

SUITABLE SUPERVISOR COMPETENCY REFERENCE RUBRIC



STUDENT EMPLOYMENT Use for on-campus, part-time, and other student employment roles. Focus on day-to-day workplace habits, customer or stakeholder interactions, and contribution to the team.

Select the Suitable rating that best reflects the student's most consistent, observable performance. If a competency was not observed, leave it unrated.

Competency	Suitable Sub-competencies	1 Emerging Knowledge (Rarely)	2 Comprehension (Sometimes)	3 Early Application (Often)	4 Advanced Application (Consistently)
Career & Self Development	• <i>Awareness of Strengths & Challenges</i> • <i>Professional Development</i> • <i>Networking</i>	Identifies basic strengths or growth areas when prompted by a supervisor.	Explains how the job is building skills or experience.	Seeks feedback, uses it to improve performance, and explores professional learning opportunities.	Actively manages development goals, leverages feedback and builds relationships that support future growth.
Communication	• <i>Oral</i> • <i>Written</i> • <i>Non-Verbal</i> • <i>Active Listening</i>	Shares basic information with support.	Communicates routine information clearly and listens to guidance.	Adapts communication to the audience and asks timely clarifying questions.	Communicates clearly and respectfully across audiences while anticipating questions and facilitating understanding.
Critical Thinking	• <i>Situational Awareness</i> • <i>Gather & Analyze Data</i> • <i>Effective & Fair Decisions</i>	Recognizes a task or issue but relies on direction for next steps.	Identifies relevant information and a reasonable response with guidance.	Uses context, evidence, and different perspectives to make appropriate decisions.	Independently evaluates complex information and perspectives to make and explain well-reasoned, fair decisions.
Leadership	• <i>Inspire, Persuade & Motivate</i> • <i>Engage Resources & Seek Feedback</i> • <i>Facilitate Group Dynamics</i>	Participates when invited and is learning dynamics	Contributes ideas and responds appropriately and respectfully to feedback.	Takes initiative on defined work, seeks input, and helps move shared work forward.	Builds trust, mobilizes resources, includes others, and guides productive group progress.
Professionalism	• <i>Act with Integrity</i> • <i>Demonstrate Dependability</i> • <i>Achieve Goals</i>	Needs frequent reminders about attendance, time management, procedures, and/or workplace conduct.	Understands workplace expectations and meets them in routine situations.	Arrives prepared, follows procedures, meets deadlines, communicates absences or concerns promptly, and completes assigned work.	Consistently exceeds expectations through dependable performance, ethical judgment, accountability, and quality work.
Teamwork	• <i>Build Relationships for Collaboration</i> • <i>Respect Diverse Perspectives</i> • <i>Integrate Strengths</i>	Participates with or without guidance and is learning about shared responsibility.	Works respectfully with others and contributes to defined group work.	Builds positive relationships, values different viewpoints, and uses strengths to support group goals.	Fosters inclusive collaboration and skillfully connects varied strengths and perspectives.
Technology	• <i>Leverage Technology</i> • <i>Adapt to New Technologies</i> • <i>Use Technology Ethically</i>	Uses workplace technology only with close guidance and reminders about appropriate use.	Uses routine systems appropriately and follows basic technology procedures.	Uses technology accurately and efficiently, adapts to updates, and protects information appropriately.	Uses systems strategically, helps others adapt, and consistently models ethical, secure technology use.

Supervisor Notes: Before scoring, discuss role-specific expectations and examples of success with the student. Base the rating on behavior observed over time, rather than a single moment. Use the observation guide as evidence when selecting the Suitable rating. Use this review to guide a conversation, especially if the student is new to feedback. Rate performance demonstrated in this experience, based on observed work-related behaviors and duties, not who the student is as a person.

Role Alignment Tip: You may paste the student's job or experience description into ChatGPT and ask it to identify the most relevant Suitable competencies and 1-4 rating behaviors. Use this as a guide, then make the final rating based on your own observations.



Career Center

UNIVERSITY OF SOUTH CAROLINA