

**MARICOPA COUNTY  
COMMUNITY COLLEGE DISTRICT**

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**Hay  
Management  
Consultants**

**HayXpert@**

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**Computer-Aided \_\_\_\_\_  
Job Evaluation \_\_\_\_\_**

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**JOB ANALYSIS  
QUESTIONNAIRE**

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**MANUAL #**

# MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT JOB ANALYSIS QUESTIONNAIRE

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## PURPOSE OF THE JOB ANALYSIS QUESTIONNAIRE

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This questionnaire will allow Maricopa County Community College District to transfer the current job evaluation process into a computer assisted system process. **The intent of this questionnaire IS NOT TO REPLACE the classified structure that has been developed at MCCCDC,** but to automate the evaluation process when new classifications require evaluations.

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## WHO COMPLETES THE QUESTIONNAIRE

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The questionnaire will be completed first by the person in the job, based on his/her understanding of the job's responsibilities. The immediate supervisor of the jobholder will also complete the questionnaire. The jobholder and supervisor should answer the questionnaire based on the actual job, not what a job description might read. In both cases, the answers should try to describe the job as it is today, not how it should be.

In the third stage, all questionnaires will be reviewed by a Quality Control individual to be sure that the responsibility for similar jobs is consistent. The QC individual, is a member of the Human Resources staff who will contact you if additional information is required.

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## BEFORE YOU START

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- Describe the job' duties and requirements, not the knowledge and skills of the jobholder.
- Remember to answer all items.
- The questionnaire has 24 questions. A list of the questions follows the instruction section.
- Thank you for assisting us in this important enhancement of our Human Resources Information Systems.

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**INSTRUCTIONS**

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This questionnaire will collect information on the different aspects which make up MCCC'D's jobs. You will answer most questions by picking the number for the choice that best describes the job.

- Read each question's instructions and all responses before making your choice. When you have picked the best answer, **WRITE THE NUMBER ON YOUR ANSWER SHEET.**

For example:

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MINIMUM AND DESIRABLE LEVELS OF EXPERIENCE

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Choose the minimum and desirable levels of job-related experience for the job.

- |                           |                            |
|---------------------------|----------------------------|
| 1. No previous experience | 6. One year                |
| 2. A day or two           | 7. Two years               |
| 3. A week                 | 8. Three to four years     |
| 4. A month                | 9. Five to eight years     |
| 5. A few months           | 10. Nine to twelve years   |
|                           | 11. More than twelve years |

You may decide that choice 5 is the best answer for minimum experience. You would write the number 5 in the correct column on the answer sheet.

Minimum Level of Experience	<u>Jobholder's Response</u>	<u>Supervisor's Response</u>	<u>QC Review</u>
	<input type="text"/>	<input type="text"/>	<input type="text"/>

- Read the instructions carefully for each question.
- Some questions have in-between answers. You may choose an in-between answer if the job falls between the choice above and below it.
- If an answer fits the overall job at least 80% of the time, it is a good match.
- Many questions include examples of jobs. All of the examples will not apply directly to the job you are describing. Read all the definitions with care and use them as a guide to make your choice.

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## HUMAN RELATIONS SKILLS

This section asks how the job works with and affects other people inside and outside MCCCD.

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**1. REQUIRED INTERPERSONAL SKILLS**

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Choose the answer that best describes how the job most often works with others.

1. The job usually works with its supervisor and others in the same work group to give and receive information.  
*(For example: accounting department: providing basic information to co-workers in the department on the status of an outstanding invoice.)*
2. The job is between 1 and 3.
3. The job often contacts people outside its work group to give or collect information.  
*(For example; accounting department: providing basic information to others outside of department workers on the status of an outstanding invoice.)*
4. The job is between 3 and 5.
5. The job requires developing relationships which changed people's minds, convince others to resolve problems, or satisfy customers, Listening to others and developing a two-way understanding is important to the job. This level usually includes group or team leaders.  
*(For example: A counselor who helps a student choose an appropriate schedule.)*
6. The job is between 5 and 7.
7. The job requires highly developed people skills to deal with sensitive or difficult situations. The jobholder works with others to overcome resistance, change behavior, or motivate subordinates. Jobs with full supervisory responsibility (including hiring, firing and performance appraisal) usually need this level of interpersonal skill.  
*(For example: supervising admissions and records activities including the counseling of employees to improve performance.)*
8. The job is between 7 and 9.
9. Interpersonal skills are crucial for job success. The jobholder must motivate or persuade others to accept change, or accept a need approach to meet MCCCDC objectives. This includes influencing groups of people outside the job's departmental authority.  
*(For example: convincing key department heads of a change in organization policy for MCCCDC, campus-wide.)*

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**2. CUSTOMER/CLIENT INTERACTION**

**Choose the answer that best describes how the job relates with outside clients. Clients include all outside customers of MCCCDC, such as students or community members. This does not include MCCCDC departments or employees.**

1. Does not deal with students or their families.

*(For example: data entry in the data processing department)*

2. The jobholder may deal with students or members of the community. The jobholder must be polite and helpful.

*(For example: providing routine information about the college over the phone)*

3. The job is between 2 and 4.

4. The jobholder often deals with students or members of the community. The job requires skill to understand and influence others.

*(For example: scheduling students, interfacing between the college and the community, assisting students with transcript requests)*

5. The job is between 4 and 6.

6. The jobholder works with students or members of the community in situations that require skill in counseling, educating or convincing others.

*(For example: education counseling, student recruiting)*

7. The job is between 6 and 8.

8. The jobholder works with students or members of the community for the primary purpose of creating behavioral change or addressing confrontive situations.

*(For example: program funding or student disciplinary actions.)*

9. The job is between 8 and 10.

10. Participates in and provides leadership at national associations and public agencies.

*(For example: testifies and fields questions to legislative finance committee on the need for MCCCDC education funding.)*

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**3. IMPACT ON OUTSIDE CONTACTS**

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Choose the answer that describes how the job works with outside contacts. Outside contacts include those who are not MCCCDC employees (such as: students, suppliers, consultants, public administrators, financial advisors, the community, etc.).

1. Does not deal with outside contacts.
2. The job is between 1 and 3.
3. Giving or obtaining information, asking or answering questions.  
*(For example: answering the telephone, or handling walk-in reception.)*
4. The job is between 3 and 5.
5. Delivering standard products or services to outside contacts, may include convincing contact to act.  
*(For example: following up orders, collecting receivable, ordering supplies, registering students)*
6. The job is between 5 and 7.
7. Delivering complex or custom services to outside contacts, may include persuading or convincing contact to act using a persuasive tone.  
*(For example: giving expert advice to students, checking supplier performance of warranty contracts, giving presentations to student groups)*
8. The job is between 7 and 9.
9. Negotiating within the framework of MCCCDC policies, practices or established relationships.  
*(For example: negotiating to obtain favorable pricing or service levels with suppliers, or outside agencies in most cases)*
10. The job is between 9 and 11.
11. Initiating leads and developing contacts to establish substantial new business relationships or agreements.  
*(For example, presenting and convincing others of MCCCDC advantages to local businesses, community groups, or government agencies)*

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**4. IMPACT ON INTERNAL CONTACTS**

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Choose the answer that describes how the job works with contacts inside MCCCDC. Inside contacts include employees or internal customers in other MCCCDC department, but outside the jobholder's work unit.

1. Does not deal with inside contacts.
2. The job is between 1 and 3.
3. Giving or obtaining information, asking or answering questions.
4. The job is between 3 and 5.
5. Providing a service or coordinating activities.

*(For example: coordinating interdepartmental workshops and conference, performing maintenance work which requires contact with customers.)*

6. The job is between 5 and 7.
7. Teaching, advising, or coaching others.

*(For example, training orientation programs for employees and students, helping managers prepare budgets.)*

8. The job is between 7 and 9.
9. Influencing short-term business, service or education decisions.

*(For example: providing key input for major decisions such as staffing a project, delivering an educational program, or changing compensation policy.)*

10. The job is between 9 and 11.
11. Influencing long-term business decisions.

*(For example: providing input to business directions such as a three-year plan or building a new facility.)*

## **KNOWLEDGE AND SKILLS**

***This section asks for information on the skills needed  
for acceptable job performance.***

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**5. OVERALL KNOWLEDGE AND SKILLS - 2 PAGES**

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**Pick the answer that best fits the level of knowledge and skills needed for the job.**

1. Knowledge of MCCCCD work routines. Work is extremely simple, short cycle in nature and typically involved manual effort.  
*(For example, cleaning, cutting the lawn, washing dishes, simple filing, stamping documents)*
2. The job is between 1 and 3.
3. Reading, writing, counting and working with others. Typically examples include jobs with receptive operational and clerical routines which may involve use of common tools and standard single purpose machines.  
*(For example, materials handling, sorting and distributing mail, copying documents.)*
4. The job is between 3 and 5.
5. Knowledge of how to perform a variety of duties or how to use equipment, specific to MCCCCD. This may be learned on the job or in a training program. Usually requires an orientation to office routines and skills in operating and adjusting common office equipment. Training takes a few weeks to a few months.  
*(For example: typing, data entry, receiving visitors, telephone operation, updating or retrieving information from a computer, providing security, driving a delivery van).*
6. The job is between 5 and 7.
7. The job requires one or more of:
  - Vocational skills
  - Knowledge of MCCCCD methods
  - The ability to lead (but not supervise) employees at level 1 through 6One or two years of prior work experience or training is needed.  
*(For example, bookkeeping, library assistance, secretarial work, computer operations, advanced word processor)*
8. The job is between 7 and 9.
9. The job requires one or more of:
  - Advanced vocational or technical skills, requiring in-depth knowledge of a MCCCCD function.
  - Supervisory skills to provide work direction to employees doing vocational or administrative work.

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**5. OVERALL KNOWLEDGE AND SKILLS - (CONTINUED)**

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**Pick the answer that best fits the level of knowledge and skills needed for the job.**

Skill may be learned over three or more years of experience or through a training program. Training may include an apprenticeship program or a two-year Associate degree.

*(For example, executive secretarial work, software user support, advanced bookkeeping, maintenance electrical work, supervising student application process)*

10. The job between 9 and 11.

11. The job requires one or both of:

- Knowledge and application of theories and principles of a professional discipline. This is usually gained through four years of college (or the equivalent) and a few years of experience.
- The ability to provide expertise about MCCCDC operations. This may include providing services or knowledge of MCCCDC systems or policies.

*(For example, accounting, personnel, student tracking systems, systems analysis, MCCCDC payroll and benefits procedures)*

12. The job is between 11 and 13.

13. The job requires one or both of:

- Significant experience in managing others and applying theoretical principles with MCCCDC specific knowledge to achieve end results.
- Expertise gained through: extensive experience (8 years +) in one or more scientific, technical or business disciplines; OR post graduate degree and three to four years of related experience.

14. The job is between 13 and 15.

15. The job requires either:

- A broad range of general knowledge and experience to manage a large and functionally diverse unit.
- Technical leadership, requiring cutting-edge approaches to a complex discipline accompanied by professional recognition outside MCCCDC.

*(For example, renowned expert in the field of education, head of MCCCDC-wide financial functions)*

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**6. MINIMUM AND DESIRABLE LEVELS OF EDUCATION**

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Choose the minimum and desirable levels of education for the job. This includes any internship or work experience required to get the degree. Please focus on what you think the job requires (not what is written on an existing job description).

A. Select the minimum level of education needed to enter the job.

1. Elementary school
2. Some high school
3. A high school diploma or equivalent (G.E.D.).
4. A formal training program after high school (approximately one year) or equivalent
5. An Associate's degree (AA or two to three years of college) or equivalent
6. A Bachelor's degree (BA, BS)
7. A Master's degree (MA, MS, MBA, MSA...) or equivalent (for example, CPA, PE, etc).
8. A Doctorate degree (Ph.D).

B. Select the desirable level of education for the job. This is the level that will allow employees to fully perform the job within a reasonable period of time.

1. Elementary school
2. Some high school
3. A high school diploma or equivalent (G.E.D.).
4. A formal training program after high school (approximately one year) or equivalent
5. An Associate's degree (AA or two to three years of college) or equivalent
6. A Bachelor's degree (BA, BS)
7. A Master's degree (MA, MS, MBA, MSA...). or equivalent (for example, CPA, PE, etc.)
8. A Doctorate degree (PH.D).

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**7. MINIMUM AND DESIRABLE EXPERIENCE**

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Choose the minimum and desirable experience for the job. Please focus on what the job requires (not on your actual years of service and not what is written on an existing job description). Experience includes:

- Related work experience before entering the job.
- Training in an apprenticeship program.
- Training and experience, that is not covered in the previous Education item, but needed for certification or a license.

A. Pick the minimum period of time needed for a person to learn the basic job duties.

1. No previous experience required
2. A day or two
3. A week
4. A month
5. A few months
6. One year
7. Two years
8. Three to four years
9. Five to eight years
10. Nine to twelve years
11. More than twelve years

B. Choose the desired level of experience needed to fully perform all parts of the job, independently.

1. No previous experience required
2. A day or two
3. A week
4. A month
5. A few months
6. One year
7. Two years
8. Three to four years
9. Five to eight years
10. Nine to twelve years
11. More than twelve years

C. On the answer sheet, describe the kind of experience needed.

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**8. APPLICATION OF KNOWLEDGE**

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Choose **only one** answer that best describes how the job develops and uses knowledge to create value for MCCCCD.

1. Performs the most basic duties under close supervision or review.  
*(For example: mail distribution, general filing)*
2. The job is between 1 and 3.
3. Performs most of the job tasks and duties. The jobholder may help train or lead others.  
*(For example: clerical work, word processing, manual labor activities, processing student applications/records.)*
4. The job is between 3 and 5.
5. The jobholder:
  - Spends time only on the most difficult tasks or duties;**OR**
  - Spends most of his/her time supervising others.*(For example: computer programming, clerical supervision, accounting supervision, supervising the admissions processing.)*
6. The job is between 5 and 7.
7. The jobholder applies knowledge to professional or managerial services by:
  - Designing and implementing formal programs or policies,**OR**
  - Providing leadership and expert advice to other manager and professionals.*(For example: cost accounting, computer systems analysis, facilities management, education program coordination, managing a large work force.)*
8. The job is between 7 and 9.
9. The jobholder uses very extensive training followed by several years of applied experience to provide authoritative advice in a technical or specialized field.  
*(For example: providing tax and/or financial opinions, education program design)..*
10. The job between 9 and 11.
11. The jobholder provides top management guidance to a strategic or major MCCCCD operating area such as business or academic affairs.

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**9. BREADTH OF MANAGEMENT**

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Select the item that most accurately describes the job's relationships with other employees.

1. The jobholder completes assigned tasks but the supervisor is ultimately responsible for coordinating finished tasks with others.

*(For example: filing/retrieving information upon request for others but there is little need to understand what the information will be used for.)*

2. The job is between 1 and 3.

3. The jobholder must have a thorough understanding of the unit's work processes, work practices, and structure in order to effectively get the job done. May be an individual contributor, or may serve as a work leader, coordinating (providing work direction but not supervision to) the work of others.

*(For example: computer programming, secretarial duties, benefits processing, lead maintenance.)*

4. The job is between 3 and 5.

5. The jobholder may supervise a unit where employees perform similar activities (e.g., first-line supervision of a clerical, administrative, or student services unit),

**OR**

integrate related services into the operation of the organization (e.g., financial planning and analysis, training).

6. The job is between 5 and 7.

7. The job must have the management and organizational knowledge necessary to effectively.  
Supervise a large work group where employees perform related activities,

**OR**

Manage different but related units or activities; usually accomplished through subordinate supervisors, (e.g., managing compensation and benefits, directing admissions and student services, designing/managing related curriculum),

**OR**

Coordinate or consultatively integrate diverse functions, issues, or events (e.g., districtwide legal counsel or budgeting).

8. The job is between 7 and 9.

9. The jobholder must have the management and organization knowledge to effectively manage an entire functional area, manage several smaller but diverse work units, or coordinate or integrate functions, issues, or events that regularly have significant impact on the organization.

*(For example: the President of a college or head of a major MCCC wide service activity such as data processing, accounting, education development.)*

## **PROBLEM SOLVING SKILLS**

**This section concerns the way the job solves problems and resolves issues.**

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**10. THINKING LATITUDE - 2 PAGES**

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Choose the answer that best describes the job's freedom to think about different options to solve issues or problems.

1. The jobholder follows detailed instructions from the supervisor. This usually does not require thinking about different ways of doing things.

*(For example: simple individual tasks such as cleaning, sweeping, racking, manual digging, lifting boxes.)*

2. The job is between 1 and 3.

3. The jobholder works under specific instructions from the supervisor. The jobholder decides when and in what order tasks should be done.

*(For example: operating a telephone switchboard, data entry, completing reports.)*

4. The job is between 3 and 5.

5. The jobholder works within well-defined procedures or examples and general guidance from the supervisor. The jobholder solves problems by choosing the best method or example to use.

*(For example: computer operation, complex secretarial activities, determination of financial aid qualification, evaluating student tutorial programs.)*

6. The job is between 5 and 7.

7. The jobholder solves problems by considering many different procedures and standards. Work situations and priorities may vary. The jobholder may decide which of several procedures may vary. The jobholder may decide which of several procedures to follow, and in what order, to get results.

*(For example: Complex computer system decisions and analysis, developing new training procedures and methods, establishing new accounting methods and processes.)*

8. The job is between 7 and 9.

9. The jobholder knows what he/she is expected to do, but must decide how to do it within set standards. The jobholder solves problems by considering courses of action within a framework of departmental policies and goals. The jobholder may consider whether new methods should be developed to get the right results.

*(For example: leadership of a department such as admissions or financial aid, building and grounds, purchasing.)*

10. The job is between 9 and 11.

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**10. THINKING LATITUDE - (CONTINUED)**

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11. The jobholder solves problems by considering courses of action within broad MCCCCD policies and short-term goals. The jobholder must establish the plan to achieve unit or organizational objectives on a short-term (*for example, quarterly*) basis. He/she may find that new organizational procedures are needed to get results.  
  
*(For example: directing a major organization wide department or a Dean.)*
12. The job is between 11 and 13.
13. The jobholder has the leeway to consider issues or courses of action within general MCCCCD policies or long-term (over one year) goals. He/she must consider what programs and projects should be addressed within a major functional area or unit to achieve the organization's goals.  
  
*(For example: College President or Vice Chancellor.)*

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**11. PROBLEM SOLVING CHALLENGE**

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Choose the answer that best describes the everyday problems that the jobholder is usually expected to solve.

1. Most of the problems and issues the jobholder faces, and the actions taken to solve them, are about the same every day.  
*(For example, filing, sorting mail, operating a copy machine, cutting grass.)*
2. The job is between 1 and 3.
3. Most of the time, problems require thinking and making choices. Most of the answers follow a pattern.  
*(For example, posting to a ledger, maintaining equipment, receiving visitors, restocking inventory)*
4. The job is between 3 and 5.
5. Most of the time, issues or problems require thoughtful reasoning before finding approaches or solutions. The search for answers may be completed quickly. However, the search also may require more detailed information gathering.  
*(For example, supervising a work group, research assistance, developing computer application programs, administrative assistance, recruiting job candidates, solving accounting issues, laboratory instruction.)*
6. The job is between 5 and 7.
7. Most of the time, issues or problems involve careful interpretation, analysis, and diagnosis. The jobholder must identify relevant information to develop solutions or approaches. Developing solutions usually requires in-depth analysis and cannot be done quickly.  
*(For example, highly complex computer application design, research and design a new educational programs in a complex technical area, developing a system-wide policy.)*
8. The job is between 7 and 9.
9. Most of the time, issues and problems are unique and have not been addressed before, either inside or outside MCCCDC. New solutions require a combination of inventiveness, experimentation and intuition.  
*(For example, creating a new educational concept or determining new organizational strategies or direction.)*

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**12. THINKING COMPLEXITY - 2 PAGES**

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**Choose the answer that best describes how the job analyzes problems and makes conclusions.**

1. Job assignments are very specific. Problems and situations are always pretty much the same. There are usually detailed instructions or rules telling the jobholder exactly how to solve the problem.

*(For example, sorting mail, filing and retrieving standard documents, sweeping floors)*

2. The job is between 1 and 3.

3. Job assignments are usually quite specific. They follow set routines or instructions. Problems and situations are usually the same as ones faced on the job before. They are solved by doing what worked last time.

*(For example, operating a copier, a telephone switchboard, responding to routine inquiries, entering data)*

4. The job is between 3 and 5.

5. Job assignments vary and follow different procedures and standards. There may be multiple-choice solutions to issues and problems. Problems are similar to past ones. The right answer is usually found by looking at a few similar situations.

*(For example, completes document preparation on a word processor or into a spreadsheet, maintain student records or files.)*

6. The job is between 5 and 7.

7. Situations vary widely. Job assignments usually require judging various options. Finding the right solution requires looking at several precedents or alternatives.

*(For example, financial analysis, developing complex computer programs, developing/evaluating student programs.)*

8. The job is between 7 and 9.

9. Job assignments sometimes lead to situations that require making judgments or decisions. Often, the jobholder must first figure out what the problem is (which may not be clear). The jobholder must then adapt an approach from many precedents or alternatives.

*(For example, providing legal counsel, recommendations in complex engineering or community relations strategies)*

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**12. THINKING COMPLEXITY (CONTINUED)**

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10. The job is between 9 and 11.

11. The jobholder often faces situations requiring judgments, evaluation or analytical thinking. The jobholder must first identify the nature of a complex or undefined problem which may not have been faced previously. The jobholder then must adapt a unique solution or application from many alternatives.

*(For example, formulating new department policies and procedures, designing a new curriculum)*

12. The job is between 11 and 13.

13. Situations are usually unstructured, requiring creative approaches to problems and challenges. The jobholder must frequently modify approaches and come up with unique solutions. The job regularly faces diverse situations requiring analytical, interpretive, evaluative or constructive thinking.

*(For example, recommending a development strategy enhancing education programs to meet changing community needs, prepare all related analysis and justification for the return of a multi-year, multi-dollar investment such as for building a large facility)*

14. The job is between 13 and 15.

15. The jobholder faces complex issues that differs from those typically faced within the academic, or the position's profession. A key purpose of the job is to come up with new solutions to complex issues. A significant amount of time is spent devising new approaches, techniques and methods.

*(For examples, leading a national education reform movement)*

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**13. RATE OF CHANGE**

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- A. Select the item that best describes the rate that work routines, procedures or techniques change in the job's area of specialty. Changes may result from office automation, or new, or enhanced products or processes.**
1. **VERY STABLE.** The work procedures almost never change.
  2. **STABLE.** The work procedures in the job change occasionally, by the underlying techniques are stable.
  3. **GRADUAL.** The work routines, procedures and techniques change gradually, adapting to developments in the underlying technologies. About 20% of the methods and technology change every five years.
  4. **PERIODIC.** The work routines, procedures and techniques used by the job change regularly to adapt to constant and very significant progress in the office automation, products or processes (about 20% change every two years). The jobholder must constantly update job-related skills.
  5. **CONTINUOUS.** The work routines, procedures and techniques employed in the job change continuously, influenced by competing methodologies and/or changing education environment (about 40% change every two years). The jobholder must constantly update job-related skills.
- B. Select the item that best describes the rate that the job's knowledge changes. Here, knowledge refers to the body of theory, facts and applications underlying the nature of the job (example: changes in government regulations, college policies, tax regulations, etc)....**
1. **VERY STABLE.** The jobholders knowledge almost never changes.
  2. **STABLE.** The knowledge of the job changes occasionally.
  3. **GRADUAL.** The knowledge of the job changes gradually, because of new applications and theories (about 20% of the job's know-how changes every five years.)
  4. **PERIODIC.** The knowledge used by the job changes regularly to adapt to constant and very significant findings (about 20% of the job's know how changes every two years). The jobholder must constantly update job-related skills.
  5. **CONTINUOUS.** The knowledge employed in the job changes continuously, influenced by competing theories or applications (about 40% of the job's know-how changes every two years). The jobholder must constantly update job-related skills.

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**14. INNOVATION**

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**Choose the answer that describes the job's requirement for creative thinking to develop new ideas or work methods.**

1. Little need for creative input because procedures are already set.  
*(For example, data entry, sorting mail, manual labor)*
2. The job is between 1 and 3.
3. Some need to combine ideas in new ways or adapt current routines.  
*(For example, processing payments, developing special services for students, using word processing software.)*
4. The job is between 3 and 5.
5. Moderate need to combine ideas in new ways or adapt current practices.  
*(For example, developing public relations strategies, complex financial analysis, leadership of a service department)*
6. The job is between 5 and 7.
7. High need to devise new concepts, principles, practices, methods or tools. The jobholder spends a good portion of time coming up with very creative solutions.  
*(For example, computer systems analysis, innovative educational program design)*

## **ACCOUNTABILITY FOR END RESULTS**

**This section concerns the type of job activities that lead to results and how these are measured.**

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**15. OVERALL END RESULTS - 2 PAGES**

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Choose the output that is typically expected of the job.

1. Completing very specific tasks.

*(For example, sweeping floors with a broom, washing dishes, serving food)*

2. The job is between 1 and 3.

3. Completing a group of related one-step tasks that support others, or operating hand tools or single-purpose machines.

*(For example, distributing mail, filing, using a copy machine, working at a telephone switchboard)*

4. The job is between 3 and 5.

5. Performing a group of related tasks that result in a completed routine.

*(For example, receiving visitors, word processing, general clerical work, telephone operation, shipping and receiving)*

6. The job is between 5 and 7.

7. Carrying out a set of duties that result in a finished product or service.

*(For example, secretarial work, computer console operation, bookkeeping)*

8. The job is between 7 and 9.

9. The end result is one or both of:

- Providing specialized services or high level technical skills that support or affect a unit's progress or results.
- Supervising a small work group.

*(For example, lead computer console operation, computer applications programming, advanced accounting, supervising a student work group.)*

10. The job is between 9 and 11.

11. The end result is one or both of:

- Carrying out investigative, analytic or diagnostic services that support management or professional decision making or action.
- Supervising a work group to achieve established results.

*(For example, computer systems analysis, business analysis, leadership of government relations, facilities maintenance, direct large student services area.)*

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**15. OVERALL END RESULTS - (CONTINUED)**

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12. The job is between 11 and 13.

13. The end result is one or both of:

- Managing an operating unit characterized by its diversity (several sub-units to coordinate), its autonomy (plans to be developed within the framework of broad goals) or its business impact on MCCCDC.
- Providing professional services or management input which has a direct and marked effect on the development of MCCCDC-wide functional policy or on MCCCDC's products or services.

*(For example, managing multiple divisions within a major department, developing new education service marketing plans, providing significant policy guidance in human resources management)*

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**16. PERFORMANCE MEASURES - 2 PAGES**

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Choose the answer that best describes the usual standards for evaluating the jobholder's performance.

1. Completing assigned tasks as scheduled while following work and safety rules.

*(For example, mopping floors or delivering the mail as requested or scheduled)*

2. The job is between 1 and 3.

3. Completing assigned tasks on time while meeting quality standards. This may involve using hand tools or single-purpose machines.

*(For example, providing timely and accurate photocopies, transferring phone calls quickly and correctly, processing student applications)*

4. The job is between 3 and 5.

5. Completing assigned duties in a timely and accurate manner. This may include completing multiple step assignments or using complex machines.

*(For example, accurately processing payroll information, ensuring timely student invoicing, preparing an accurate report on a word processor, transcribing orders)*

6. The job is between 5 and 7.

7. Providing responsive and accurate service to others by applying proper work methods. This may help solve problems, set work priorities, or provide a completed work product.

*(For example, diagnosis and repair of machinery, developing or modifying computer programs)*

8. The job is between 7 and 9.

9. Helping the unit meet its goals by providing quality and timely services;

**OR**

by meeting individual work goals. This may include advising decision makers or crafting high-precision work products.

*(For example, providing advice and counsel on appropriate procedures to follow to meet government reporting requirements.)*

10. The job is between 9 and 11.

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**16. PERFORMANCE MEASURES - (CONTINUED)**

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11. Achieving work unit goals;

**OR**

providing effective solutions to complex problems or issues.

*(For example, leading a unit of MCCCCD employees, effectively staffing new programs, achieving work group objectives, creating new employee development programs.)*

12. The job is between 11 and 13.

13. Achieving the goals of a large work group;

**OR**

providing advice and solutions that resolve complex problems facing the work group.

*(For example, effectively leading/managing a function, providing specialized advice on organizational issues, providing quality engineering or architectural specifications.)*

**17. FINANCIAL MEASURES - NATURE OF IMPACT**

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**A. Select the type of impact that the job has on part of or all of the organization as represented by the various financial dimensions.**

1. RECORDING SERVICES

The job is responsible for keeping records or performing clerical or administrative tasks that are supportive to the management of revenues, expenses or assets.

*(For example, maintaining funding records or recording or entering data.)*

2. The job is between 1 and 2.

3. INFORMATION SERVICES

The job is accountable for providing information or administrative services and is responsible for the accuracy and timeliness of information provided.

*(For example, accounts receivable maintenance, tracking statistics, data analysis.)*

4. The job is between 3 and 5.

5. CONSULTATIVE/ADVISORY SERVICES

The job provides value-added professional services and is responsible for the quality and outcomes of its recommendations or support services.

*(For example, providing staff support services, evaluating alternatives, advising management on appropriate methods to achieve the same important end result.)*

6. The job is between 5 and 7.

7. SHARED MANAGEMENT

The job shares with another function or person, at a similar organizational level, the full responsibility for the end results achieved by this unit or organization.

*(For example, two police officers jointly investigating a disturbance and jointly deciding upon an appropriate action)*

8. The job is between 7 and 9.

9. PRIMARY OR CONTROLLING MANAGEMENT

The job is fully accountable for the end results associated with this unit or organization. If this unit or function is not properly managed, this position is held ultimately responsible - "the buck stops here". Such impact is commonly found in operations and managerial positions that have "line accountability" for key end results areas.

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**IMPACT ON FINANCIAL DIMENSIONS - RELATES TO QUESTIONS 17 B.**

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**THIS PAGE IS USED IN CONJUNCTION WITH FACING PAGE.**

**Select the type of impact that the job has on the financial dimension.**

1. PRIMARY

The job is fully accountable for the end results associated with this financial dimension, IF the financial dimension is not properly managed, this position is held ultimately responsible--"the buck stops here."

*(For example; the managers and supervisors of education, facilities, departments or operating units with budget responsibility.)*

2. The job is between 1 and 3.

3. SHARED

The job shares the dollar responsibility with another department (except its own subordinates and superiors) within or outside the department/unit.

*(For example, one day and one evening supervisor who share a budget due to shift schedule overlapping.)*

4. The job is between 3 and 5.

5. CONTRIBUTORY

The job provides interpretative analysis and/or advisory services for use by others. It is responsible for the quality and outcomes of its recommendations or support services.

*(For example, legal counsel, providing recommendation on district level functions which have a financial impact, financial analysis for budget preparation.)*

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**17. FINANCIAL MEASURES - (CONTINUED)**

**B. Complete this section if the job has any direct or indirect role in managing, supervising, planning, analyzing, supporting or influencing program budgets. IF your job has no direct or indirect effect on any financial measures, please proceed to Question 18.**

1. Enter the FY Annual Amount in monetary terms that the job affects, in the direct and/or indirect tables below.
2. Record the Nature of Impact for each Dollar amount listed, as described in the facing page.

**DIRECT RESPONSIBILITY FOR THE FOLLOWING FINANCIAL MEASURES**

*(For example, A Director of Marketing and Public Relations may have 5 employees directly working for him/her and therefore has a human resource cost for salaries and benefits of \$XXX and also has an operating budget of \$XXX in order to provide department services. Both the human resources cost and the operating budget would be primary impact as described on the facing page, due to the direct responsibility over the effective control and spending of the money involved.)*

	<u>DIMENSION/MEASURE</u>	<u>ANNUAL AMOUNT</u>	<u>NATURE OF IMPACT</u>
1.	Human Resource Costs (Base Salary + Benefits)	\$ _____	\$ _____
2.	Total Operating Budget (Incl. HR Costs)	\$ _____	\$ _____
3.	Other (Specify)	\$ _____	\$ _____
4.	Other (Specify)	\$ _____	\$ _____

**INDIRECT RESPONSIBILITY FOR THE FOLLOWING FINANCIAL MEASURES**

*(For example: A College has a Financial Manager who makes recommendations regarding the ongoing financial management of the college. His/her role is Contributory as described on facing page.)*

	<u>DIMENSION/MEASURE</u>	<u>ANNUAL AMOUNT</u>	<u>NATURE OF IMPACT</u>
1.	Human Resource Costs (Base Salary + Benefits)	\$ _____	\$ _____
2.	Total Operating Budget (Incl. HR Costs)	\$ _____	\$ _____
3.	Other (Specify)	\$ _____	\$ _____
4.	Other (Specify)	\$ _____	\$ _____

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**18. PLANNING TIME FRAME**

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**Choose the answer that best describes the formal planning time frame that the job must focus on to meet its goals. Remember, if an answer fits the job at least 80% of time, it is a good match.**

1. The job is typically the same from day to day. It does not need to be planned in advance or it is planned by the supervisor.
2. The jobholder needs to make a clear work plan for the day and to think about plans for the week to come. Time spent looking beyond a week in the future will not help in getting the job done.
3. The jobholder needs to prepare plans for the current week and have a clear sense of what should be done in the month to come. Time spent looking beyond a month in the future will not improve job performance.
4. The jobholder needs to have action plans for the current month and a clear sense of what will be achieved in the quarter to come. Time spent looking beyond a quarter in the future will not improve job effectiveness.
5. The jobholder needs to have action plans for the current quarter and a clear sense of what will be achieved in the six months to come. Time spent looking beyond six month in the future will not improve job effectiveness.
6. The jobholder needs to have action plans for the current six month and to have a clear sense of what will be achieved in the year to come. Time spent looking beyond a year in the future will not improve job effectiveness.
7. The jobholder needs to have action plans for the current year and a clear sense of what will be achieved in the year to come. Time spent looking beyond two years in the future will not improve job's effectiveness.
8. The jobholder needs to have well-prepared action plans for the next two years and a clear sense of what he/she shall be achieved in the next three to five years. Time spent looking beyond five years in the future will generally not improve the job's effectiveness.

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**19. JOB AUTONOMY - TWO PAGES**

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**Choose the answer that best describes how the jobholder works.**

1. The jobholder follows step-by-step rules or instructions to complete tasks. He/she follows them closely and does not change them until the next task is given.

*(For example, cleaning floors, stuffing envelopes)*

2. The job is between 1 and 3.

3. The jobholder carries out detailed instructions for several tasks. The jobholder's supervisor is always available to give advice. The jobholder must get the supervisor's consent before changing the methods or steps used.

*(For example, delivering mail, making copies, filing documents, serving food)*

4. The job is between 3 and 5.

5. The jobholder follows instructions within a set work routine. He/she may change the order in which tasks are done. However, the jobholder must get the supervisor's approval before taking on unassigned tasks or changing the way work is done.

*(For example, financial aid application processing, secretarial services, maintenance services.)*

6. The job is between 5 and 7.

7. The jobholder follows existing procedures. He/she can make some changes to procedures to solve problems. The supervisor checks on the progress or outcome of work (typically every couple of days). Approval is needed before changing standard work procedures.

*(For example, writing basic computer programs, coordinating alumni events, adjusting financial reports)*

8. The job is between 7 and 9.

9. Once given general assignments, the jobholder sets priorities and defines what should be done and how to do it. The jobholder has full leeway to change his/her own or a subordinate's procedures or approaches as needed to get the job done. Work results are reviewed after the fact, at the end of a week or longer.

*(For example, providing legal counsel, engineering recommendations, managing an operating unit, planning new policies and procedures fro student admissions.)*

10. The job is between 9 and 11.

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**19. JOB AUTONOMY - (CONTINUED)**

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11. The jobholder works to achieve specific department goals within the framework of existing policies, principles or theories. The jobholder decides how to spend his/her own time or subordinates' time to reach these goals. The job is typically expected to provide periodic status reports (for example, weekly, monthly or quarterly) to management as needed.

*(For example, managing on major department or multiple smaller functions (such as financial aid, accounting), Dean of Instruction or continuing education, designing/implementing a new curriculum)*

12. The job is between 11 and 13.

13. The jobholder works to achieve longer-term objectives guided by broad policies or general goals. The jobholder determines methodology or policy within a technical, academic, or administrative area.

*(For example, as a College President or Vice Chancellor provide overall guidance to a major education facility or function area such as Business/Fiscal affairs.)*

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**20. PEOPLE/LINE MANAGEMENT**

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**A. Choose the answer that best describes how the job guides or manages others.**

1. No Formal responsibility for others.
2. Responsible for helping, training or guiding others as needed.
3. The job is responsible for either:
  - Formally leading a team or group of employees. This may include assigning and reviewing work, giving training, and providing information needed to meet work goals.
  - Helping a manager/supervise manage the department. The job either focuses on technical or administrative management.
4. The job supervises a work unit. Responsibilities include managing workflow, training and coaching, and contributing to performance appraisal (but not the full complement of management duties).
5. The job is formally responsible for managing the work and performance of others. This includes hiring, performance appraisal and professional development.
6. The job is responsible for total performance and capability management of others. This includes hiring, firing, performance appraisal, salary recommendations and professional development.

If you choose item **1** in Section A please go to Question 22.

If you choose item **2 or 3** in Section A, please go to Question 21.

If you choose item **4,5, or 6** in Section A, please complete Section B. Otherwise, go to Question 21.

**B. For each category below, write on the answer sheet the number of full-time equivalent employees (FTE's) for whom the job is responsible. (This includes direct reports and indirect reports).**

- Managers/Supervisors - individuals who have full responsibility for assigned staff and group performance.
- Professionals - professional, technical and administrative employees who have a college degree or equivalent work experience. This may include team leaders.
- Other - clerical, administrative, trade, service or labor employees.
- Temporary, student or work study employees, including seasonal or program specific employees.(please estimate the average number per FY).
- Total - the number of employees for whom the job is responsible.

## 21. FUNCTIONAL/STAFF MANAGEMENT

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This section applies only if the main purpose of the job is to manage one or more major parts of a function (such as training and development within human resources, or general and cost-accounting within the accounting department)

1. No responsibility/does not apply.
2. To provide information services of a technical, financial, economic or administrative nature. The job is responsible for the accuracy, appropriateness and timeliness of information provided.  
*(For example, accounting)*
3. To provide advisory or consulting services. The job is responsible for helping college management interpret and use the information provided.  
*(For example, auditor reviewing college financial management procedures.)*
4. To provide functional guidance. This job is accountable for designing functional policies and programs and making sure that they are properly understood and implemented by managers.  
*(For example, Employee Relations or budgeting support, legal counsel.)*
5. To provide functional guidance and manage key resources. In addition to the functional guidance provided, the job is accountable for managing key operational resources.  
*(For example, Director of Finance, Human Resources, and ITS)*

## WORKING CONDITIONS

This section concerns the degree of physical skills used in the job as well as the working environment.

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**22. PHYSICAL EFFORT**

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The following questions measure working conditions. In choosing your answer, please think about how often, how long and how strongly the conditions apply.

Choose the answer that best describes how the jobholder lifts and handles materials or works in difficult positions.

1. Most of the time is spent sitting in a comfortable position. There are plenty of chances to move around. Once in a while, the jobholder may need to move or lift light objects.

*(For example, accounting operations or word processing)*

2. The job is between 1 and 3.

3. The jobholder usually stands or sits in one location. There is some opportunity to move around,  
**OR**  
the jobholder sometimes may need to stoop or lift light objects or equipment, usually weighing less than 20 lbs.

*(For example, computer programmer, cashier)*

4. The job is between 3 and 5.

5. Most of the day is spent working in one position. There is no chance to move around or change work activity,  
**OR**  
the jobholder sometimes may need to stoop or lift light objects or equipment, usually weighing less than 20 lbs.

6. The job is between 5 and 7.

7. All day is spent walking or standing in the same position.

*(For example; patrolling the campus, or a cashier standing all day.)*

8. The job is between 7 and 9.

9. All of every day is spent standing or walking while handling or carrying objects or equipment. These usually weigh between 20 and 50 lbs.

*(For example, shipping and receiving, carrying heavy tools.)*

10. The job is between 9 and 11.

11. The job often requires extreme physical effort, such as walking, standing, stooping, climbing, lifting material, equipment or objects, some of which may be heavy or awkward - over 50 lbs.

*(For example, moving furniture, loading trucks without aid of mechanical equipment.)*

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**23. PHYSICAL ENVIRONMENT**

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**Choose the answer that best describes how the job is exposed to uncomfortable conditions.**

1. Located in a comfortable indoor area. Unpleasant conditions are rare and do not last long.  
*(For example, secretary, accountant, manager)*
2. The job between 1 and 3.
3. Located in a comfortable indoor area. Conditions (such as drafts, noise, mild odors, or cramped work space) could sometimes cause mild discomfort.  
*(For example, some office settings)*
4. The job is between 3 and 5.
5. Usually located in an indoor area. Conditions may often cause mild discomfort from factors such as dust, fumes or odors, very hot or cold temperatures, loud noise, strong drafts, or bright lights.  
*(For example, shipping and receiving, kitchen, printing shop, refrigeration storage)*
6. The job is between 5 and 7.
7. Usually in a comfortable environment. There is regular exposure to factors causing physical discomfort from such things as dust, fumes or odors.
8. The job is between 7 and 9.
9. Usually in a comfortable environment. There is regular exposure to factors such as very hot or cold temperatures, moving machinery, loud noise, and fumes, which cause real discomfort or a chance of accident.
10. The job is between 9 and 11.
11. Often in a changing environment. The job is exposed to factors such as temperature variations or extremes, fumes, (unprotected and dangerous) moving machinery, extreme humidity or toxic materials. These may cause periods of strong discomfort or a real chance of accident.

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**24. HAZARDS**

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**Choose the answer that best describes how the job is exposed to conditions, which increase the risk of accident, personal injury, health impairment, or death.**

1. The job typically works in a safe environment where there is minimal risk of accident.  
*(For example, in an office, the library, student services)*
2. The job is between 1 and 3.
3. The job typically works in an environment where there is occasional exposure to hazards or risk or injury. Hazards and risks are fairly predictable and controllable and/or protected against.  
*(For example, electrical maintenance, custodial department, cafeteria kitchen, shipping and receiving)*
4. The job is between 3 and 5.
5. The job typically works in an environment where there is the potential for somewhat unpredictable or uncertain hazards, which could result in personal injury.  
*(For example, college security guard)*