General knowledge of a craft or trade
	2. Working knowledge of a craft or trade
	3. Journey-level knowledge of a craft or trade
	4. Extensive knowledge of a craft or trade

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	Not relevant
	1. Limited acquaintance with business, accounting, or commercial procedures
	2. Limited knowledge of business, accounting, or commercial procedures; detailed knowledge in a particular area of business, accounting, or commercial procedures
	3. Working knowledge of business, accounting, or commercial procedures; detailed knowledge in a particular area of business, accounting, or commercial procedures
	4. Broader knowledge of business, accounting, or commercial procedures

	Not relevant
	1. Limited acquaintance with University organizational policies and procedures
	2. Limited knowledge of University organizational policies and procedures generally; detailed knowledge of a narrow area of University academic, administrative, or financial rules and procedures
	3. Working knowledge of University organizational policies and procedures generally; detailed knowledge of one or several narrow area of University academic, administrative, or financial rules and procedures
	4. Extensive knowledge of the University's organization; detailed knowledge of a broad spectrum of University academic, administrative, or financial rules and procedures.

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### Required Skills

#### Collecting or Compiling Data

	Not relevant
1.	Copy data from standard or easily understandable formats
2.	Extract and compile a narrow range of data from written sources, from individuals by asking set questions, or from one or several given data bases; coding based on prescribed, simple standards
3.	Extract and compile a range of data from written sources, from individuals by asking questions, or from one or several given data bases; limited interpretation of data
4.	Extract and compile a broad range of data from a variety of written sources, personal contacts, and/or data bases selected yourself; interpretation and limited analysis of data

#### Research, Reference, and Library Work

	Not relevant
1.	Use a dictionary
2.	Make routine use of a major library catalogue or reference data base
3.	Use one or several standard reference works (for example, Chemical Abstracts, Chicago Manual of Style)
4.	Make extensive routine and non-routine use of a major library catalogue or reference data base
5.	Use a variety of standard reference works and several library catalogues or reference data bases

#### Filing

	Not relevant
1.	File already labeled material using a straightforward alphabetical, numerical, or chronological system
2.	Classify material for filing; use straightforward or complex filing systems
3.	Create complex filing systems

#### Understanding Written Material

	Not relevant
1.	Understand short notes, basic written instructions, and forms
2.	Understand non-routine notes, written instructions, and general policy statements
3.	Understand more complicated written instructions, memoranda, policy statements, etc.
4.	Screen complex, technical, or specialized material for referral
5.	Summarize, revise, or make limited use of complex, technical, or specialized material
6.	Apply, explain, or substantially revise complex, technical, or specialized material

(To be completed by current C&T employees)

	Not relevant
1.	Write short informal notes, fill out simple forms
2.	Write simple internal memoranda, fill out complex forms
3.	Compose and proofread routine formal letters or memoranda for internal or external circulation
4.	Compose and proofread or edit formal general correspondence, memoranda, short reports, or grant applications for internal or external circulation
5.	Compose and proofread or edit specialized technical reports or grant applications for external circulation; proofread material for publication
6.	Compose or substantively edit material for publication

	Not relevant
	1. Occasional use of machines that require little training to operate, such as small photocopiers or postage meters
	2. Regular use of machines that require little training to operate
	3. Occasional use of more complex machines, such as word processors or personal computers
	4. Regular, skilled use of more complex machines, including word processors or personal computers
	5. Regular, skilled use of more complex machines, including word processors or personal computers; responsibility for basic troubleshooting and repair or manipulation of data using published software
	6. Regular, skilled use of complex machines; responsibility for troubleshooting and maintenance necessary to ensure consistent operation at a high quality level; and/or sophisticated manipulation of a data base.

Category	Sub-category	Value
A	1	10
	2	20
B	1	30
	2	40
C	1	50
	2	60
D	1	70
	2	80
E	1	90
	2	100

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### Laboratory or Scientific Procedures

	Not relevant
	1. Perform one or more simple, prescribed tasks
	2. Perform a few simple laboratory or scientific procedures; record results as necessary
	3. Perform one or several simple laboratory or scientific procedures that require some training, but that can be reversed or duplicated inexpensively; record results as necessary
	4. Perform one or several moderately complex laboratory or scientific procedures that are not reversible and are not expensive to duplicate; record results as necessary
	5. Perform complex experiments or laboratory or scientific tests from start to finish. Experiments or laboratory or scientific tests include multiple procedures performed in combination and/or in sequence
	6. Modify and perform complex experiments or laboratory or scientific tests from start to finish. Experiments or laboratory or scientific tests include multiple procedures performed in combination and/or in sequence.
	7. Design, modify, and perform or oversee the performance of complex, sophisticated experiments or laboratory or scientific tests from start to finish. Experiments or laboratory or scientific tests include multiple procedures and protocols

**Please describe the laboratory procedures you perform, noting the equipment you use and describing how you plan experiments, if you do.**

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### Office and Administrative Skills

#### Typing and Keyboarding

	Not relevant
	1. Forms, labels, and other simple material
	2. Letters, memos, and other moderately complex material
	3. Understand more complicated written instructions, memoranda, policy statements, etc.
	4. Materials that regularly include medical or legal terminology or foreign languages
	5. Statistics, graphs, manuscripts, manuals, slide presentations, and other complex material

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### Personal Computer Skills

	Not relevant
	1. Enter and retrieve data from given sources
	2. Enter and retrieve data from semifinished source documents. Requires both some interpretation of the source document and a basic understanding of software parameters
	3. Format, store, and file data to generate basic, pre-established reports
	4. Merge, edit, and manipulate data to generate complex reports
	5. Manipulate data and create simple data bases to generate highly complex reports

Please list the types of software packages that you use and for what purpose.

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### Scheduling

	Not relevant
	1. Schedule appointments in allotted times
	2. Schedule and coordinate appointments
	3. Arrange for and coordinate schedules, appointments, projects, conferences, and major events

### Callers and Visitors

	Not relevant
	1. Refer callers and visitors to the appropriate individual
	2. Screen and refer callers and visitors to the appropriate individual
	3. Advise, screen, and refer callers and visitors

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### Experience, Education, and Formal Training

In this area, we are looking for the minimum amount of work experience and the minimum amount of education and formal training needed for a job. Equivalent work experience may be substituted for the required formal training and education.

	1. Little or no work experience and a high school level education, or an equivalent combination of experience and education, is required.
	2. <b>One</b> year of related work experience and a high school level education; or an equivalent combination of experience and education
	3. <b>Two</b> years of related work experience and a high school level education; or an equivalent combination of experience and education
	4. <b>Four</b> years of related work experience, two of them in the same job family at the next lower level, and a high school level education; or <b>two</b> years of related work experience and an Associate's degree; or an equivalent combination of experience and education
	5. <b>Six</b> years of related work experience, four of them in the same job family at the next lower level, and a high school level education; or <b>four</b> years of related work experience and an Associate's degree; or little or no work experience and a Bachelor's degree in a related field; or an equivalent combination of experience and education
	6. <b>Two</b> years of related work experience in the same job family and a Bachelor's degree in a related field; or an equivalent combination of experience and education

If none of the categories above adequately defines the combination of experience and education required to perform your job, please explain.

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### Complexity and Organization

Here we focus on two related but different aspects of a job; how complex the job is and how its parts relate or come together. Under complexity we ask how detailed and complicated your individual tasks are, and how difficult it is to make those tasks come together properly. We would also like to know whether, besides doing things yourself, you have any part in organizing what other people do.

#### Complexity of Tasks

	1. Several tasks composed of routine steps and processes
	2. A limited variety of tasks that require coordinating steps and procedures
	3. A wide variety of complicated tasks with numerous processes or methods that require coordinating



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Please give your most complicated duty; if you perform several equally complicated duties, please feel free to list more than one. Please indicate how often you perform these duties and what steps require a coordination of effort, if applicable.

### Coordinating and Organizing Others' Work

	Not relevant
	1. Occasionally coordinate or organize others' work
	2. Often coordinate or organize others' work
	3. Coordinating and organizing other people's work is a primary responsibility of my job

Please describe whose work you coordinate or organize (i.e., students, casuals, other employees) and for what types of tasks.

### Interpersonal Relations

Under interpersonal relations we ask how much your job requires working with and through others, what kinds of contacts you make, and what the reasons for them are.

#### Involvement with Others/Frequency

	Not relevant
	1. Little or no involvement with others? students, faculty, patients, or the general public? outside my immediate work unit
	2. Some involvement with others outside my immediate work unit
	3. Ongoing involvement with others outside my immediate work unit

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How does your job involve working with or helping people other than your immediate co-workers or supervisor? Approximately how much time do you spend on these duties?

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### Purpose for Contacts

	Not relevant
	1. I offer basic information or provide assistance on general matters
	2. I offer or obtain basic information or provide assistance on general matters
	3. I offer or obtain specialized information and provide assistance on general matters
	4. I offer or obtain specialized information and provide assistance on complex matters

Please give examples of the kinds of information you either offer or obtain or the assistance you provide.

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### Communication Skills

	Not relevant
	1. My contacts require that I understand and convey simple messages and instructions verbally
	2. My contacts require that I understand and convey more complex messages and instructions, and take action accordingly
	3. My contacts require that I not only understand but also evaluate what is being said and respond with complex answers that may take time to give
	4. My contacts require that I officially represent someone, whether a supervisor, faculty member, or the University
	5. My contacts require that I train, instruct, or teach others in academic, research, or other professional matters

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Please give examples of the kinds of information you either offer or obtain or the assistance you

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### Supervisory Guidelines

Under supervisory guidelines we are including three categories. First, we would like to know how often and how closely your work is supervised. Second, we ask about how much your supervisor plans and schedules your work, and how much is left to you. Third, we ask how much instruction (as opposed to supervision) your supervisor gives you.

Note that, in addition to supervision by an individual, guidelines, instructions, procedures, and other checks and balances within the system also can play a supervisory role.

#### Level of Supervision

	1. Work is closely monitored several times per day by my supervisor for adequacy and accuracy
	2. Work is closely reviewed by my supervisor for adequacy and accuracy at least daily
	3. Work is subject to general review on an occasional basis
	4. Work may or may not be reviewed

**Who is your principal supervisor, and what other positions report to your supervisor?**

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**Do you work in the same office or adjoining offices?**

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**How often does your supervisor review your work with you? For what parts of your work does your supervisor review and provide direction?**

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### Planning and Prioritizing

	1. My supervisor always plans, assigns, and schedules my work, and defines its objectives clearly
	2. My supervisor and I plan, assign, and schedule my work jointly
	3. I plan and schedule my work and/or the work of others based on my understanding of my supervisor's broadly defined objectives and priorities. My supervisor reviews the work only after its completion

### Instruction

	1. My supervisor provides instruction in all new situations, methods, and procedures
	2. My supervisor provides instruction only in those new situations, methods, and procedures that are not clearly related to already existing tasks and duties
	3. My supervisor provides instruction only in very rare instances

Describe how you were trained when you started this job.

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Describe what kinds of instruction you receive for new tasks.

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### Independent Judgment

Here we ask about your exercise of independent judgment in carrying out job duties. Think about the guidelines you use, how often you and your supervisor reach decisions together, and how much you decide things on your own.

#### Procedures and Policies

	1. Established procedures and policies govern <b>most</b> of my work situations
	2. Established procedures and policies govern <b>many</b> of my work situations
	3. Established procedures and policies govern <b>some</b> of my work situations

### Independent Judgment

	1. Little opportunity to exercise independent judgment or initiative
	2. Occasional exercise of independent judgment or initiative
	3. Regular exercise of independent judgment or initiative

#### Problem Solving and Creativity

	1. Problems seldom arise. When they do, I refer them to my supervisor
	2. I recognize problems and find solutions for them by using established procedures
	3. I recognize problems and choose solutions from among several alternatives that are not necessarily governed by established procedures
	4. The problems that I deal with can usually not be solved by following established procedures; I must find the solution to the problem on my own

Please give examples of the kinds of problems you must recognize and solve. Be sure to include examples of routine problems as well as examples of unusual and complicated ones.

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Please give typical examples of problems you need to discuss with your supervisor or give to your supervisor to solve.

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### Leadership Responsibility

Leadership responsibility means the work guidance, instruction, and direction you provide to others. You should consider what kind of leadership role you play and how much work guidance, instruction, and direction your job requires of you, as well as how you organize and coordinate others' work.

#### Work Guidance, Instruction, and Orientation

	1. My work does not require me to provide work guidance or instruction
	2. My work occasionally requires me to give others a general orientation to routine procedures and policies
	3. My work occasionally requires me to provide work guidance or orientation for non-routine procedures and policies
	4. My work often requires me to provide work guidance, instruction, or orientation of others

Please describe the instruction or orientation you give to others as part of your job. Please describe whom you instruct or orient and how often you do it.

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#### Distributing and Monitoring Work

	1. Never distribute and monitor work
	2. Sometimes distribute and monitor work
	3. Often distribute and monitor work
	4. A primary responsibility of my job is that I distribute and monitor work

If you distribute and monitor the work of others, please describe the process and how often you do it.

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(To be completed by current C&T employees)

What is the overall impact of your work? What is its purpose? What are the effects of your work and the consequences of error, either internal or external, to the individual department or to the University? How serious is the effect of an error in judgment or procedure?

	1. Most of my work affects only my immediate work unit
	2. My work has some effect outside my immediate work unit, but it rarely has any impact outside the University
	3. My work has some effect both outside my work unit and outside the University
	4. My work has significant impact outside my work unit, but rarely has any impact outside the University
	5. My work often has significant impact both on more than one department and outside the University

	1. Errors are not difficult to recognize and correct
	2. Errors are somewhat difficult to recognize but not difficult to correct
	3. Errors are not difficult to recognize but may be difficult to correct
	4. Errors are difficult to recognize and correct
	5. Errors are not necessarily recognizable and cannot always be corrected

	1. Errors usually affect only my own work
	2. Errors or mistaken release of confidential information can cause harm or financial loss to individuals, departments, and the University, or to other individuals and groups
	3. Errors or mistaken release of confidential information can cause considerable harm or financial loss to individuals, departments, and the University, or to other individuals and groups

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(To be completed by current C&T employees)

Here we look at working conditions that are directly related to job functions. How much potential risk is associated with the job, presuming that all safety devices are operating efficiently, all safety procedures and practices are adhered to, and reasonable care and caution are exercised? How often and for how long at a time are you exposed to a potential risk, and how hazardous is that risk?

## Potential Safety Risks

	Not relevant
	1. Very little possibility of safety risks
	2. Slight possibility of safety risks
	3. Occasional possibility of safety risks
	4. Ongoing possibility of safety risks

	1. Workday is usually stable and predictable
	2. Workday occasionally includes conflicting demands, time pressures, deadlines, or emergencies
	3. Workday regularly includes multiple or conflicting demands, deadlines, emergencies, or time pressures

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### Sustained Concentration

<input type="checkbox"/>	1. Work usually does not require sustained concentration
<input type="checkbox"/>	2. Work requires some sustain concentration
<input type="checkbox"/>	3. Work regularly requires sustained concentration

Please list any of your duties that demand your whole attention, stating how often you do them.

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### Physical Effort and Dexterity

<input type="checkbox"/>	1. Work requires little physical effort
<input type="checkbox"/>	2. Work requires some physical effort or some dexterity
<input type="checkbox"/>	3. Work requires considerable physical effort or a high degree of fine finger or hand dexterity

Please list the duties that demand physical effort or dexterity, stating how often you do them.

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### Particular Hazards

The following responses will be used for informational purposes only. They will not be used for classification. Please check off the statements that apply to you. You can check more than one.

<input type="checkbox"/>	1. There is the possibility in my work of physical confrontation with patients or clients, who may or may not be in a protective environment
<input type="checkbox"/>	2. The machinery, tools, or other equipment used to perform my work is capable of causing injury
<input type="checkbox"/>	3. My work regularly requires me to come into contact with human or animal waste or bodily fluids

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### **Additional Information (Optional)**

Additional Comments. If you have any additional explanations or comments about your job that you think would be helpful in trying to compare it to other jobs and grade it correctly, please write them here.

If you have any comments or suggestions for improving this questionnaire, please give them.

**Signature:** \_\_\_\_\_

Once you have completed this questionnaire send it to Compensation and Classification. You can email it to us at [compensation@yale.edu](mailto:compensation@yale.edu), fax it to us at 432-6279, or mail/bring it to us at 221 Whitney Avenue. Library employees please submit the questionnaire to Library Human Resources, Sterling Memorial Library, Wall Street, fax number 432-1806, or email [HRLibrary@yale.edu](mailto:HRLibrary@yale.edu).