Using Key Areas of Responsibilities (KARs) and Competencies

Vice President for Research Units
September 21, 2012
Our Goals for Today

• Reinforce the difference between
  – **KARS**: What we do
  – **Competencies**: How we do it

• Reinforce how KAR’s and Competences are designed to help in meeting individual and unit goals

• Reinforce the difference between
  – **Universal** Competencies
  – **Technical** Competencies

• Illustrate how KAR’s and Competencies **help** you define a job and the required skill set
The University’s Compensation and Classification system for non-organized Professional and Scientific staff was redesigned in 2011. The goals/results of the redesign:

• Pay for performance

• Annual calibration of market data and salary ranges

• Recruit, develop, and retain talent

• Support opportunities for career development; provide transparency
2 Key Components of Every Job

The “what” – Key Area of Responsibilities (KAR’s)

• Outcomes of the tasks/activities you are responsible for performing

The “how” – Competencies

• The application of knowledge, skills and abilities
KAR’s and Competencies – Example for a Research Assistant

The “what” – Key Area of Responsibility (KAR’s)

• Conduct Experiments– Perform experimental procedures assuring fidelity to protocols.

The “how” – Competencies

• Research Analysis– Knowledge of and ability to locate, interpret and evaluate research findings compiled and documented by others and use this material to support research.
KARS and Competencies Help Individual and Organizational Performance

- Determine Best Hire
- Determine Development Needs
- Give Feedback That Enhances Performance
- Set Performance Expectations

Successful Job Performance & Achievement of Individual, Unit and University Goals
Balance is Key

Goal is to have a balance of both!

• Example –
  • Good at the “what” but not the “how” or
  • Good at the “how” but not the “what”
What are Competencies?

Competencies –
the application of knowledge, skills, and abilities

- Knowledge
- Skills
- Abilities

Successful Job Performance & Achievement of Unit and University Goals
Competencies are described by:

- A Definition
- Proficiency Levels
- Typical Behaviors

Competencies: A new resource for staff and supervisors in describing jobs, identifying and evaluating performance expectations, and guiding personal and professional development.
Basic Application

Uses basic understanding of the field to perform job duties; may need some guidance on job duties; applies learning to recommend options to address unusual situations.

Working Experience

Successfully completes diverse tasks of the job; applies and enhances knowledge and skill in both usual and unusual issues; needs minimal guidance in addressing unusual situations.

Extensive Experience

Performs without assistance; recognized as a resource to others; able to translate complex nuances to others; able to improve processes; focus on broad issues.

Expert/Leader

Seen as an expert and/or leader; guides, troubleshoots; has strategic focus; applies knowledge and skill across or in leading multiple projects/orgs; demonstrates knowledge of trends in field; leads in developing new processes.

Just as job classifications increase in complexity of responsibilities within a job family, so do the typical behaviors associated with the higher levels of proficiency.
Positive Impact/Achieving Results — Ability to utilize and leverage existing resources and learning to achieve or exceed desired outcomes of current and future organizational goals/needs. Able to demonstrate ethical behavior in diverse situations while producing results.

**Basic Application**
- Appreciates the difference between effort and achievement and produces results that are important to unit.
- Grasps the inevitability and challenges of change and adapts tactics accordingly; utilizes learning opportunities to prepare for changing work and methods.
- Demonstrates a willingness to carry out responsibilities and a positive approach to accomplishing work.
- Demonstrates an understanding of how work aligns to organizational mission, vision, and University environment.

**Working Experience**
- Adjusts to and develops self to prepare for new or changing assignments, processes, people, and priorities as organizational needs dictate.
- Sets clear expectations for self and team to achieve work objectives and overcome obstacles.
- Strives for excellence in performance by upholding established ethical standards and upholding university values.
- Provides frequent updates on operations and financial performance to leadership.

**Extensive Experience**
- Ensures time, resources, energy, learning opportunities, and actions are focused on priorities that matter to the changing workplace.
- Creates a team environment of accountability and commitment for reaching goals and desired results; ensures team is developed to address future needs.
- Ensures compliance with codes of ethics that benefit the overall good of all constituents.
- Demonstrates and communicates a big picture understanding of the organization, its interrelationships, and priorities.

**Expert/Leader**
- Takes personal responsibility for the success of the group, unit, department, or organization.
- Promotes organizational values in ethical and responsible decision making.
- Works to create a climate that values and rewards initiative, excellence, continual learning, and achievement of results.
- Deals effectively with ambiguity and change; coaches others in behaviors and prepares others through development for ongoing effectiveness.
Two Types of Competencies

1. **Universal Competencies** – apply to all University jobs and support our core values
   - Positive Impact/Achieving Results,
   - Service Excellence/Customer Focus,
   - Collaboration/Embracing Diversity

2. **Technical competencies** – apply to a specific job
   - Job Family Technical – usually apply to jobs within a job family
   - Optional Technical – may apply to a particular job or assignment
KARs and Competencies by Classification

• Accessible through the ePersonnel file in Self-Service
  • KARs – resulted from the Comp and Class Redesign Project
  • Competencies – following a purchase of competency library and the work of campus wide committees

• Next: Demonstration of how to view the information in the employee’s e-Personnel file and how to select the most relevant competencies.

• Later: Illustrate how job specific competencies can be identified by employee and supervisor; initial focus on competencies that are most essential to accomplishing the KAR’s and specific job duties in support of agreed upon goals.
Finding KARs & Competences – Employee
If you find any discrepancies with the information in your ePersonnel file, please email your HR Unit Rep with the details: judie-hermsen@uiowa.edu.

**CONTACT INFORMATION**

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**SUPERVISORS**

The following person(s) are listed as your Supervisor(s):

**APPOINTMENT AND SALARY FOR ADMINISTRATOR, HR SERVICES**

- **Effective Date:** 12/31/2011
- **Department:** 05-0315 - Human Resources/VP Finance & Operations
- **Title:** Administrator, HR Services
- **Position Number:**
- **Job Type:** Professional
- **Percent Time:** 100%
- **Regular/Temp:** Regular
- **Hire Date:**
- **P&S Effective Date:**
Competencies Help Guide Us
KAR’s and Competencies are the Core of HR/Management Processes

Key Area of Responsibilities & Competencies

- Recruitment/New Hire
- Onboarding/Set Expectations
- Succession Planning
- Career Development
- Performance Review/Set Goals
- Compensation Management
• Integration will be through utilization of vendor purchased software –

• First application is for performance management
What can we do today to prepare?

• Identify relevant KAR’s and Competencies for a specific job
  – Demonstrate how to select KAR’s and Competencies using the Job Classification View Tool
  – May use the local job description template to record the information

• Use KAR’s and Competencies in the performance management process
Administrative Services Coordinator

Using Job Classification View Tool, demonstrate how to create job description:

- Specific Job Duties aligned with KAR’s
- Competencies
What have we learned?

- What is a KAR.
- What is a Competency.
- What is a Universal Competency.
- Where can you find Technical Competencies when you define a job.
- In what human resources and management processes will competencies help you.
Next Steps for VPR Units

• September 2012 to December 2012
  – HR unit reps and supervisors to add universal competencies to merit positions
  – Best practice – supervisors should plan to have a conversation with employees regarding KARS and universal/technical competencies. Through the interactive process, the supervisors will be encouraged to provide feedback on progress towards FY 12 goals and modify as needed.

• January to March 2013
  – Performance review - July 1, 2012 to March 31 based on KAR’s, competencies and goals for FY 13 from FY12 evaluation.
  – Each employee will need to have a rating entered in the system by March 31
  – Employees should be engaged in the process through self-evaluation as well as goal setting for FY 14.
  – New optional performance review template is strongly encouraged.

• 2013 Budget Process
  – Pay increases for FY 14 will be based on performance and salary in relation to the zone.