Examples of Functional Competencies

Functional competencies are specific to a specific department or type of job. Functional competencies describe the knowledge, skill, and/or abilities required to fulfill required job tasks, duties or responsibilities. Competencies from 3 sources follow. The following lists of competencies are examples of competencies that may have been used or are recommended by other organizations. The competencies may be adapted for use in a specific department or job type at Georgia Perimeter College. The lists are not complete but they may give you ideas for the development of other functional competencies.

The following competencies come from or were adapted from the NC Office of State Personnel

**Business Administration:** Knowledge of appropriate business practices and procedures. Ability to allocate resources, plan procurement and oversee budgets and contracts to ensure fiscal stability of the college.

**Advising:** Ability to provide advice and counsel on academic and college processes. Ability to understand programs of study, college processes, campus, student services and academic organization and culture.

**Coordination of Work:** Ability to follow instructions through a standard work process. Ability to perform routine tasks. Ability to check work for accuracy before completion of tasks.

**Counseling:** Ability to provide counseling on an individual and group basis to achieve academic and/or personal goals. Ability to navigate college processes and resolve issues. Ability to use interpersonal skills and methods to encourage students and reduce or eliminate conflict.

**Data Analysis:** Knowledge of statistical theory and applications. Ability to monitor and collect research data to assess accuracy, validity, and integrity. Ability to analyze statistics and other data. Ability to interpret and evaluate results, and create reports and/or presentations.

**Data Collection:** Ability to observe, monitor, collect, and record data. Ability to assess the accuracy, validity and integrity of the data.

**Equipment Operation:** Knowledge of appropriate procedures for using, and ability to use specific equipment or machines to meet defined quality and quantity standards.

**Facilitation:** Ability to assist a group or individuals to accomplish specific goals. Ability to manage change by providing the need structure and environment for interactions to be effective.

**Financial Accountability:** Ability to allocate resources, plan procurement, and oversee budgets and contracts to ensure fiscal stability of the organization.

**Financial Management – Budget:** Ability to plan and monitor the use of expenditures to meet organizational objectives and compliance. Ability to prepare budget documents and reports.
Financial Management – Receipted Programs: Knowledge of appropriate policies and procedures for day-to-day management of the financial aspects of a specific program.

Office Technology: Ability to utilize equipment, office software (i.e. Word, Excel, Access, FrontPage) and web based applications (i.e. Banner, ADP) to meet the needs of students, co-workers and the College. Ability to utilize office equipment to prepare correspondence, reports, forms, mailings etc.

Organization and Scheduling: Ability to identify appropriate dates, times, rooms, refreshments etc. for meetings, classes and/or college events. Ability to coordinate invitations, attendance lists, materials and supplies. Ability to determine the logistics for meetings, classes and/or events are in place for smooth execution of meetings, classes and events.

Record Keeping: Ability to review documents and files for necessary data, enter appropriate data into systems or files, check records for accuracy and completion and retrieve data to produce reports or to answer questions.

Grants Management: Knowledge of appropriate policies and procedures for financial monitoring and compliance of one or more grants to include documentation, reporting, renewal, extension and closeout.

Grant Writing: Ability to research funding opportunities. Ability to develop and write proposals. Ability to advocate/represent the organization/agency/university. Ability to negotiate details of the grant.

Human Resource Management: Knowledge of the appropriate policies and procedures for recruiting, selecting, developing, counseling, disciplining, and evaluation performance of employees to retain a diverse workforce. Ability to administer and ensure compliance with human resource policies and procedures. Ability to observe and assess work. Ability to provide feedback. Ability to provide technical supervision of staff. Ability to develop plans for employees to gain necessary knowledge, skills, and abilities. Ability to plan for and support employees in career development opportunities.

Information/Records Administration: Knowledge of appropriate data collection policy and procedures, filing systems, data management systems, and programs. Ability to compile assimilate, organize, and store printed and electronic information. Ability to review, compile and analyze information to prepare reports.

Instruction: Ability to instruct and train employees, students, faculty and/or other clients by providing information, including appropriate procedures, practices and/or the operation of equipment.

Knowledge – Professional: Possession of a designated level of professional skill and/or knowledge in specific area(s) and to keep current with developments and trends in area(s) of expertise, usually acquired through post-secondary education.

NOTE: Where more than one area of professional knowledge is required, more than one Knowledge competency may be listed of specific needs may be documented in competency profile. For example, if a job requires engineering and biological knowledge, Knowledge competency factors may include Knowledge (Engineering) and Knowledge (Biology). Typically earned in an academic setting resulting in at least a four-year degree.
Knowledge – Program: Possession of knowledge of program procedures, methods and practices and their application to specific situations, usually acquired on the job or in lower-level positions in the same or similar career path.

NOTE: Where more than one program knowledge is required, document specific needs in competency profile.

Knowledge – Technical: Possession of a designated level of technical skill or knowledge in a specific technical area(s) and the ability to keep up with current developments and trends in areas of expertise. May be acquired through academic, apprenticeship or on-the-job training or a combination of these.

NOTE: Where more than one area of technical knowledge is required, more than one Knowledge competency may be listed or specific needs may be documented in competency profile.

Managing Work Processes: Ability to measure and evaluate work processes, services and products to achieve organizational goals. Ability to redesign processes as needed using best methods and technology to meet or exceed business needs. Ability to use appropriate methods to identify opportunities, implement solutions, and measure impact.

Office Technology: Ability to utilize office equipment and other relevant technology (software and systems) to meet business needs.

Project Management: Ability to provide oversight for project(s) and all related activities in that setting to include quality assurance and safety. Ability to coordinate and manage facilities, equipment, supplies and related resources as necessary for the project. Ability to monitor environmental risks, if any an quality control. Ability to establish a set of tasks and activities associated with an intended outcome and timeline. Ability to ensure actions are performed and/or implemented to achieve the results of the project.

Research: Ability to review and study relevant information from various sources to develop new information. Ability to identify primary and secondary authorities to validate the research.

Safety and Health Compliance: Ability to demonstrate an understanding of applicable policies and procedures. Ability to maintain conditions that ensure a healthy and safe working environment.

Safety and Health Management: Knowledge of effective Safety and Health Management policies and procedures. Ability to establish a culture of safety for employees and to ensure that work processes are free from safety and health hazards. Ability to ensure that employees are properly trained and that programs are in place to ensure safety.

Technical Solutions Development: Ability to demonstrate a methodical and logical approach to addressing customer needs. Ability to use innovative solutions and/or designs where appropriate.
**Technical Support:** Ability to understand internal/external customer technologies and problem resolution techniques. Ability to communicate effectively with customers. Ability to listen to symptom descriptions; to analyze problems; to respond effectively and to provide constructive feedback to the client on problem resolution.

**Technology Management:** Ability to use efficient and cost-effective approaches to integrate technology into the workplace and improve program effectiveness. Ability to develop strategies using new technology to enhance decision making. Ability to understand the impact of technological change on the organization. Functional competencies relate to the technical competencies, which are most closely aligned with the value contributed by accounting professionals.

**Training:** Ability to lead and guide others to develop new skills or knowledge that will enhance their work. Ability to design, develop, and/or deliver training programs.

The following competencies come from or were adapted from the competencies developed by the American Institute of Certified Public Accountants, [www.aicpa.org/edu/func](http://www.aicpa.org/edu/func)

**Decision Modeling:** Must be able to use strategic and critical approaches to decision-making. Must objectively consider issues, identify alternatives, and choose and implement solutions approaches in order to deliver services and provide value.

**Risk Analysis:** Identification and management of audit risk (that is, the risk that the auditor will fail to detect a misstatement, caused by inadvertent error or fraud, that is, material to financial statements). Understanding of how business risk (that is, the risk that an entity – either a client or the prospective accounting professional’s employer – will fail to achieve its objectives) affects business strategy.

**Measurement:** Measures used should be both relevant (that is, bear on the decision to be made) and reliable (consistently measure what they purport to measure). Various measurements and disclosure criteria used by accounting professionals – such as GAAP, OCBOA (Other Comprehensive Basis of Accounting) and tax reporting – have been codified to some degree. Other performance measures (such as Economic Value Added) or stated criteria (for example, investment performance) are used for special purposes. Some measurement criteria (such as effectiveness of internal control) are measured qualitatively, rather than quantitatively.

**Reporting:** Communicating the scope of work and findings or recommendations. Communicating clearly and objectively the work done and the resulting findings. Use appropriate standards for reporting certain findings or recommendations.

**Research:** Possesses a foundation in standards and other relevant rules which are constantly evolving. Able to obtain information from within and outside an entity. Must have strong research skills to access relevant guidance or other information, understand it, and apply it.
Leverage Technology to Develop and Enhance Functional Competencies: Must acquire the necessary skills to use technology tools effectively and efficiently. These technology tools can be used both to develop and apply other functional competencies.

The following 4 competencies were adapted from an article “10 Essential Competencies for IT Pros” in TechReublic at www.articles.techrepublic.com.

Understanding existing and emerging technologies: Possesses a deep and broad knowledge base in fundamental technical skill sets. Stays informed on emerging trends.

Designing technical architecture: Knows the principles of good, solid architectural design. The design of an effective technical architecture puts the pieces together such that the machine works without sacrificing ease of use and cost. Provides customers with a quality, easy-to-operate product in less time and at less cost. The same concept translates equally to the design and development of individual applications and systems.

Integrating systems: Improves productivity through better movement of data through automated applications. Able to connect systems with others and provides high quality interoperability.

Understanding business practices, approaches, organization, politics, and culture: Understands the dynamics that drive how a particular business operates. Able to navigate multiple cultures i.e. campus, academic, college wide etc. Is sensitive to politics and is aware of the idiosyncrasies of the organizational/college environment.

Functional Competencies for Administrative Support

Coordination of Work: Ability to follow instructions and standard work processes to perform routine tasks. Ability to check work for accuracy before completion of tasks. Ability to determine when tasks are complete.

Data and Document Collection: Ability to monitor, collect, record and organize data/documentation for academic, student and personnel/payroll records and reports. Ability to assess the accuracy, validity and integrity of the data. Ability to follow up until records, documents and data are complete.

Office Administration: Knowledge of appropriate office practices and procedures. Ability to organize file, records and supplies, reconcile budgets and purchasing cards, prioritize work appropriately, order supplies and materials, and prepare correspondence to ensure the smooth operation of the office and timely completion of projects, processes and requests for service.