Career Path Modernization Job Classification Validation Form

This document shows the information supervisors are being asked to provide in MyPath as a part of the CPM Job Classification Validation process. Staff will then review the information and have an opportunity to provide input on each page.

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Overview

The goal of the Career Path Modernization (CPM) project is to create a new, relevant job structure that will impact the ways we hire, pay, develop, and advance our workforce.

One of the most important efforts of CPM is the process of aligning our staff to job profiles and classifications that best represent the work that they do. **To classify staff correctly, Compensation needs an accurate understanding of the work being done**. The purpose of this form is to gather key information and validate the job classification. **Supervisors will be the primary source of information** since they are responsible for determining work assignments. **Staff input is critical** to ensuring accuracy and alignment between supervisor and staff.

The form includes questions on the top 3-5 job responsibilities, the job scope, and management and financial responsibilities. **Each page starts with valuable guidance** to help you successfully provide the requested information.

Top Job Responsibilities

In this section describe the top 3-5 job responsibilities and the approximate percent of time spent on each responsibility. Please list the top job responsibilities in order of percentage of time, with the highest percentage first.

When documenting top job responsibilities:

- Focus on the top 3-5 job responsibilities that are essential to the job.
- Base job responsibilities on what the position requires, **not on the capabilities or performance of the staff member**.
- For each responsibility, provide a general sense of the percent of time the staff member spends. It does not need to equal 100%.
- Document the job responsibilities as they are currently, rather than as they were in the past or might be in the future.

Supervisor Tip: if you have multiple staff members doing the same job responsibilities, write them in a Word document so you can copy and paste them into each staff member's form.

Staff Member Instructions: Review the information provided by your supervisor. If you believe anything significant is missing or not represented accurately, please detail it below. Otherwise **please enter "agree" or "okay"** in the comment boxes to proceed.

Supervisor Instructions following Staff Member Input: Review the input from your staff member below and meet with them to discuss any differing perspectives. **If you believe revisions to the top job responsibilities are appropriate, please make them below** so your final submission includes any changes made based on staff member input to reflect the position's key responsibilities.

The section below is repeated five times to allow for the documentation of up to five top job responsibilities. The first three are mandatory and the remaining two are optional.

Supervisor Instructions: Please provide the approximate percentage of time the staff member spends on the job responsibility described below.

Staff Member Instructions: Please review the information provided by your supervisor. If you believe anything significant is missing or not represented accurately, please detail it below. Otherwise please enter "agree" or "okay" in the comment box to proceed.

[Drop-down with percentages from 5% to 75%, in 5% increments.]

Please describe the job responsibility:

Scope

In each scope section, the supervisor will select the statement listed in the table that applies the majority of the time, via a drop-down. Each scope section also includes an optional comment box for providing any additional information on the selected statement and the requirements of the position.

Scope: Problem Solving

Below are statements on the type of problem solving required by the position this staff member holds. Please select the statement that applies **the majority of the time**.

Type of Problem Solving	Description
Basic level of problem-solving ability.	Follows a well-established and familiar set of policies and procedures to solve the problem. Problems are **routine**.
Routine level of problem-solving ability.	Problems are **routine**, but may at times **require interpretation** or deviation from standard procedures.
Medium level of problem-solving ability.	Problems and issues faced are **difficult, but typically are not complex**. Decisions are guided by prior practice and precedent instead of written policy or procedure.
High level of problem-solving ability.	Problems are **difficult and moderately** complex. Decisions are guided by best practice and guiding principles.
Advanced level of problem-solving ability.	Problems faced are **difficult and complex** and require extensive investigation and analysis.

Scope: Autonomy

Below are statements on the type of autonomy required by the position this staff member holds. Please select the statement that applies **the majority of the time**.

Degree of Autonomy	Description
Work is closely managed and reviewed for accuracy and adequacy.	Follows specific, outlined, and well-defined **detailed instructions**.
Work is mostly routine and is achieved with moderate supervision.	Follows **established directions**. **Work is reviewed** for accuracy and overall adequacy.
Work is achieved with limited direction.	Determines and **develops approach** to solutions where discretion is frequently applied. **Work is evaluated upon completion** to ensure objectives have been met.
Work is achieved without considerable direction.	**Exercises judgment in selecting methods, techniques, and evaluation criteria** in obtaining results. Exerts significant **latitude in determining objective of assignment**. Takes **calculated risks with consultation** from an expert.
Works with minimal direction toward predetermined long-range goals.	Acts independently to **determine methods and procedures on new or special assignments**. Determines and pursues courses of action essential in obtaining desired results. **Takes calculated risks.**

Scope: Determining Goals and Objectives

Below are statements on the type of planning required by the position this staff member holds. Please select the statement that applies **the majority of the time**.

Determination of Goals and Objectives	Description
Executes goals and objectives set by others.	Executes goals and objectives **established by supervisor or manager**.
Sets individual goals, priorities, and tasks.	**Develops individual goals** and sets individual daily priorities and tasks. Goals and objectives are monitored by supervisor or manager.
Sets and executes goals and objectives for a department or functional group.	**Develops and executes goals and objectives for a department** or functional group. Recommends and **gives input to strategic initiatives**.
Creates business strategies for long-term strategic objectives.	**Creates business strategies for long-term strategic objectives**. Monitors results of initiatives.

Scope: Organizational Impact

Below are statements on the impact of errors made in the position this staff member holds. Please select the statement that applies **the majority of the time**.

Organizational Impact	Description
Some impact on own team's results.	Failure to accomplish results can normally be overcome **without significant effect** on the team.
Significant impact on own team's results.	Failure to achieve results or erroneous judgements **may require additional support**, such as allocation of **additional resources, to correct** and/or achieve the team's goals.
Direct impact on own team's and department's results.	Works to achieve operations, functional and/or organization targets. Failure to achieve results or erroneous judgements may require additional support, such as **allocation of additional resources**, to correct and/or achieve **team and department goals**.
Significant impact on department's results	Implements strategic goals for the department. Failure to obtain results or erroneous judgements or recommendations would normally have **serious results** and **may require substantial expenditure of resources** to correct and/or achieve department goals.
Significant impact on multiple departments	Executes operational plans for multiple departments. Erroneous decisions or recommendations would normally result in the **inability to reach crucial objectives effecting multiple departments.** They may have **prolonged effect** and may require the **expenditure of substantial resources**.

Scope: Interacting with Others at the University

Below are levels of positions at the University along with descriptions and examples. Please select the highest level that this position <u>regularly</u> interacts with to accomplish work requirements. For each level this position interacts with, identify the way(s) this position interacts with that level.

Level of Internal Contact	Description and Examples
Peers	Your **supervisor and coworkers within your own department** or other University departments.
Direct manager and their peers	Your direct **supervisor and your supervisor's peers**.
Leader of department, school and/or division	Examples include Deans, Department Heads, and Vice Presidents.
Senior leadership of University, URMC and/or Function	University President, CEO of URMC, Provost, Chief Officer of a Function.

Type of Interaction	Description
Support / Execution	Provide **support; obtain direction** and provide updates.
Explain / Interpretation	**Explain or interpret** practices, procedures, and policies.
Communicate	Communicate on **matters of significance**, such as sharing updates and engaging in **two-way dialogue.**
Negotiate	**Negotiate** on matters of significance.
Influence	**Influence decision-making** on matters of significance.
Authority	**Independent judgment and authority to commit** the University in matters of **significant financial impact.**

Scope: Interacting with Vendors and/or External Organizations

Please respond to the questions below regarding regular contact with external contacts such as vendors, regulatory bodies, etc.

Does this position <u>regularly</u> interact with external contacts such as vendors, regulatory bodies, etc.?

If yes:

- Which organizations does this position regularly interact with?
- What are this position's responsibilities in interacting with the external contacts listed above?

[Drop-down with Yes / No]

If yes, which organizations does this position regularly interact with and in what capacity?

Supervisory Responsibility

When considering management responsibilities, please note a **supervisor** is defined as:

The person who has the authority for – or is the primary input into – hiring, termination, promotion, performance and rewards decisions for direct reports.

Non-supervisory leaders, such as team leaders, coordinators or mentors, have responsibilities such as:

- Guiding, organizing, assigning or coordinating work of others
- Providing input to the supervisor/first-line supervisor for hiring, firing, promotion, performance, and reward decisions
- Acting as a mentor to newer staff

Supervisory Responsibility	Description
No supervisory responsibility	
Non-supervisory leader	As described above
Supervisor	Supervises staff members (does not include students, volunteers)

Please indicate the number of people this position supervises. Do not include students, volunteers, etc.

Number of Direct Reports
1
2
3 or more

Does this position supervise a supervisor, as defined above?

[Drop-down with Yes / No]

Financial Responsibility

$ Please respond to the questions below regarding this position's financial responsibilities, such as managing a budget or a revenue generating process.

Does this position have financial responsibility, such as managing a budget or revenue generating process?

[Drop-down with Yes / No]

If yes, how many budgets is this role responsible for?

If yes, please estimate the total annual value of the budget(s).

Knowledge and Experience

Please indicate the level of expertise required to fulfill job responsibilities, as defined by minimum levels of formal education and/or work experience.

Tips:
Define the knowledge and experience **needed** to perform the job. If someone could do the job without a certain qualification, then it is a preference rather than a minimum **requirement**.

Base the education and experience requirements on what is required to do the job, **not on what the person currently in the position has or does not have.**

Consider: if a long-term staff member left the position, what level of education and experience would be included in a realistic candidate profile?

Examples:
Requires moderate practical knowledge of department. This typically requires a two-year degree in a related field with some relevant experience.

Requires basic job knowledge of systems and procedures obtained through prior work experience or education. This typically requires high school diploma and less than 2 years of experience (or equivalent).

Requires advanced knowledge of department/specialty, typically obtained through advanced education and relevant experience. This typically requires Bachelor's degree and 5+ years of experience (or equivalent).

What level of expertise is required to fulfill the top job responsibilities?