



## Overview of Core Competencies and Ratings

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## Introduction

During the annual performance evaluation period (April 1 of the previous year through March 31 of the current year), staff member performance is rated on a set of competencies on the basis of performance expectations determined by the supervisor. Selection of competencies is required prior to beginning the annual evaluation. The determination of the elective competencies shall be made in conjunction with the staff member, with consideration given to the job the qualifications, essential functions, duties and responsibilities of the position.

## Explanation of Core Competencies and Behaviors

Staff members are evaluated on a total of 11 core competencies – six (6) Furman Core Competencies and five (5) core competencies from the Supervisory Core Competencies (if applicable) and/or the Job-Specific Core Competencies. Each core competency is comprised of a set of four (4) behaviors which measure the staff member's skill, knowledge, ability and characteristics needed to successfully perform job responsibilities.

### Furman Core Competencies and Behaviors

There are six (6) core competencies which are considered essential for success at Furman. All staff members should demonstrate proficiency in each of these competencies in their day-to-day tasks and responsibilities. They are:

#### ***Build One Furman***

Assessment for this Furman Core Competency requires the supervisor to measure whether the staff member demonstrates responsibility for the image and effectiveness of the University. Behavioral indicators for this competency are:

- Acts as an ambassador for the University with internal and external community
- Applies what is learned to positively impact the University
- Actively participates as a member of the campus community
- Appreciates and acknowledges the efforts and achievements of others

#### ***Collaboration***

Assessment for this Furman Core Competency requires the supervisor to measure whether the staff member considers the likely effects on others of one's words, actions, appearance, and mode of behavior, while working toward solutions in a group. Behavioral indicators for this competency are:

- Builds teamwork, respect, honesty, integrity and fairness to all staff members
- Contributes to positive, cooperative, and productive workplace relationships
- Cooperates with colleagues to achieve results in alignment with the operations and mission of Furman University
- Seeks to understand the perspective and opinion of others

### ***Communication***

Assessment for this Furman Core Competency requires the supervisor to measure whether the staff member contributes to an atmosphere in which timely and high-quality information flows smoothly to applicable individuals and groups, inside and outside of the University, as necessary and appropriate. Behavioral indicators for this competency are:

- Presents information clearly and concisely and communicates effectively in all situations
- Communicates verbally and in writing at a level appropriate for his/her position
- Actively listens to suggestions and feedback from others and responds appropriately
- Maintains confidentiality and exercises good judgment in what is shared with others

### ***Institutional Values***

Assessment for this Furman Core Competency requires the supervisor to measure whether the staff member supports and promotes an environment that holds opportunities for all, an understanding of the perspectives of others, and effectively balancing the interests and needs of one's own group with those of the broader organization. Behavioral indicators for this competency are:

- Embraces the University's commitment to cultivate and accept a diverse and inclusive work environment
- Works to build mutual respect, trust and civility
- Through adherence to University policies and procedures, demonstrates commitment to the University's mission and strategic priorities
- Assumes responsibility for regular and punctual attendance

### ***Professional Growth***

Assessment for this Furman Core Competency requires the supervisor to measure whether the staff member demonstrates eagerness to increase necessary knowledge, skills, and judgment necessary to perform job more effectively. Behavioral indicators for this competency are:

- Asks for and uses feedback to improve performance
- Seeks and acquires new competencies, work methods, ideas, and information that will improve own efficiency and effectiveness on the job
- Takes on new challenges, projects, and short term assignments
- Participates in a professional growth or development opportunity

### ***Service***

Assessment for this Furman Core Competency requires the supervisor to measure whether the staff member demonstrates responsibility to meeting the needs of co-workers, faculty, alumni, managers, students, parents, or community members, in a fashion that seeks to ensure their full satisfaction. Behavioral indicators for this competency are:

- Strives to provide exceptional customer service through accessibility, assistance and support for internal and external constituents
- Responds in a timely and helpful manner
- Demonstrates commitment to service excellence and the creation of a service-oriented culture

- To improve service, evaluates stakeholder satisfaction and uses data, feedback and observation

## **Supervisory Competencies and Behaviors**

Staff members with supervisory responsibilities shall be evaluated on a set of supervisory competencies in addition to the Furman Core Competencies. Supervisory competencies are based on several criteria including an individual's ability to manage and lead staff toward successfully completing performance objectives.

The supervisor and the staff member with supervisory responsibilities must identify five (5) additional competencies with a minimum of three (3) Supervisory Core Competencies that relate to the staff member's supervisory position. Two (2) additional Job-Specific Core Competencies may be identified that relate to the staff member's specific job responsibilities. However, in the alternative, all five (5) Supervisory Core Competencies may be selected in lieu of the selection of any of the Job-Specific Core Competencies.

Supervisory competencies are:

### ***Development and Training***

Assessment for this Supervisory Core Competency requires the supervisor to measure whether the staff member with supervisory responsibilities works to improve and reinforce performance of his or her direct reports through expectations, tracking progress supports direct reports in developing knowledge, skills, and abilities in the interest of performance improvement and employee's career development. Behavioral indicators for this competency are:

- Enables staff members to grow and succeed through constructive feedback, appraisals, instruction, and encouragement
- Builds relationships with staff members so that coaching efforts are received positively
- Identifies and evaluates training programs to ensure content meets staff needs
- Champions staff member development for career growth and mobility

### ***Leadership***

Assessment for this Supervisory Core Competency requires the supervisor to measure whether the staff member with supervisory responsibilities builds consensus among his or her direct reports and colleagues, keeping the best interests of the organization in mind, while working cooperatively and collaboratively to resolve differences, so as to maintain alignment with, and meet University goals and objectives. Behavioral indicators for this competency are:

- Manages conflicts between staff members effectively
- Engages people, organizations, and partners in developing goals, executing plans, and delivering results
- Models the use of sound judgement and integrity to make clear, transparent decisions regarding complex and/or sensitive issues or materials
- Inspires and encourages others to adapt to institutional objectives

### ***Performance Management***

Assessment for this Supervisory Core Competency requires the supervisor to measure whether the staff member with supervisory responsibilities explores positions and alternatives to reach outcomes that gain acceptance of all parties. Initiates and/or manages the change process and energizes it on an ongoing basis, taking steps to remove barriers or accelerate its pace. Behavioral indicators for this competency are:

- Sets clear and realistic performance expectations and goals for staff
- Uses tact and diplomacy when dealing with others
- Delegates tasks and responsibilities for specific outcomes or achievements appropriately and fairly
- Takes appropriate corrective action to address performance and conduct issues

### ***Quality Improvement***

Assessment for this Supervisory Core Competency requires the supervisor to measure whether the staff member with supervisory responsibilities has the skill set to systematically improve University operations and outcomes through the use of team building, data collection, analysis, the implementation of departmental efficiencies, and standards of measurement. Behavioral indicators for this competency are:

- Strives for high quality performance and takes initiative to make improvements and deliver results
- Takes initiative and evaluates University best practices to improve efficiency and effectiveness resulting in high quality performance in self and in the organization
- Builds effective teams across divisions and departments
- Develops departmental goals which enhance and improve productivity

### ***Resource Management***

Assessment for this Supervisory Core Competency requires the supervisor to measure whether the staff member with supervisory responsibilities demonstrates the ability to analyze and deploy University resources such as financial, inventory, human skills, production, and information technology, effectively and strategically. Behavioral indicators for this competency are:

- Displays stewardship and demonstrates accountability, discretion and sound judgment in managing University resources
- Anticipates challenges and problems and responds in a timely manner
- Holds staff members accountable for their effective stewardship of University resources
- Identifies appropriate staff resources, material, and vendor needs required to complete projects

## **Job-Specific Competencies**

Staff members with no supervisory duties shall be evaluated on five (5) Job-Specific Core Competencies in addition to the Furman Core Competencies. The supervisor and the staff member must identify five (5) core competencies that relate to the staff member's specific job responsibilities.

The competencies are:

### ***Accountability***

Assessment for this Job-Specific Core Competency requires the supervisor to measure whether the staff member demonstrates a high level of dependability in all aspects of the job including thoroughness in accomplishing a task, and organizes time and resources efficiently. Behavioral indicators for this competency are:

- Takes ownership of all responsibilities
- Follows through on responsibilities and tasks in an effective manner
- Acknowledges and corrects mistakes; does not make excuses or shift blame
- Completes tasks in a timely and efficient manner

### ***Decision Making***

Assessment for this Job-Specific Core Competency requires the supervisor to measure whether the staff member logically, wisely, and authoritatively addresses situations at hand after adequately contemplating various available courses of action. Behavioral indicators for this competency are:

- Identifies problem areas from fact-based, non-emotional perspective
- Considers realistic alternative solutions and considers consequences of each
- Willing to make hard decisions after appropriate evaluation
- Uses sound judgment and integrity to make decisions

### ***Flexibility***

Assessment for this Job-Specific Core Competency requires the supervisor to measure whether the staff member responds to change with a positive attitude, adjusting a method of approach or behavioral style when necessary to achieve an objective or meet the needs of a situation. Behavioral indicators for this competency are:

- Demonstrates ability to maintain composure under stressful or uncertain situations
- Adapts to changes in work duties quickly and efficiently
- Views new challenges as opportunities for improvement
- Accurately assesses situational demands and respond appropriately

### ***Fiscal Responsibility***

Assessment for this Job-Specific Core Competency requires the supervisor to measure whether the staff member exercises appropriate financial controls, judgment, oversight, adherence to policy, and stewardship relevant to his or her role at the University. Behavioral indicators for this competency are:

- Proactively initiates resource savings and reductions, weighing alternatives and their benefits
- Safeguards fiscal resources and adheres to all internal control procedures designed to prevent and detect theft or misuse of funds
- Keeps current on fiscal procedures, principles, standards, rates, etc.
- Ensures all data is properly calculated and reported

### ***Initiative and Motivation***

Assessment for this Job-Specific Core Competency requires the supervisor to measure whether the staff member proactively takes appropriate action to complete a task and applies original thinking his or her approach to job responsibilities and to improve processes, methods, systems, or services. Behavioral indicators for this competency are:

- Sees opportunities for creative problem solving while staying within the parameters of good practice
- Seeks new and improved techniques, solutions and approaches to completing assignments
- Takes appropriate independent action to address, improve or resolve a situation with little supervision
- Encourages self and others to meet performance objectives

### ***Job Skills and Knowledge***

Assessment for this Job-Specific Core Competency requires the supervisor to measure whether the staff member relates extensive or in-depth specialized comprehension, aptitude, and judgment to accomplish a result or to accomplish one's job effectively. Behavioral indicators for this competency are:

- Demonstrates the appropriate level of proficiency in the principles and practices of one's position
- Utilizes functional and technological advancements to facilitate mastery of occupational skills
- Applies background, technical knowledge, education and prior job experiences to current and new job situations
- Performs job duties and responsibilities with awareness and consideration for other departments within the University

### ***NCAA/Southern Conference Compliance***

Assessment for this Job-Specific Core Competency requires the supervisor to measure whether the staff member, at all times, follows University, NCAA and Southern Conference regulations and policy while performing assigned duties with integrity. Behavioral indicators for this competency are:

- Respectfully participates in rules education programs
- Abides by all NCAA and Southern Conference legislation including recruiting, eligibility, financial aid, benefits, and playing and practice legislation
- Seeks interpretive assistance of NCAA and Southern Conference legislation as needed
- Reports inadvertent and other rules violations upon learning of infraction(s)

### ***Operation and Maintenance of Equipment***

Assessment for this Job-Specific Core Competency requires the supervisor to measure whether the staff member maintains and demonstrates the necessary work skills to maintain University equipment and ensure its safe operation. Behavioral indicators for this competency are:

- Routinely inspects equipment, and adheres to the proper maintenance schedule
- Uses equipment for its intended purpose only, protecting it from damage and misuse
- Responds quickly to malfunctions, seeking assistance as needed and ensuring equipment is fully operational prior to using it again
- Prior to use, learns the functions, purposes and limitations of new equipment

### ***Safety***

Assessment for this Job-Specific Core Competency requires the supervisor to measure whether the staff member promotes safety consciousness and well-being through compliance with safety regulations, and performs job duties in a manner that minimizes hazards to oneself, and maintains a physical work environment that contributes to the well-being of others. Behavioral indicators for this competency are:

- Follows safety and other regulations when handling and operating equipment
- Performs assigned tasks using safe practices and maintains a safe work environment
- Identifies and reports any unsafe conditions, incidents, and injuries in a timely manner
- Responds positively to safety-oriented feedback

### ***Security***

Assessment for this Job-Specific Core Competency requires the supervisor to measure whether the staff member follows all University policies and exercises superior judgment in protecting campus data, and equipment, while supporting safety through monitoring and/or reporting potential dangers. Behavioral indicators for this competency are:

- Demonstrates maturity and discretion when handling difficult and/or sensitive issues and information
- Properly controls, maintains and secures Furman University-owned equipment, information and data
- Checks and reports potential hazards or breaches of security plans while in the workplace or in the field
- Actively supports a culture of safety, security and privacy

### ***Work Productivity (Quality and Quantity)***

Assessment for this Job-Specific Core Competency requires the supervisor to measure whether the staff member establishes a systematic course of action for self and/or others that includes prioritizing attention to detail, and creating timetables to ensure accomplishment of a specific objective and achieve maximum productivity. Behavioral indicators for this competency are:

- Demonstrates accuracy and thoroughness when completing assigned tasks and projects
- Consistently produces quality work
- Prioritizes responsibilities and manages time wisely
- Uses resources effectively

## Performance Ratings

### Explanation of Ratings

Supervisors shall select one of the ratings below that describes the staff member's overall performance for each of the selected competencies relative to the expectations of the position and based on documented information for this evaluation year:

- Needs Improvement in two (2) or more behaviors;
- Needs Improvement in one (1) behavior;
- Accomplished Performance;
- Exemplary Performance in one (1) behavior; and
- Exemplary Performance in two (2) or more behaviors.

The above-referenced performance ratings are given to assess the staff member on the associated behaviors of the Furman Core Competencies and applicable Supervisory and/or Job-Specific Core Competencies. The rating given for the competency and associated behaviors should be an honest, accurate assessment of the staff member's performance. ***The supervisor is required to cite a specific example of the behavior(s) for any rating of Needs Improvement in two (2) or more behaviors, Needs Improvement in one (1) behavior, Exemplary Performance in one (1) behavior, or Exemplary Performance in two (2) or more behaviors.***

### Explanation of Scoring and Overall Rating

Each competency – the six (6) Furman Core Competencies, and the five (5) selected Supervisory and/or Job-Specific Core Competencies, is assigned the same value based on the rating. A rating of **Needs Improvement in two (2) or more behaviors** is worth four (4) points, a rating of **Needs Improvement in one (1) behavior** is worth six (6) points, a rating of **Accomplished Performance** is worth eight (8) points, a rating of **Exemplary Performance in one (1) behavior** is worth ten (10) points, and a rating of **Exemplary Performance in two (2) or more behaviors** is worth twelve (12) points. The sum of the points determines the overall rating based on the following scale:

44-74	Needs Improvement
75-114	Accomplished Performance
115-132	Exemplary Performance

## Conclusion

Any questions regarding competency selection may be sent via e-mail to [humanresources@furman.edu](mailto:humanresources@furman.edu).