UGA Staff Competency Model Advisory Group Kick-Off Meeting

1/10/2019
UGA Human Resources
TODAY’S AGENDA

• Overview of Job Code & Compensation Changes

• Introduction to Competency Frameworks

• How We Will Build UGA’s Model (consultants, campus engagement, review & validation by advisory group & HR Core Team)

• Roles & Responsibilities of Advisory Group

• Timeline for Development & Implementation
Overview of Job Code & Compensation Changes
USG Job Codes (B-CATS)

- Developed in 2002 by USO and participating USG Institutions

- The conceptual design is based on basic federal IPEDS job classifications, using IPEDS guidelines and examples for assignment of titles within those classifications and University System-specific guidelines and examples for positions not fully described by IPEDS definitions alone.

- Coded by Job Category and other descriptors
  - Examples:
    - 410X00 = Student Services Professional (Exempt)
    - 657X00 = Student Services Paraprofessional/Professional (non-exempt)

- Job Codes are broader than our UGA Job Classifications
  - Approximately 300 Job Codes based on converted data

- Code used in OneUSG Connect and UGAJobs
USG Job Codes (B-CATS)

• Effective Dec 16th, UGA discontinued use of the UGA Job Classifications
  • Ex: Student Affairs Prof IV and Student Affairs Specialist IV

• All current employees can now see OneUSG Connect Job Code in:
  • OneUSG Connect HCM System
  • OneSource Finance System
  • Hyperion Budgeting System

• We have retained working title and elevated to the Official UGA Title
  • these may have been specialized like “OneSource Change Lead”, if not, reflects prior UGA job classification.
  • Changes for these can be submitted through UGAJobs modification request process
USG Job Codes Exempt/Non-Exempt

Non-Exempt
- Student Services
- Professional/ParaProfessional
  - Student Affairs
    - Prof I
  - Student Affairs
    - Prof II
  - Student Affairs
    - Prof III
  - Student Affairs
    - Specialist I
  - Student Affairs
    - Specialist II
  - Student Affairs
    - Specialist III

Exempt
- Student Services
  - Professional
    - Student Affairs
      - Prof IV
    - Student Affairs
      - Specialist IV
USG Job Codes (B-CATS)

Benefits:

• Creates consistent classification of positions
  • eliminating ambiguous or redundant classifications to create a more transparent and streamlined classification structure.

• Ability to hire across the spectrum
  • Hire the individual you want without reclassifying the job.

• Allows for responses to changes in environment
  • Adjustments made to salary administration plan
USG Job Codes (B-CATS)

Benefits Cont.

• Allow us to redefine compensation structure
  • **Focus is on paying for a position;** providing flexibility to school, college and unit level leadership to recruit, retain and promote staff, while maintaining ability to define titles to meet individual unit level title descriptions and reporting needs

• **Development of a Competency Framework**
  • **Focus is on paying for an employee in a position;** supports performance management. Allow employees to strategically manage their careers.
UGA Pay Structure

Compensation Structure Redefined

• With the adoption of the new OneUSG Job Codes we were able to eliminate our current classification structure and realign our current pay structure

• The new pay structure allows for more flexibility as it consolidates pay grades into fewer structures with wider salary ranges.

• The new pay structure allows for the adoption of the salary recommendations provided by Korn Ferry Hay Group
UGA Pay Structure
Compensation Changes

- Pay Grades expanded into pay bands
- All positions slotted into new bands
- Pay not reduced as a result of moving to bands
- Job responsibilities and reporting relationships remain the same
- Promotions and professional growth are redefined
## UGA Pay Structure: Snap Shot W/out Market Data

<table>
<thead>
<tr>
<th>UGA JCC (CURRENT)</th>
<th>UGA Classification</th>
<th>UGA Grade</th>
<th>MIN</th>
<th>ENTRY</th>
<th>25th</th>
<th>MID</th>
<th>75th</th>
<th>MAX</th>
</tr>
</thead>
<tbody>
<tr>
<td>10679</td>
<td>STUDENT AFFAIRS PROF IV</td>
<td>066</td>
<td>$34,988</td>
<td>$40,236</td>
<td>$45,187</td>
<td>$55,386</td>
<td>$65,585</td>
<td>$75,784</td>
</tr>
<tr>
<td>11985</td>
<td>STUDENT AFFAIRS SPECIALIST IV</td>
<td>072</td>
<td>$40,577</td>
<td>$46,664</td>
<td>$52,405</td>
<td>$64,233</td>
<td>$76,061</td>
<td>$87,889</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UGA JCC (CURRENT)</th>
<th>UGA Classification</th>
<th>UGA Grade</th>
<th>MIN</th>
<th>ENTRY</th>
<th>25th</th>
<th>MID</th>
<th>75th</th>
<th>MAX</th>
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</thead>
<tbody>
<tr>
<td>00628</td>
<td>STUDENT AFFAIRS PROF I</td>
<td>053</td>
<td>$25,383</td>
<td>$29,190</td>
<td>$32,782</td>
<td>$40,180</td>
<td>$47,579</td>
<td>$54,977</td>
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<tr>
<td>00629</td>
<td>STUDENT AFFAIRS PROF II</td>
<td>056</td>
<td>$27,335</td>
<td>$31,435</td>
<td>$35,302</td>
<td>$43,269</td>
<td>$51,235</td>
<td>$59,202</td>
</tr>
<tr>
<td>01939</td>
<td>STUDENT AFFAIRS SPECIALIST I</td>
<td>060</td>
<td>$30,171</td>
<td>$34,697</td>
<td>$38,965</td>
<td>$47,760</td>
<td>$56,554</td>
<td>$65,348</td>
</tr>
<tr>
<td>00630</td>
<td>STUDENT AFFAIRS PROF III</td>
<td>061</td>
<td>$30,926</td>
<td>$35,565</td>
<td>$39,940</td>
<td>$48,954</td>
<td>$57,968</td>
<td>$66,982</td>
</tr>
<tr>
<td>01940</td>
<td>STUDENT AFFAIRS SPECIALIST II</td>
<td>063</td>
<td>$32,489</td>
<td>$37,362</td>
<td>$41,960</td>
<td>$51,430</td>
<td>$60,901</td>
<td>$70,371</td>
</tr>
<tr>
<td>01941</td>
<td>STUDENT AFFAIRS SPECIALIST III</td>
<td>067</td>
<td>$35,863</td>
<td>$41,242</td>
<td>$46,317</td>
<td>$56,771</td>
<td>$67,225</td>
<td>$77,679</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NEW CODE</th>
<th>One USG Classification</th>
<th>MIN</th>
<th>MID</th>
<th>MAX</th>
</tr>
</thead>
<tbody>
<tr>
<td>410X00</td>
<td>Student Services Professional</td>
<td>$34,988</td>
<td>$61,439</td>
<td>$87,889</td>
</tr>
<tr>
<td>657X00</td>
<td>Student Services Paraprofessional/ Professional</td>
<td>$25,383</td>
<td>$51,531</td>
<td>$77,679</td>
</tr>
</tbody>
</table>
Compensation & Career Progression

Scenario: External Hire

• Applies to Admissions Officer I (was the UGA Official Title)

  OneUSG Job Code Classification: Student Services Professional

• Meets min. qualifications plus some preferred qualifications (e.g. Admissions Officer I)

• Hired at market entry rate of $37,582
Scenario: Increase in job scope/complexity (in range adjustment)

- Advances to intermediate-career within Admissions Officer I (was the Official UGA Title) OneUSG Job Code Classification Student Services Professional due to increase in job scope (e.g. Admissions Officer II in old plan)

- Increase to $41,165 ($40,165 intermediate rate plus the $1,000 received for job certification)
UGA Pay Structure: Application

Factors used to conduct a compensation and classification analysis

• **Internal Market**
  • Equity & Compression

• **Review job descriptions**
  • Impact and influence, scope etc.

• **Review sources of labor market data**
  • CUPA, BOR, Discipline Specific*

• **Review the qualifications of the individual outside of the minimum qualifications**

• **Adhere to USG Salary Administration Guidelines**
  • Such as, Mid-point

• **Adhere to UGA Salary Administration Guidelines**
  • Such as, adoption of the use of market data
Position Management & Funding Requests

• Funding Change Requests
  • RSA/Supplement – **Still Applicable**
    • Supplement
    • Internal Equity
    • Retention
    • Market Adjustment
    • Promotional Increase above BOR Threshold
    • Mid Year Increase

• Position Management Change Request
  • Evaluations- **Still Applicable**
    • Position has evolved and needs review
    • Position has attributes that no longer apply or has new attributes
    • Position has a job code that needs review

• Reclassifications – **Still Applicable**
  • Looking more at change to exemption status or changes to job family
Factors used to conduct a compensation and classification analysis

- **Internal Market**
  - Equity & Compression

- **Review job descriptions**
  - Impact and influence, scope etc.

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- **Review the qualifications of the individual outside of the minimum qualifications**

- **Adhere to USG Salary Administration Guidelines**
  - Such as, Mid-point

- **Adhere to UGA Salary Administration Guidelines**
  - Such as, adoption of the use of market data
### UGA Pay Structure: Effective Dec 16th

<table>
<thead>
<tr>
<th>Milestone</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>OneUSG Job Code Consolidation</td>
<td>Consolidation of all UGA Classifications and descriptions based on broader criteria &amp; common activities, to the USG Job Categories.</td>
</tr>
<tr>
<td>Compensation Pay Bands</td>
<td>All positions are placed into the expanded pay bands based upon their job categories and SOC codes.</td>
</tr>
<tr>
<td>Adjustments to UGA Salary Guidelines</td>
<td>New hiring guidelines implemented as a result of the Korn Ferry Hay Group</td>
</tr>
<tr>
<td>Pay Ranges within Pay Bands</td>
<td>Where appropriate, within Pay Bands positions are placed into the pay bands based upon their job categories and SOC codes.</td>
</tr>
<tr>
<td>Minimum Qualification and Experience</td>
<td>Minimum qualifications and experience are established for all new OneUSG Job Codes/Classifications.</td>
</tr>
</tbody>
</table>
Introduction to Competency Framework
Competency Framework

- **Competency Based Pay**: Where the institution pays for the employee’s range, depth, and types of skills and knowledge rather than for the job title he or she holds.

- **Competencies**: Demonstrable characteristics of person, including knowledge, skill and abilities, that enable performance.

- **UGA Competencies**: Will be developed using UGA data, system office data, and input from campus.
### Competency Examples

<table>
<thead>
<tr>
<th>Competency Title</th>
<th>Competency Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accountability &amp; Dependability</td>
<td>Takes personal responsibility for the quality, timeliness of work, and achieves results with oversight.</td>
</tr>
<tr>
<td>Adaptability &amp; Flexibility</td>
<td>Adapts to changing business needs, other work responsibilities and works with a variety of situations, individuals, groups, and various needs.</td>
</tr>
<tr>
<td>Advocating Causes</td>
<td>Influences others to act in support of ideas or causes.</td>
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<tr>
<td>Analysis/Reasoning</td>
<td>Examines data to grasp issues, draw conclusions, and solve problems.</td>
</tr>
<tr>
<td>Attention to Detail</td>
<td>Diligently attends to details and pursues accomplishments.</td>
</tr>
<tr>
<td>Business Alignment</td>
<td>Aligns the direction, products, services, and performance of a business line with the organization.</td>
</tr>
<tr>
<td>Decision Making &amp; Judgment</td>
<td>Makes timely, informed decisions that take into account the facts, goals, constraints, and risks.</td>
</tr>
<tr>
<td>Developing Others</td>
<td>Willingness to delegate responsibility, work with others, and coach to develop their capabilities.</td>
</tr>
<tr>
<td>Development &amp; Continual Learning</td>
<td>Displays an ongoing commitment to improvement, desiring and making use of new knowledge or skills for work.</td>
</tr>
<tr>
<td>Empowering Others</td>
<td>Conveys confidence in employees to be successful, especially with new assignments, allowing employees freedom to accomplish their goals and responsibilities.</td>
</tr>
<tr>
<td>Enforcing Laws, Rules, &amp; Regulations</td>
<td>Enforces laws, rules, and regulations in a way that is fair, objective, and reasonable.</td>
</tr>
<tr>
<td>Ethics &amp; Integrity</td>
<td>Earns others' trust and respect through consistent honesty and professionalism in all interactions.</td>
</tr>
<tr>
<td>Ethics &amp; Integrity</td>
<td>Earning employees' trust and respect through consistent honesty and professionalism in all interactions.</td>
</tr>
<tr>
<td>Leadership</td>
<td>Promotes organizational mission and goals, and shows the way to achieve them.</td>
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<tr>
<td>Planning &amp; Organizing</td>
<td>Coordinates ideas and resources to achieve goals.</td>
</tr>
<tr>
<td>Relationship Building</td>
<td>Builds constructive working relationships characterized by a high level of acceptance, cooperation, and mutual respect.</td>
</tr>
<tr>
<td>Staff Management</td>
<td>Manages staff in ways that improve their ability to succeed on the job.</td>
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<tr>
<td>Teamwork</td>
<td>Diplomatically handles challenging or tense interpersonal situations.</td>
</tr>
<tr>
<td>Facilitating Groups</td>
<td>Enables productive and productive teamwork.</td>
</tr>
<tr>
<td>Fiscal Accountability</td>
<td>Follows fiscal guidelines, regulations, principles, and standards when committing fiscal resources or processing financial transactions.</td>
</tr>
</tbody>
</table>
How We Will Build UGA’s Competency Model

- UGA Industrial/Organizational Psychology Program
  - Consultants
  - Campus Engagement via Focus Groups
  - Advisory Group
  - HR Core Team
• Dr. Brian Frost; Director of the Professional I-O Psychology Master’s Program (IOMP)
• Troydawn Turner; IO Graduate Student
• Steven Pugh; IO Graduate Student
• Stephanie Sadler; IO Graduate Student
• Jennifer Rowland; IO Graduate Student
• Katy Arden; IO Graduate Student
# UGA Job Analysis

<table>
<thead>
<tr>
<th>Source</th>
<th>Task</th>
<th>CCE</th>
<th>RTS</th>
<th>UCL</th>
<th>CCL</th>
<th>CLE</th>
<th>CLC</th>
<th>CED</th>
<th>CED</th>
</tr>
</thead>
<tbody>
<tr>
<td>ONET</td>
<td>Use computers for various applications, such as database management or word processing.</td>
<td>x</td>
<td></td>
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<tr>
<td>ONET</td>
<td>Answer telephones and give information to callers, take messages, or transfer calls to appropriate individuals.</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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</tr>
<tr>
<td>ONET</td>
<td>Create, maintain, and enter information into databases.</td>
<td>x</td>
<td></td>
<td>x</td>
<td>x</td>
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<tr>
<td>ONET</td>
<td>Set up and manage paper or electronic filing systems, recording information, updating paperwork, or maintaining documents, such as attendance records, correspondence, or other material.</td>
<td>x</td>
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<td>x</td>
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<tr>
<td>ONET</td>
<td>Operate office equipment, such as fax machines, copiers, or phone systems and arrange for repairs when equipment breaks down.</td>
<td>x</td>
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<tr>
<td>ONET</td>
<td>Greet visitors or callers and handle their inquiries or direct them to the appropriate persons according to their needs.</td>
<td>x</td>
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<td>x</td>
<td>x</td>
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<tr>
<td>ONET</td>
<td>Maintain scheduling and event calendars.</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td>ONET</td>
<td>Complete forms in accordance with company procedures.</td>
<td>x</td>
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<tr>
<td>ONET</td>
<td>Schedule and confirm appointments for clients, customers, or supervisors.</td>
<td>x</td>
<td>x</td>
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<td>x</td>
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<tr>
<td>ONET</td>
<td>Make copies of correspondence or other printed material.</td>
<td>x</td>
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<tr>
<td>ONET</td>
<td>Locate and attach appropriate files to incoming correspondence requiring replies.</td>
<td>x</td>
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<tr>
<td>ONET</td>
<td>Operate electronic mail systems and coordinate the flow of information, internally or with other organizations.</td>
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<td>x</td>
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<tr>
<td>ONET</td>
<td>Compose, type, and distribute meeting notes, routine correspondence, or reports, such as presentations or expense, statistical, or monthly reports.</td>
<td></td>
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<td>x</td>
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<tr>
<td>ONET</td>
<td>Open, read, route, and distribute incoming mail or other materials and answer routine letters.</td>
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<tr>
<td>ONET</td>
<td>Provide services to customers, such as order placement or account information.</td>
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<tr>
<td>ONET</td>
<td>Review work done by others to check for correct spelling and grammar, ensure that company format policies are followed, and recommend revisions.</td>
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<tr>
<td>ONET</td>
<td>Conduct research to find needed information, using such sources as the Internet.</td>
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<td>ONET</td>
<td>Manage projects or contribute to committees or team work.</td>
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<tr>
<td>ONET</td>
<td>Mail newsletters, promotional material, or other information.</td>
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<tr>
<td>Source</td>
<td>Task</td>
<td>Present (%)</td>
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<tr>
<td>ONET</td>
<td>Use computers for various applications, such as database management or word processing.</td>
<td>91.03%</td>
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<tr>
<td>ONET</td>
<td>Set up and manage paper or electronic filing systems, recording information, updating paperwork, or maintaining documents, such as attendance records, correspondence, or other material.</td>
<td>84.62%</td>
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<tr>
<td>ONET</td>
<td>Create, maintain, and enter information into databases.</td>
<td>82.05%</td>
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<tr>
<td>ONET</td>
<td>Compose, type, and distribute meeting notes, routine correspondence, or reports, such as presentations or expense, statistical, or monthly reports.</td>
<td>75.64%</td>
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<tr>
<td>ONET</td>
<td>Maintain scheduling and event calendars.</td>
<td>57.09%</td>
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<tr>
<td>ONET</td>
<td>Answer telephones and give information to callers, take messages, or transfer calls to appropriate individuals.</td>
<td>48.72%</td>
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</tr>
<tr>
<td>ONET</td>
<td>Schedule and confirm appointments for clients, customers, or supervisors.</td>
<td>48.72%</td>
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<tr>
<td>ONET</td>
<td>Greet visitors or callers and handle their inquiries or direct them to the appropriate persons according to their needs.</td>
<td>47.44%</td>
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<tr>
<td>ONET</td>
<td>Complete forms in accordance with company procedures.</td>
<td>44.87%</td>
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<tr>
<td>ONET</td>
<td>Operate electronic mail systems and coordinate the flow of information, internally or with other organizations.</td>
<td>42.31%</td>
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<tr>
<td>ONET</td>
<td>Order and dispense supplies.</td>
<td>39.74%</td>
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<tr>
<td>UGA JD</td>
<td>Coordinates Travel and Reimbursement</td>
<td>34.62%</td>
<td></td>
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</tr>
<tr>
<td>ONET</td>
<td>Provide services to customers, such as order placement or account information.</td>
<td>32.33%</td>
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<tr>
<td>UGA JD</td>
<td>Assists with budget management.</td>
<td>33.33%</td>
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<tr>
<td>UGA JD</td>
<td>Help plan and implement conferences/special events</td>
<td>29.49%</td>
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<tr>
<td>ONET</td>
<td>Open, read, route, and distribute incoming mail or other materials and answer routine letters.</td>
<td>26.92%</td>
<td></td>
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</tr>
<tr>
<td>ONET</td>
<td>Manage projects or contribute to committee or team work.</td>
<td>23.08%</td>
<td></td>
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</tr>
<tr>
<td>ONET</td>
<td>Operate office equipment, such as fax machines, copiers, or phone systems and arrange for repairs when equipment malfunctions.</td>
<td>21.79%</td>
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</tr>
<tr>
<td>UGA JD</td>
<td>Select, train, or supervise student employees/others.</td>
<td>21.79%</td>
<td></td>
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</tr>
<tr>
<td>ONET</td>
<td>Review work done by others to check for correct spelling and grammar, ensure that company format policies are followed, and recommend revisions.</td>
<td>17.95%</td>
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</tr>
</tbody>
</table>
**Campus Engagement & Validation**

Subject Matter Expert Demographic Information

<table>
<thead>
<tr>
<th>Name</th>
<th>Job Title</th>
<th>Years at GT</th>
<th>Years in Current Title</th>
<th>IR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buckner, Latanya</td>
<td>Asst Dir Business</td>
<td>22</td>
<td>10</td>
<td>4.0</td>
</tr>
<tr>
<td>Walker-Morse, Luanne</td>
<td>Asst Dir Business</td>
<td>27</td>
<td>15</td>
<td>5.5</td>
</tr>
<tr>
<td>Williams, Lloyd</td>
<td>Asst Dir Business</td>
<td>26</td>
<td>20</td>
<td>16.4</td>
</tr>
<tr>
<td>Nunn, Jules</td>
<td>Dir Financial Admin</td>
<td>20</td>
<td>67</td>
<td>5.5</td>
</tr>
</tbody>
</table>

List of Initial Essential Functions by Job Title in Validation Survey Format

**Financial Administrator I**

**Importance of Essential Functions for Financial Administrator I.**

**Instructions:** For each Essential Function, provide and importance rating using the scale provided. The Essential Functions listed are specific to the above position only.

1. Within an academic/research unit, assemble financial data related to proposals, grants, and contracts, general appropriations, endowments and other funds.

2. May prepare data for use in budget amendments and other budget related reporting.

3. Collect, reconcile and audit monthly unit expense transactions.

4. Process travel requests to include review for accuracy and appropriate...
Competency Framework: Behavioral Anchors

Core Competencies and Behavioral Anchors

**INCLUSIVENESS**

1. Demonstrates respect for people and their differences
2. Understands the benefits of a diverse workforce
3. Is trusted and respected by others
4. Includes and welcomes others
5. Works to understand the perspectives of others
6. Promotes opportunities to experience diversity on campus

<table>
<thead>
<tr>
<th>UNSATISFACTORY</th>
<th>IMPROVEMENT NEEDED</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>EXCEPTIONAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Does not demonstrate inclusiveness, fails to recognize the value of differences.</td>
<td>Is often not aware of or interested in diverse backgrounds or points of view.</td>
<td>Respects, includes, and recognizes differences.</td>
<td>Respects, includes, and recognizes differences; creatively incorporates dissimilar views.</td>
</tr>
<tr>
<td>2</td>
<td>Does not understand or promote the benefits of a diverse workforce</td>
<td>Has minimal understanding of the benefits of a diverse workforce</td>
<td>Understands the benefits of a diverse workforce.</td>
<td>Promotes the benefits of a diverse workforce.</td>
</tr>
<tr>
<td>3</td>
<td>Lack of inclusiveness fosters a lack of trust among customers and coworkers.</td>
<td>Tends to work either independently or with designated coworkers; trust is low among those not included.</td>
<td>Is respected and trusted by customers and coworkers.</td>
<td>Is highly respected and trusted by customers, coworkers, and campus partners in all dealings.</td>
</tr>
<tr>
<td>4</td>
<td>Is not welcoming or respectful; coworkers and campus partners often ‘work around’ to avoid interaction.</td>
<td>Is reticent to include new people or ideas.</td>
<td>Is inclusive and open to new people and ideas.</td>
<td>Includes and welcomes diverse individuals and groups.</td>
</tr>
<tr>
<td>5</td>
<td>Discourages different points of view; becomes defensive when asked to consider new/different ideas.</td>
<td>Is not always open to different points of view.</td>
<td>Seeks to understand and incorporate different points of view.</td>
<td>Is consistently open to and respectful of different points of view.</td>
</tr>
<tr>
<td>6</td>
<td>Neither understands nor promotes opportunities to experience diversity on campus.</td>
<td>Needs to develop understanding and awareness of opportunities to learn about and experience diversity on campus.</td>
<td>Understands and promotes opportunities to experience diversity on campus for self and others.</td>
<td>Participates in range of opportunities to learn about and experience diversity on campus; encourages others to do the same.</td>
</tr>
</tbody>
</table>
Roles & Responsibilities of Advisory Group
UGA Competency Model Advisory Group

**Vice President Offices**
- SVPAA & Provost and VP Instruction, Toni Rogers
- VP Development and Alumni Relations, Emily Czapinski
- VP Finance and Administration, Lindsey Van Note
- VP Information Technology, Pamela Burkhart
- VP Marketing and Communications, Jennifer Kesler
- VP Public Service and Outreach, Gwen Moss
- VP Research, Kevin Burt
- VP Student Affairs, Susan Cowart

**Colleges/Schools**
- Agricultural and Environmental Sciences, Sadie Brown
- Arts and Sciences, Nakia Wade
- AU/UGA Medical Partnership, Bill Prigge
- Business, Don Perry
- Ecology, Emily Schattler
- Education, Andy Garber
- Engineering, *Awaiting hire of new HR Coordinator*
- Environment and Design, Vicki Poole
- Family and Consumer Sciences, Jenny Ramsey & Delilah Nageotte
- Forestry and Natural Resources, Jennifer Mathews
- Graduate School, Tonia Austin-Brown
- Journalism and Mass Communication, Brooke Rooks
- Law, Blake Waldrop
- Pharmacy, Jessica C Hart
- Public and International Affairs, Shelly Terrazas
- Public Health, Diane Baird
- Social Work, Jeanell Muckle
- Veterinary Medicine, Sean Rogers

**Other Units:**
- Athletic Association, Amy Thomas
- Auxiliary Services & Dining Services, Kathryn Flores
- Facilities Management Division, Kathy Hines & Penny Benton
- Georgia Center, Darrell Goodman
- International Education, Leigh Knapp
- Institutional Research, Mary Moore
- Libraries, Mollie Armour
- OneSource, Sarah Fraker
- Transportation & Parking, Shaquavia Bell
- University Health Center, Bonny Hicks
Advisory Group Roles & Responsibilities

- Provide quality control and assurance in development of a competency model to be utilized for staff performance management.
- Provide names of potential members of focus groups who are subject matter experts and/or other high performers.
- Assist with development of base behavioral competencies for all UGA positions.
- Assist Central HR with data validation and training needs.
- Advisement on campus communications.

Note that all work must be approved by senior leadership
Timeline for Development & Implementation of UGA Competency Model
Competency Framework: Roadmap

Next Steps:
- Information Gathering
- **Internal Review & Consolidation of Tasks/KSAO’s**.................3/1/2019
- Campus Engagement & Validation ........................................Spring 2019
- Data Analysis........................................................................Spring 2019
- Development of Behavioral Anchors.................................Summer 2019
- Campus Engagement & Validation.................................Summer 2019
- Training & Education......................................................Fall 2019
- Application!