Career Banding Training



UNC Greensboro
Human Resource Services
April 2009

Objectives



- Prepare you to complete the Position Description Form (HRCB200)
- Prepare you to complete the Competency Assessment Form (HRCB202)
- Prepare you to complete the Performance Management Plan Form (HRCB201)

What are competencies ?

Knowledge, Skills, Abilities (KSA's) needed to successfully perform a job.

Competencies must be:

- **Demonstrated** on the job
- **Measured** and a
- **Business** need



3 Levels of Competencies

Contributing: knowledge, skills, and abilities that are **minimally required** for an entry level employee in the band.

Journey: **fully applied** body of knowledge, skills, and abilities required for the band.

Advanced: **highest or broadest scope** of knowledge, skills, and abilities required in the band.

Writing the Position Description

- **HRCB200 FORM**
- Focus is on the **BUSINESS NEED** not the person
- The **FOUNDATION**



What to Consider…



- Priority of each key responsibility
- % of time for each key responsibility
- Is the work complex or generally routine?

What's Needed to Begin?

- ✓ Overall Key Responsibilities
- ✓ List of Essential Tasks associated with each Key Responsibility
- ✓ Competency Assessment Profile
- ✓ Justification / Expectations (what should be demonstrated to meet the business need)



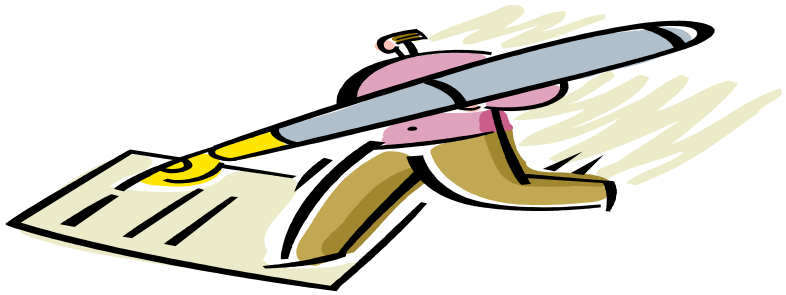
Completing Position Description Form (HRCB200)

Type of Request

- Establish New Position
- Position Status Change
- No Required Change – Updating

Job Information "Current" and / or "Proposed"

- Family
- Branch
- Band
- Level
- Salary Grade Equivalent
- FTE
- "Working "Title of Position



Approvals

Section 1: Position Overview

Primary Function of Organizational Unit

Primary Purpose of Position

List of Customers that are Recipients of Your Work

Section II: For Position Status changes ONLY

Change in Job Tasks or Organizational Relationships

Have there been any changes in job tasks for this position?

[X] **Yes**

[ ] No

If yes, please describe – position is responsible for manipulating data to generate various reports.

Section II: For Position Status changes ONLY

Change in Job Tasks or Organizational Relationships

Have there been any changes in organizational structure?

☐ Yes

☒ **No**

If yes, please describe

Section III. Description of Key Responsibilities & Related Competencies

% of Time (Totaling 100%)

1. 30%

[X] Add

[ ] Chg

Section III. Description of Key Responsibilities & Related Competencies

Description of Key Responsibilities

Briefly state the **overall** key responsibilities for the Essential Tasks performed.

Systems and Reports

Section III. Description of Key Responsibilities & Related Competencies

Essential Tasks

List Essential Tasks associated with this Key responsibility.

- Enter information into the Banner.
- Generate weekly and monthly reports.
- Maintains confidentiality of records.

Section III. Description of Key Responsibilities & Related Competencies

Competencies

Information / Records Administration

Performs research, data collection and analysis of information, and report writing. Utilizes, reconciles, and manipulates data from different internal and external software systems. Applies an in-depth knowledge of a variety of complex processes and procedures.

Section III. Description of Key Responsibilities & Related Competencies

Justification

For the competency (ices) & level definitions selected, justify how they should be demonstrated to meet the Business Needs of this position.

Position is responsible for compiling, manipulating and analyzing information utilizing various software systems to retrieve and generate reports. Applies an in-depth knowledge of a variety of complex process and procedures to provide statistical research to compose narrative reports.

Section III. Description of Key Responsibilities & Related Competencies

Competency Level

ADVANCED

Section IV,V,VI,VII

IV - Supervisory Responsibilities

V - Preferred Experience, Education, Licensures, and Certificates

VI – Other Requirements

- Organizational Chart
- PAF
- EAF

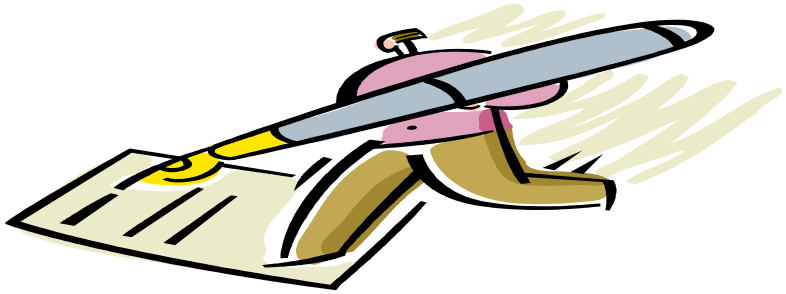
VII – American with Disabilities Act (ADA) Checklist

Completing the Employee Competency Assessment Form

Enter the following information:

- Applicant / Employee Name
- Position Number
- Date of Competency Assessment
- Supervisor Name
- Position Title (Banded Title and Level of Position)
- Primary purpose of position

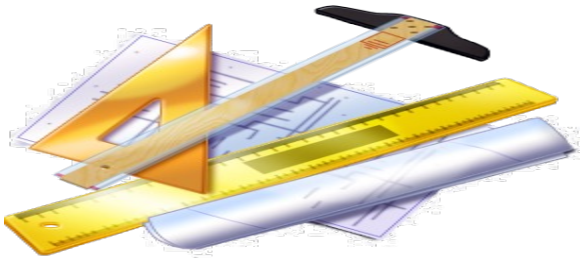
on the Competency Assessment Form – HRCB202 (8/08) located on the HRS website at http://web.uncg.edu/hrs/Class_Comp/



Tools Needed

- ✓Position Description Form for Career Banded Positions (HRCB200)
  - Essential Tasks
  - Functional Competencies
  - Justification / Expectations

    (what has been demonstrated to meet the business need of the job)



Competency Assessment Process

- Prepare and gather documentation on employee
- Assess KSA's in relation to the established functional competencies (identified from job description)
- Review and assess (1) functional competency at a time
- Assign rating of (C, J, A) for each functional competency based on what has been demonstrated
- Focus on level of demonstrated competency – **DOING** vs. knowing

What to Consider…



- Priority of each key responsibility
- % of time for each key responsibility
- How much independence?
- Is decision making required?

What Not to Consider...

- Performance (U, BG, G, VG, O)
- Volume of same work
- Years of service
- Personal characteristics



Completing the Employee Competency Assessment Form (cont.)

Applicant / Employee Name: Henry Hypothesis	**Position Number:** XXXXXXXXXXXXXX	**Date of Competency Assessment:** XX/XXXX
Supervisor Name: Andrea Apple	**Position Title (Banded Title and level of Position):** Administrative Support Specialist - Advanced	

Primary Purpose of Position:

Provide specialized support to……

ASSESSING FUNCTIONAL COMPETENCIES

Step 1: Identify Functional Competencies

- Consider what is required for position
- Use the functional competencies identified on the job description form

Step 1: Identify Functional Competencies

Example

Administrative Support Specialist - Advanced

Information /Records Administration

Performs research, data collection and analysis of information, and report writing. Utilizes, reconciles, and manipulates data from different internal and external software systems. Applies an in-depth knowledge of a variety of complex processes and procedures.

Step 1: Identify Functional Competencies (cont.)

Copy and paste functional competencies that apply into **Column 1 – Functional Competency**



Functional Competency	Demonstrated Knowledge, Skills, and Abilities Support Level Assignment	Level
Information / Records Administration		Contributing ☐ Journey ☐ Advanced ☐

Step 2: Reviewing the Data

- Review observation notes and measurement data for each competency
- Were expectations not met, met, or exceeded,
- What are the reasons for success or lack of success?



Step 3: Document Results

- Consider expectations / what should be demonstrated to meet the business need for the position (justification – job description form)

- Describe how the employee has demonstrated the functional competency

- Write an assessment statement for the employee. Indicate the demonstrated competencies based on supervisory observance and other methods of evaluation in **Column 2 – Demonstrated Knowledge, Skills and Abilities Support Level Assignment.**

Step 3: Document Results (cont.)

Example

Administrative Support Specialist - Advanced

Henry has demonstrated the required skills necessary to compile, retrieve and analyze information to prepare reports (i.e. Monthly Updates, Board of Trustee Reports and Annual Reports). He applies an in-depth knowledge of a variety of complex process and procedures to provide statistical research to compose narrative reports. Furthermore, he is able to recommend changes to data collection and data presentation methods as necessary for status reports and briefings to the Director and Associate Vice Chancellor.

Step 3: Document Results (cont.)

Column 2 – Demonstrated Knowledge, Skills and Abilities Support Level Assignment.

Functional Competency	Demonstrated Knowledge, Skills, and Abilities Support Level Assignment	Level
Information / Records Administration	Henry has demonstrated the required skills necessary to compile, retrieve and analyze information to prepare reports (i.e. Monthly Updates, Board of Trustee Reports and Annual Reports). He applies an in-depth knowledge of a variety of complex process and procedures to provide statistical research to compose narrative reports. Furthermore, he is able to recommend changes to data collection and data presentation methods as necessary for status reports and briefings to the Director and Associate Vice Chancellor.	Contributing ☐ Journey ☐ Advanced ☐

Step 4: Determine Competency Level

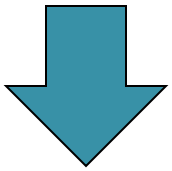


Review your assessment of the employee to determine if competencies are demonstrated at the Contributing, Journey, or Advanced Level.

Check the appropriate level based on the demonstrated competencies.

Step 4: Determine Competency Level (cont.)

In column 3 – Indicate the appropriate level



Functional Competency	Demonstrated Knowledge, Skills, and Abilities Support Level Assignment	Level
Information / Records Administration	Henry has demonstrated the required skills necessary to compile, retrieve and analyze information to prepare reports (i.e. Monthly Updates, Board of Trustee Reports and Annual Reports). He applies an in-depth knowledge of a variety of complex process and procedures to provide statistical research to compose narrative reports. Furthermore, he is able to recommend changes to data collection and data presentation methods as necessary for status reports and briefings to the Director and Associate Vice Chancellor.	Contributing ☐ Journey ☐ Advanced X

Step 5: Determine Overall Level

Overall level = same level as majority of individual competencies

Exception – if one or more competencies is more critical to the organization, may carry more "weight" in overall assessment. Explain and justify in "Comments" section.

Step 5: Determine Overall Level (cont.)

Indicate the Band and the Overall Rating.

SUPERVISOR / HIRING MANAGER
JUSTIFICATION:

Band: Administrative Support Specialist	Level: Contributing [ ] Journey [ ] Advanced [X]

Note: Band Level is subject to change based on performance/competencies demonstrated during the probationary period or initial period of evaluation.

Supervisor Signature **Date** **Department Head / Director Signature Date** **Employee Signature** **Date**

. Employee signature does not imply agreement with band placement or salary - only that the employee was given the opportunity to discuss it with the supervisor.

For New Hires Only:	Hiring Salary:	Hire Date:

Step 6: Plan Career Development Activities

- Specific **activities** and / or **training** to develop or strengthen competency to **meet organizational** need
- **Resources** available
- Reasonable **time frame**
- Attainable in current position
- **Responsibilities** – employee & supervisor



Step 7: Supervisor / Hiring Manager Justification

Justification for the band/level including objectives, expectations, work unit changes and career development activities.



Step 7: Supervisor / Hiring Manager Justification (Cont.)

SUPERVISOR / HIRING MANAGER
JUSTIFICATION:

Band:	Level: Contributing ☐ Journey ☐ Advanced ☐

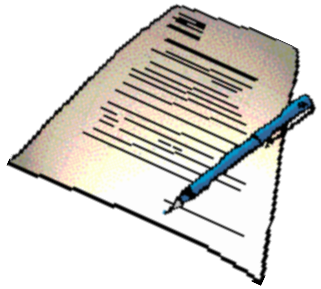
Note: Band Level is subject to change based on performance/competencies demonstrated during the probationary period or initial period of evaluation.

Supervisor Signature	**Date**	**Department Head / Director Signature**	**Date**	**Employee Signature**	**Date**

. Employee signature does not imply agreement with band placement or salary - only that the employee was given the opportunity to discuss it with the supervisor.

For New Hires Only:	Hiring Salary:	Hire Date:

Step 8: Signatures



Document will need to be signed by the supervisor, department head or director, and the employee.

SUPERVISOR / HIRING MANAGER
JUSTIFICATION:

Band:	Level: Contributing ☐ Journey ☐ Advanced ☐

Note: [illegible] is subject to change based on performance/competencies demonstrated during the probationary period or initial period of evaluation.

Supervisor Signature **Date**	**Department Head / Director Signature Date**	**Employee Signature** **Date**

. Employee signature does not imply agreement with band placement or salary - only that the employee was given the opportunity to discuss it with the supervisor.

For New Hires Only:	Hiring Salary:	Hire Date:

Performance Management Plan

Performance Management is a tool through which managers and supervisors communicate with employees regarding their job performance. Successful performance management communication encompasses the partnering of performance expectations with an employee's understanding of how his or her position supports the mission of both the respective department and University.



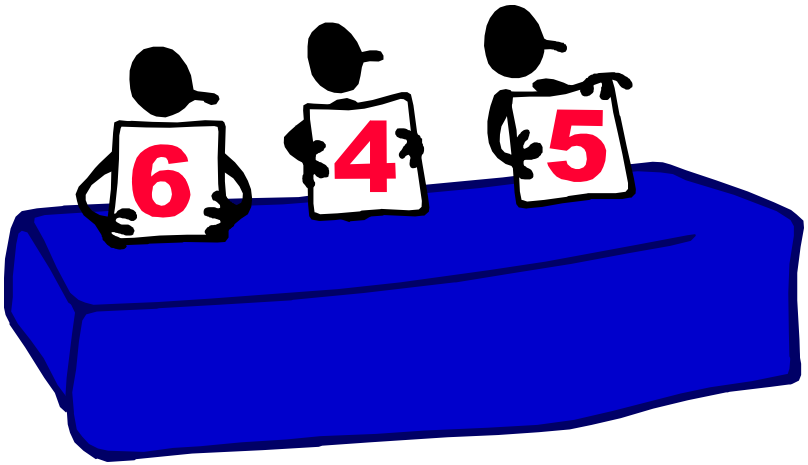
Performance Management Plan vs. Employee Competency Assessment

- Employee Competency Assessment
  - Justifies employee's ability to demonstrate Competencies/Skills at C, J, A, level (may be mixed)

- Performance Management Plan
  - Evaluates if employee demonstrates behaviors at lower level than expected
    - OR
  - Evaluates if employee demonstrates behaviors at expected level or higher

Rating Scale

5-Outstanding	(Substantially Exceeds Expectations)
4- Very Good	(Exceeds Expectations)
3- Good	(Meets Expectations)
2- Below Good	(Does not meet Expectations)
1- Unsatisfactory	



Step 1: Initial Work Plan



- Meet with each employee to develop a work plan
- Allow no less than 30 minutes; uninterrupted
- Document current job duties and performance expectations
- Include special projects to be completed
- Allow employees to know the specific expectations for each job function
- Get feedback from the employee
- Obtain the required signatures
- Provide a copy to the employee and keep the original

Note: Performance expectations must be written at the "Good" level. Expectations are to be attainable, measurable, and defensible.

Initial Work Planning Cycle

July 1st - September 30th

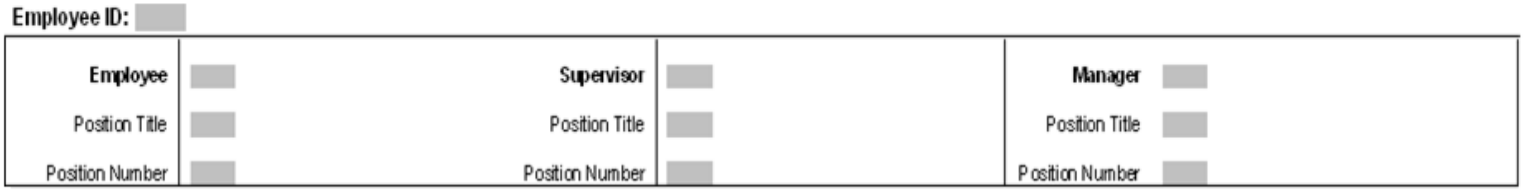
Or

First 30 days of employment

PERFORMANCE MANAGEMENT PLAN

Enter the following information:

- Employee ID
- Employee Name
- Employee Position Title
- Position Number
- Supervisor
- Supervisor Position Title
- Manager
- Manager Position Title



Overall Assigned Level for Position (C, J, A) as assigned to the Position, not the Employee: Select the Level

Example

Administrative Support Specialist

Advanced

Key Responsibilities & Results

Section I.



- Refer to Job Description (HRCB200)
- Copy and Paste % of time, key responsibilities and essential tasks to PMP
- Refer to justification of each Key Responsibility to further explain essential tasks expectations

% of Time (Totaling 100%)

Example

Administrative Support Specialist

1. **30%**

Key Responsibilities:

Obtain from Job Description

Example

Administrative Support Specialist

Systems and Reports

Essential Tasks:

Obtain from Job Description

Example

Administrative Support Specialist

Systems and Reports

- Enter information into the Banner
- Generate weekly and monthly reports
- Maintains confidentiality of records

Expectations:

Example

Administrative Support Specialist

Systems and Reports

Henry is expected to enter, analyze and manipulate data in the Banner System according to the established office guidelines. He will review, compile and retrieve quarterly budget reports every Monday by 3:00pm without errors. In addition, he will review and analyze sensitive data and maintain confidentiality.

Methods of Evaluation

Section II.

- Select multiple "Methods of Evaluation" to be used in evaluating the employee's performance

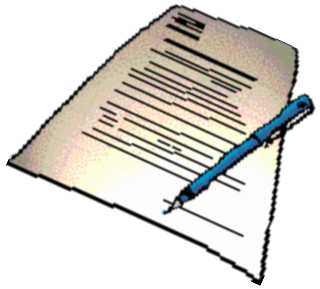
- Additional methods may be necessary; notify employee if additional methods are added

Methods of Evaluation

Section II - *Methods of Evaluation*

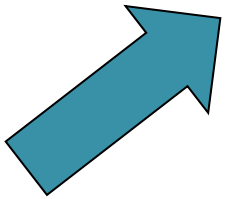
Please select from the following what Methods of Evaluation will be used in evaluating the employee's performance. Additional methods of evaluation may be added if necessary.		
☐**Supervisory Observation** *- Supervisor evaluates the employee's performance by direct observation of work*	☐**Third Party Feedback** *- Supervisor evaluates the employee's performance in part based on relevant feedback from outside customers, vendors, or others*	☐**Peer Feedback** - Supervisor evaluates the employee's performance in part based on relevant feedback from the employee's peers
☐**Spot Checks** *- Supervisor evaluates the employee's performance in part based on random spot checks of work*	☐**Sampling/Statistics** *- Supervisor evaluates the employee's performance in part based on samples of the employee's work or statistical data that indicates the employee's level of work or demonstrated competence*	☐**Project Results** *- Supervisor evaluates the employee's performance in part based on actual results of projects or assignments the employee has managed or participated in*
☐**Self Report** *- Supervisor evaluates the employee's performance in part based on the employee's own evaluation of his/her work*	☐**Other:**	☐**Other:**

Approval Signatures



Approvals

Initial Work Planning	
Employee Signature	_____
Date	_____
Supervisor Signature	_____
Date	_____
Manager Signature	_____
Date	_____



Step 2: Interim Review



- Meet with the employee
- Review performance information collected to date and refer to the "Methods of Evaluation"
- Determine if the employee's performance has been at, above or below the established expectation
- Provide examples of performance in "Interim Comments" for each "Key Responsibility"
- Write summation in "Overall Interim Comments"
- Allow employee to write "Overall Interim Comments"
- Develop and document an action plan for any key responsibility in which performance is currently less than at the "Good" performance level
- Obtain the required signatures
- Provide a copy to the employee and keep the original
- A formal rating does not have to be documented

Interim Review Cycle

December 15th - January 31st

Results (Employee's Performance) Interim Comments

Example

Administrative Support Specialist

Systems and Reports

Henry enters, analyzes and manipulates data in the Banner System according to the established office guidelines. He reviews, compiles, and retrieves quarterly budget reports every Monday by 3:00pm without errors. Furthermore, he is able to review and analyze sensitive data and maintain confidentiality.

Section III.
Overall Comments and Results

Section III - Overall Comments and Results

Supervisor's Summary Comments	
Interim Comments:	Annual Comments:

Employee's Summary Comments	
Interim Comments:	Annual Comments:

Section IV. Improvement and Development

Improvement Plans

Activities or training to improve specific performance that falls below the "Good" level.

- Note areas where improvement is needed
- Always give an "Action Plan"
- Provide resources needed (time, financial, etc.)
- Give employee a "Target Completion Date" for each area of improvement



Section IV.
Improvement and Development

Development Plans

Activities or training that will add to the employee's ability to do his / her job more effectively.

Prepare an employee for increased responsibility or expertise

- Computer Courses
- Leadership Classes
- Mentoring
- Cross - Training

Section IV. Improvement and Development

Section IV - Improvement and Development

Improvement plans are

1) Activities or training designed to improve specific performance that fails to meet performance expectations. The Performance Expectations are documented:
   a. In the work plan for the current performance cycle,
   b. As indicated in the interim review,
   c. And/or from the previous performance appraisal.
2) To be made during the work planning stage and/or as needed throughout the current work cycle. They are required to address performance that falls below the "Good" level. They should be amended as appropriate.

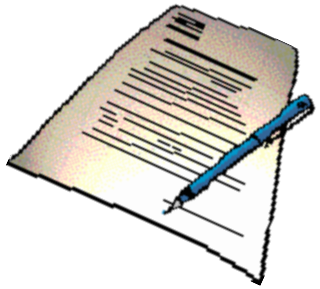
Date	Improvement Needed / Action Plan	Resources Needed (time, financial, etc.)	Target Completion Date

Development plans are

1) Activities or training that will add to the employee's ability to do his or her job more effectively, while broadening his or her skill or knowledge base (computer courses, leadership classes, professional organizations, etc.).
2) For preparing an employee for increased responsibility or expertise (cross training, job rotation, mentoring program, etc.), and they can be useful for documenting an employee's increase in credentials (licensing or certification exams, for example).
3) To be made during the work planning stage and/or as needed throughout the current work cycle. They should be amended when appropriate.

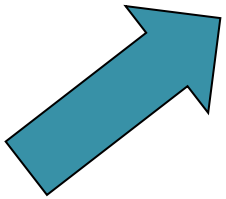
Date	Development Goal / Action Plan	Resources Needed (time, financial, etc.)	Target Completion Date

Approval Signatures



Approvals

Interim Review	
Employee Signature	_____
Date	_____
Supervisor Signature	_____
Date	_____
Manager Signature	_____
Date	_____



Step 3: Final Review



- Meet with the employee
- Review performance information collected for the evaluation period and refer to the "Methods of Evaluation"
- Determine if the employee's performance has been at, above or below the established expectation
- Provide examples of performance in " Final Comments" for each "Key Responsibility"
- Write summation in " Annual Comments"
- Allow employee to write "Overall Final Comments"
- Develop and document an action plan for any key responsibility in which performance is currently less than at the "Good" performance level
- Develop and document a development plan; if necessary
- Obtain the required signatures.
- Provide a copy to the employee and send the original to Human Resource Services

Final Review Cycle

April 15th - May 29th

Results (Employee's Performance) Annual Comments

Example

Administrative Support Specialist

Henry continues to enter, analyze, and manipulate data in the Banner System according to the established office guidelines. He reviews, compiles, and retrieves budget reports every Monday by 3:00pm. Through training and mentoring Henry has the ability and resources to analyze the documents; however, the last two quarterly report updates have shown that Henry overlooked some significant errors on reports sent to the budget committee. This lack of attention to detail may have resulted in errors in the annual report to the Trustees.

Annual Rating on this Key Responsibility - 2

Step 3: Final Review (cont.)

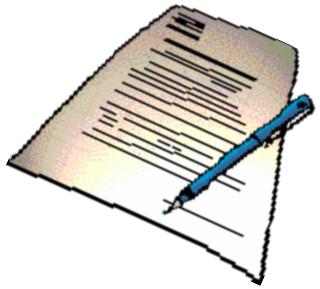


- Determine Overall Annual Rating
- Enter "Overall Rating" on Front Page
- Check "Annual Appraisal" Box

Overall Rating - Final Appraisal: 0

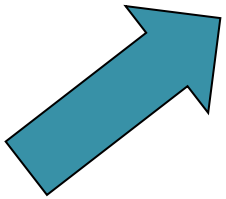
5	Outstanding	(Substantially Exceeds Expectations)
4	Very Good	(Exceeds Expectations)
3	Good	(Meets Expectations)
2	Below Good	(Does Not Meet Expectations)
1	Unsatisfactory	

Approval Signatures



Approvals

Final Appraisal	
Employee Signature	_____
Date	_____
Supervisor Signature	_____
Date	_____
Manager Signature	_____
Date	_____



Thank You

