**UCPEA POSITION AUDIT REQUEST FORM**

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| Name | Click or tap here to enter text. |
| Career Paths Job Title | Click or tap here to enter text. |
| Working Title (if different) | Click or tap here to enter text. |
| Division/School/College | Click or tap here to enter text. |
| Department within Division | Click or tap here to enter text. |
| Regular Location/Campus | Click or tap here to enter text. |
| Supervisor’s Name | Click or tap here to enter text. |
| Supervisor’s Title | Click or tap here to enter text. |

**Job Duties and Responsibilities**

1. **Primary Goal of Your Position**

In one or two sentences, briefly describe the primary goal or purpose of your position.

NOTE: Please do not list all of your duties and responsibilities here. Part C will give you a place to provide more details.

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| *Example: To assist students applying for admission to the university and provide advice and information on program requirements and procedures.* |
| Click or tap here to enter text. |

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| **SUPERVISOR COMMENTS (*if you have any)*** |
| Click or tap here to enter text. |

1. **Changes to Your Position**

What are the changes to your position, please elaborate explaining what has changed, when the change occurred, and why the change occurred.

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| *Example: Employee X retired/resigned, and I have taken over responsibility for X function since Month.* |
| Click or tap here to enter text. |

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| **SUPERVISOR COMMENTS (*if you have any)*** |
| Click or tap here to enter text. |

1. **Essential Duties and Responsibilities**

Please describe the **most important** essential job duties and responsibilities of your position. Start with the duty or responsibility that takes the **greatest portion** of your time each year, followed by duties that take **at least 5-10%** of your time throughout the year.

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| Describe your actual current duties, even if they differ from your current job description. |
| *Example: Assist library patrons by locating materials, delivering information, answering ready-reference questions.* |
| **1.** Click or tap here to enter text. |
| **2.** Click or tap here to enter text. |
| **3.** Click or tap here to enter text. |
| **4.** Click or tap here to enter text. |
| **5.** Click or tap here to enter text. |
| **6.** Click or tap here to enter text. |
| **7.** Click or tap here to enter text. |
| **8.** Click or tap here to enter text. |
| **9.** Click or tap here to enter text. |
| **10.** Click or tap here to enter text. |

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| **Use this space for additional comments or notes, if you have any.** |
| Click or tap here to enter text. |

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| **SUPERVISOR COMMENTS (*if you have any)*** |
| Click or tap here to enter text. |

1. **Supervisory and Work Leadership Responsibilities**

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| **Are you a Team Lead or Project Lead?** | Choose an item. |
| *If yes, what teams and/or projects do you lead?* | |
| Click or tap here to enter text. | |

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| **Do you supervise students?** | Choose an item. |
| *If yes, approximately how many students do you supervise per year?* | Click or tap here to enter text. |
| *If yes, please describe the kind of work the student workers are doing?* | |
| Click or tap here to enter text. | |

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| **Do you have formal supervisory responsibilities for any other UConn employees?**  *You have formal supervisory responsibilities if you are responsible for signing performance reviews.* | Choose an item. |

If Yes, indicate the titles, names and number of positions that you supervise.

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| **Job Title** | **Employee Name(s)**  (if the position is filled) | **# of Positions**  (filled and vacant) | |
| **Full-Time** | **Part-Time** |
| Click or tap here to enter text. | Click or tap here to enter text. | Enter # | Enter # |
| Click or tap here to enter text. | Click or tap here to enter text. | Enter # | Enter # |
| Click or tap here to enter text. | Click or tap here to enter text. | Enter # | Enter # |
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| Click or tap here to enter text. | Click or tap here to enter text. | Enter # | Enter # |
| Click or tap here to enter text. | Click or tap here to enter text. | Enter # | Enter # |
| **Total** | | Total | Total |

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| **Use this space for additional comments or notes, if you have any.** |
| Click or tap here to enter text. |

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| **SUPERVISOR COMMENTS (*if you have any)*** |
| Click or tap here to enter text. |

1. **Interactions with Individuals Within the University**

Please provide some examples of the types of interactions you have with individuals that are part of the University (faculty, administrators, staff, students, etc.) on a regular basis to accomplish your job.

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| **1** | **Titles/Roles of Individuals** | | Click or tap here to enter text. | |
| *Types of interactions (check all that apply)* | | |  |
| A | Instruct and Explain – Give and/or receive instructions, assistance, clarification, explanation such as describing rules, procedures, options, etc. | |  |
| B | Collaborate, Problem Solve, Advise – Work together to exchange ideas, resolve complicated issues or situations, such as academic counseling or advising, providing direction and guidance, handling personnel matters, etc. | |  |
| C | Negotiate, Influence, Persuade, Facilitate, Coach – Gain support for ideas or projects; seek to influence outcomes on matters of significance’ mediate between contending individuals; sell, promote or negotiate | |  |
| D | Lead and Manage – Lead others toward achieving missions, strategies and visions; seek out and build relationships with individuals who are significant to the continuation of the program, school, or college; communicate decisions, directions, and priorities | |  |
| *Notes/Comments (optional)*  Click or tap here to enter text. | | | |

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| **2** | **Titles/Roles of Individuals** | | Click or tap here to enter text. | |
| *Types of interactions (check all that apply)* | | |  |
| A | Instruct and Explain – Give and/or receive instructions, assistance, clarification, explanation such as describing rules, procedures, options, etc. | |  |
| B | Collaborate, Problem Solve, Advise – Work together to exchange ideas, resolve complicated issues or situations, such as academic counseling or advising, providing direction and guidance, handling personnel matters, etc. | |  |
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| *Notes/Comments (optional)*  Click or tap here to enter text. | | | |

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| **3** | **Titles/Roles of Individuals** | | Click or tap here to enter text. | |
| *Types of interactions (check all that apply)* | | |  |
| A | Instruct and Explain – Give and/or receive instructions, assistance, clarification, explanation such as describing rules, procedures, options, etc. | |  |
| B | Collaborate, Problem Solve, Advise – Work together to exchange ideas, resolve complicated issues or situations, such as academic counseling or advising, providing direction and guidance, handling personnel matters, etc. | |  |
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| D | Lead and Manage – Lead others toward achieving missions, strategies and visions; seek out and build relationships with individuals who are significant to the continuation of the program, school, or college; communicate decisions, directions, and priorities | |  |
| *Notes/Comments (optional)*  Click or tap here to enter text. | | | |

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| **4** | **Titles/Roles of Individuals** | | Click or tap here to enter text. | |
| *Types of interactions (check all that apply)* | | |  |
| A | Instruct and Explain – Give and/or receive instructions, assistance, clarification, explanation such as describing rules, procedures, options, etc. | |  |
| B | Collaborate, Problem Solve, Advise – Work together to exchange ideas, resolve complicated issues or situations, such as academic counseling or advising, providing direction and guidance, handling personnel matters, etc. | |  |
| C | Negotiate, Influence, Persuade, Facilitate, Coach – Gain support for ideas or projects; seek to influence outcomes on matters of significance’ mediate between contending individuals; sell, promote or negotiate | |  |
| D | Lead and Manage – Lead others toward achieving missions, strategies and visions; seek out and build relationships with individuals who are significant to the continuation of the program, school, or college; communicate decisions, directions, and priorities | |  |
| *Notes/Comments (optional)*  Click or tap here to enter text. | | | |

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| **5** | **Titles/Roles of Individuals** | | Click or tap here to enter text. | |
| *Types of interactions (check all that apply)* | | |  |
| A | Instruct and Explain – Give and/or receive instructions, assistance, clarification, explanation such as describing rules, procedures, options, etc. | |  |
| B | Collaborate, Problem Solve, Advise – Work together to exchange ideas, resolve complicated issues or situations, such as academic counseling or advising, providing direction and guidance, handling personnel matters, etc. | |  |
| C | Negotiate, Influence, Persuade, Facilitate, Coach – Gain support for ideas or projects; seek to influence outcomes on matters of significance’ mediate between contending individuals; sell, promote or negotiate | |  |
| D | Lead and Manage – Lead others toward achieving missions, strategies and visions; seek out and build relationships with individuals who are significant to the continuation of the program, school, or college; communicate decisions, directions, and priorities | |  |
| *Notes/Comments (optional)*  Click or tap here to enter text. | | | |

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| **SUPERVISOR COMMENTS (*if you have any)*** |
| Click or tap here to enter text. |

1. **Interactions with Individuals Outside the University**

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| **Do you regularly interact with individuals outside the University to do your job?**  *In other words, do your job duties require you to work with individuals who are not UConn faculty, administrators, staff, or students?* | Yes | No |

If Yes, please provide some examples of the types of individuals and organizations you interact with on a regular basis to accomplish your job’s primary goals.

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| **1** | **Titles/Roles of Individuals** | | Click or tap here to enter text. | |
| *Types of interactions (check all that apply)* | | |  |
| A | Instruct and Explain – Give and/or receive instructions, assistance, clarification, explanation such as describing rules, procedures, options, etc. | |  |
| B | Collaborate, Problem Solve, Advise – Work together to exchange ideas, resolve complicated issues or situations, such as academic counseling or advising, providing direction and guidance, handling personnel matters, etc. | |  |
| C | Negotiate, Influence, Persuade, Facilitate, Coach – Gain support for ideas or projects; seek to influence outcomes on matters of significance’ mediate between contending individuals; sell, promote or negotiate | |  |
| D | Build and Manage Relationships – Serve as a spokesperson for a program, school, or college; seek out and build relationships with individuals who are significant to the continuation of the program, school, or college; interact with the press or media | |  |
| *Notes/Comments (optional)*  Click or tap here to enter text. | | | |

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| **2** | **Titles/Roles of Individuals** | | Click or tap here to enter text. | |
| *Types of interactions (check all that apply)* | | |  |
| A | Instruct and Explain – Give and/or receive instructions, assistance, clarification, explanation such as describing rules, procedures, options, etc. | |  |
| B | Collaborate, Problem Solve, Advise – Work together to exchange ideas, resolve complicated issues or situations, such as academic counseling or advising, providing direction and guidance, handling personnel matters, etc. | |  |
| C | Negotiate, Influence, Persuade, Facilitate, Coach – Gain support for ideas or projects; seek to influence outcomes on matters of significance’ mediate between contending individuals; sell, promote or negotiate | |  |
| D | Build and Manage Relationships – Serve as a spokesperson for a program, school, or college; seek out and build relationships with individuals who are significant to the continuation of the program, school, or college; interact with the press or media | |  |
| *Notes/Comments (optional)*  Click or tap here to enter text. | | | |

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| **3** | **Titles/Roles of Individuals** | | Click or tap here to enter text. | |
| *Types of interactions (check all that apply)* | | |  |
| A | Instruct and Explain – Give and/or receive instructions, assistance, clarification, explanation such as describing rules, procedures, options, etc. | |  |
| B | Collaborate, Problem Solve, Advise – Work together to exchange ideas, resolve complicated issues or situations, such as academic counseling or advising, providing direction and guidance, handling personnel matters, etc. | |  |
| C | Negotiate, Influence, Persuade, Facilitate, Coach – Gain support for ideas or projects; seek to influence outcomes on matters of significance’ mediate between contending individuals; sell, promote or negotiate | |  |
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| *Notes/Comments (optional)*  Click or tap here to enter text. | | | |

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| **4** | **Titles/Roles of Individuals** | | Click or tap here to enter text. | |
| *Types of interactions (check all that apply)* | | |  |
| A | Instruct and Explain – Give and/or receive instructions, assistance, clarification, explanation such as describing rules, procedures, options, etc. | |  |
| B | Collaborate, Problem Solve, Advise – Work together to exchange ideas, resolve complicated issues or situations, such as academic counseling or advising, providing direction and guidance, handling personnel matters, etc. | |  |
| C | Negotiate, Influence, Persuade, Facilitate, Coach – Gain support for ideas or projects; seek to influence outcomes on matters of significance’ mediate between contending individuals; sell, promote or negotiate | |  |
| D | Build and Manage Relationships – Serve as a spokesperson for a program, school, or college; seek out and build relationships with individuals who are significant to the continuation of the program, school, or college; interact with the press or media | |  |
| *Notes/Comments (optional)*  Click or tap here to enter text. | | | |

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| **5** | **Titles/Roles of Individuals** | | Click or tap here to enter text. | |
| *Types of interactions (check all that apply)* | | |  |
| A | Instruct and Explain – Give and/or receive instructions, assistance, clarification, explanation such as describing rules, procedures, options, etc. | |  |
| B | Collaborate, Problem Solve, Advise – Work together to exchange ideas, resolve complicated issues or situations, such as academic counseling or advising, providing direction and guidance, handling personnel matters, etc. | |  |
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| D | Build and Manage Relationships – Serve as a spokesperson for a program, school, or college; seek out and build relationships with individuals who are significant to the continuation of the program, school, or college; interact with the press or media | |  |
| *Notes/Comments (optional)*  Click or tap here to enter text. | | | |

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| **SUPERVISOR COMMENTS (*if you have any)*** |
| Click or tap here to enter text. |

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| **Please tell us anything else you think we should know about your position.**  **(Optional)** |
| Click or tap here to enter text. |

**Please attach a copy of your current resume and organizational chart.** Your position audit request will not be complete without these attachments.

*By submitting this position audit request, I attest that the information provided by me is true and accurate, to the best of my knowledge.*

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| **Name** (Please print) | **Signature** (typed or electronic) | **Date** |
| Click or tap here to enter text. | Click or tap here to enter text. | Date |

**Supervisor’s Review Section**

To be completed by the immediate supervisor of the individual who completed this request form.

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| Supervisor Name | Click or tap here to enter text. |
| Supervisor Title | Click or tap here to enter text. |

1. **Level of Supervision**

Select the level of supervision that the employee in this position typically receives:

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|  | Level of Supervision |  |
| A | * Employees receive some instructions with respect to details of most work assignments * Employees determine the process of how work is to be done based on precedent, practices, and existing policy at the unit/office level * Progress/outcomes are reviewed for consistency with instructions and established procedures |  |
| B | * Employees are sufficiently experienced to handle most work situations within established practice and procedures. * Employees are guided by general procedures and professional norms, with periodic checks on accuracy, quality and timeliness of outcomes. * Employees are expected to independently develop how their work is to be done based on precedent, practices and existing policy at the office and department levels. * Employees possess the latitude to adjust the processes or methods to effectively and efficiently manage their work assignments. |  |
| C | * Employees have considerable freedom from technical and administrative oversight while the work is in progress. * Supervision only generally occurs when there are repeat problems or missed deadlines. * Employees are expected to define standard work tasks within departmental policies, practices, and procedures to achieve outcomes. * Employees are expected to handle a variety of situations that are cyclical in character, occasionally complex in nature requiring the application of general departmental guidelines to develop resolutions outside the standard practice. |  |
| D | * Employees are free to plan and carry out all phases of work assignments. * Employees are given the latitude to make decisions on projects that he/she is accountable for delivering on. * Employees work assignments are defined as less reoccurring or cyclical tasks, and primarily consists of development or refinement of programmatic or administrative objectives. * Decisions should involve selecting an approach from among alternatives, timing when certain tasks should be performed, determining how to best use available resources, and other similar choices. |  |
| E | * Employees are free to plan and carry out all phases of work assignments, which include the oversight of staff. * Employees have the latitude to make daily operational decisions. * Given an understanding of best practices and the way similar units run elsewhere, is able to convincingly recommend capital and process improvements to the area. * Employees work decisions are driven by departmental policy and procedures. * Seeks supervisory approvals when significant changes to process steps are considered and additional resources for task completion are required. |  |
| F | * Employees are generally responsible for keeping departmental processes moving in a productive direction, with the autonomy to alter the process for efficiency and to achieve a revised outcome from leadership. * Seeks assistance only when highly difficult troubles arise or when confronted with problems of considerable material or political consequence. |  |
| G | * Employees work under the general direction, subject to supervisory guidance and review * Supervisors provide direction for matters of policy development and coordination, intermediate and long range planning, budgetary and human resources based matters * Work is focused on and regulated by specific divisional goals and milestones * Generally can act based on own judgment as long as actions adhere to division policy and operating procedures, and remain focused on the division and departmental objectives * Seeks assistance only when unique situations arise, coupled with financial impact to the division and political consequence |  |

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| **Notes or Comments (Optional)** |
| Click or tap here to enter text. |

1. **Problem Solving and Decision Making**

Select the statement that most closely describes the types of problem solving and decision making involved in this position.

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|  | Problem Solving and Decision Making |  |
| A | * Problems tend to be of limited scope and complexity. * Resolutions are typically generated by utilizing existing procedures or practice. * Generally, problems can be quickly and relatively easily resolved. |  |
| B | * Finds solutions to modestly technical or operational problems. * Solutions generally can be resolved using conventional or standard procedures. * Most of the obstacles, issues or concerns can be handled with established practice and policy. |  |
| C | * Issues are varied. * Problems tend to be technical or programmatic in nature and are solvable through deep technical know-how and imaginative workarounds. * Most of the obstacles, issues or concerns encountered require considering alternative practice or policy interpretation. |  |
| D | * Problems are not amenable to strict technical resolution, requiring innovative thinking for resolution. * Problem resolution and project completion involve substantial planning and scheduling within the department in order to obtain and align resources when and where needed. |  |
| E | * Problems are readily identified but cannot be understood and fixed in simple cause-effect terms. * Variables affecting the problem are generally known. * Problems require integrative solutions such as how technologies, processes, resources, and people all fit together. * Incumbents understand the smallest details of a circumscribed area. |  |
| F | * Problems are hard to identify and are sufficiently difficult that they cannot be solved using existing departmental practices and procedures. * Problems require response/adaptation to changing conditions or circumstances, necessitating enterprise and new approaches. * Problem resolution should frequently require collaboration and coordination with units internal to the division, with occasional collaboration and coordination outside the division. * Choices for problem resolution typically remain within the authority of the division, requiring limited external validation. |  |
| G | * Problems are unique and unexpected, since subordinate staff would be handling day to day problems. * Challenges for problems arise due to the lack of precedent or policy at a University level, requiring incumbents to develop new policy for approval and conceptualizing an implementation plan for new procedures or processes as a result of new policy.   + Due to the lack of precedent, problem resolution is difficult to identify.   + Adeptness in discipline and well-formed concept of excellence allows incumbent to tear apart processes, question assumptions, etc. in order to identify problems and get to the heart of an issue.   + Problem resolution should frequently require collaboration and coordination with units both internal and external to the division. |  |

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| **Notes or Comments (Optional)** |
| Click or tap here to enter text. |

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| **Overall Notes/Comments** |
| Click or tap here to enter text. |

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| **Are you the Unit Head/Department Head/Dean/Director for your department?** | Yes | No |

**If Yes, please skip the Manager section of this form. If No, please forward this packet to the appropriate Manager.**

*By submitting this job audit request, I attest that the information provided by me is true and accurate, to the best of my knowledge.*

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| **Name (Please print)** | **Signature (typed or electronic signatures)** | **Date** |
| Click or tap here to enter text. | Click or tap here to enter text. | Date |

**Additional Reviewer for Supervisor Section (Optional)**

This section is optional. Only use this section if there is someone else who should review this employee’s position audit request prior to Management’s review. This section can also be used for dual-reporting.

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| Additional Reviewer Name | Click or tap here to enter text. |
| Additional Reviewer Title | Click or tap here to enter text. |

Please fill out the Notes/Comments section below with any additional information. Examples include: do you agree or disagree with the Supervisor’s comments? Is there anything else we should know about this employee’s position audit request?

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| **Notes/Comments** |
| Click or tap here to enter text. |

*By submitting this position audit request, I attest that the information provided by me is true and accurate, to the best of my knowledge.*

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| **Name** (Please print) | **Signature** (typed or electronic) | **Date** |
| Click or tap here to enter text. | Click or tap here to enter text. | Date |

**Manager Review Section**

This section should be completed by the first manager outside of UCPEA. If you answered yes to being the Unit Head/Department Head/Dean/Director for your department, please skip this section and send directly to HR.

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| Manager Name | Click or tap here to enter text. |
| Manager Title | Click or tap here to enter text. |

Please fill out the Notes/Comments section below with any additional information. Examples include: I agree or disagree with the Supervisor’s comments. Include anything else HR should know about this employee’s position audit request.

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| **Notes/Comments** |
| Click or tap here to enter text. |

*By submitting this position audit request, I attest that the information provided by me is true and accurate, to the best of my knowledge.*

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| **Name** (Please print) | **Signature** (typed or electronic) | **Date** |
| Click or tap here to enter text. | Click or tap here to enter text. | Date |

**Additional Reviewer for Manager Section (Optional)**

This is an optional section to be used by a manager outside of UCPEA. If there is an additional person who typically reviews all reclassification requests for your unit/department, please use this section. This section can also be used for dual-reporting.

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| Additional Reviewer for Manager Name | Click or tap here to enter text. |
| Additional Reviewer for Manager Title | Click or tap here to enter text. |

Please fill out the Notes/Comments section below with any additional information. Examples include: I agree or disagree with the Supervisor’s comments. Include anything else HR should know about this employee’s position audit request.

|  |
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| **Notes/Comments** |
| Click or tap here to enter text. |

*By submitting this position audit request, I attest that the information provided by me is true and accurate, to the best of my knowledge.*

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| --- | --- | --- |
| **Name** (Please print) | **Signature** (typed or electronic) | **Date** |
| Click or tap here to enter text. | Click or tap here to enter text. | Date |