Classified Performance Management System
Core Competencies:

This document is intended as a resource to help supervisors and employees with the concepts of Core Competencies and developing associated performance measures or standards. The content of the performance standards presented below should not be used verbatim as it is unlikely that any particular job will contain all of these elements. The standards are presented as examples that can and likely should be modified to fit each individual situation.

The State Personnel Director has defined the following uniform, statewide core competencies: Accountability, Communication, Job Knowledge, Interpersonal skills, and Customer Service. These core competencies *must be included* in every employee performance plan and considered during every employee evaluation.

What is a competency?

> A competency is a measurable pattern of skills, knowledges, abilities, behaviors and other characteristics that an individual needs to perform work roles or occupational functions successfully.

Core Competency Descriptions and Sample Performance Standards:

Accountability – *The degree to which the employee's work behaviors demonstrate responsible personal and professional conduct, which contributes to the overall goals and objectives of CSM.* The employee knows and adheres to attendance, leave and other relevant policies, procedures, rules and regulations; displays a positive attitude, conveys a positive image of CSM, and encourages others to do well; takes the initiative to improve professional growth; is motivated, flexible, and committed to performing high quality work; demonstrates high standards of ethical conduct; meets changing conditions and situations in work responsibilities.

Alternative or additional concepts for consideration: Accepts constructive criticism and suggestions and makes appropriate changes; handles conflict in a constructive manner; seeks solutions acceptable to all; is willing to accept supervision; can consistently be relied on to perform in a professional manner; represents department and CSM in an exemplary fashion; is fully ready to work at the beginning of work schedule and continues until workday is done; observes break rules; *et cetera*.

Performance Standards –

Important caveat to include with each standard: Please note that the content of the performance standards is not intended to fully accommodate every situation that could arise, but rather it is intended to provide a sense of the intent of the levels of performance agreed to by the supervisor and employee.

Accountability Standards
Sample Language – *Must be adjusted to fit each job!*

Needs Improvement	Meets Expectations	Exceptional Performer
• Fails to consistently follow annual/sick leave policies	• Consistently adheres to annual/sick leave policies • Considers work commitments and work cycles when requesting leave	• During absence, ensures that all aspects of the job are covered
• Responds negatively or defensively to constructive feedback from others	• Listens to and considers critical feedback • Actively applies constructive feedback to future interactions & situations	• Augments and amplifies constructive feedback making significant positive changes to conduct & procedures
• Conveys unprofessional or inappropriate business image	• Usually appropriate professional or business image appropriately representing department • Consistently displays professional or business image that facilitates getting job done	• Represents department and CSM in a highly professional or business manner at all times • Supervisor often receives compliments on employee's professionalism
• Disregards department, School and State of Colorado polices and practices	• Adheres to department, University, and State of Colorado policies and practices • Makes others aware of department, University and State of Colorado policies and practices	• Encourages others to abide by department, School and State of Colorado policies and practices

Accountability Summary: Irrespective of which of the above or other elements make up "Accountability," a statement of how they will work together to derive the performance rating for this core competency needs to be created. A possible method could be equating the headings with numerical scores (Needs Improvement = 1, Meets Expectations = 2, Exceptional Performer = 3), then averaging the scores and applying the scores to a predetermined range such as Needs Improvement 1.00 to 1.85; Meets Expectations 1.86 to 2.70; Exceptional Performer 2.71 to 3.00. Choosing these numbers and creating the range should be a joint exercise with the employee. Of course, the supervisor should also assure that it is acceptable to the reviewer.

Interpersonal Relations – *The degree to which the employee interacts effectively with others to establish and maintain smooth working relations.* The employee develops and maintains effective, professional relationships; gains confidence and trust; considers and responds tactfully to the needs of others; takes personal responsibility for own words and actions, respects the opinions of others.

Alternative or additional concepts for consideration: Maintains smooth working relations, support and respect for others; demonstrates tact and diplomacy in negotiations or confrontations with others; contributes to employee morale and motivation; is accessible to others and responsive to their questions, needs and concerns; supports and appreciates the diversity of co-workers, students, customers and visitors; shares information, credit and opportunities; displays an appropriate balance between personal effort, team effort and ability to establish rapport with internal and external clients; *et cetera.*

Interpersonal Relations Standards
Sample Language – *Must be adjusted to fit each job!*

Needs Improvement	Meets Expectations	Exceptional Performer
• Exhibits negative individual and group behaviors; participates in or initiates gossip. • Is disrespectful and/or displays unprofessional behavior. • May generate complaints to supervisor from others about interactions or treatment of others.	• Consistently exhibits business oriented, professional relations with others. • Participates as a member of a work group or team as needed. • Shares information timely to assist others. • Recognizes and respects diversity. • Establishes rapport • Consistently contributes towards a positive work environment exhibiting helpful behaviors; may volunteer to lead work groups or teams • Consistently deals effectively with confrontation. • Recognizes and handles sensitive situations with tact.	• With only rare exception, interacts in a professional, warm, and outgoing manner that builds trust. • Unsolicited compliments are received by supervisor regarding employee's interactions. • Leads work groups and teams producing quality, timely results. • Handles interactions with a diverse clientele with sensitivity, tact and empathy. • At this level, no instances of unprofessional behavior will be exhibited. • Achieves "win – win" solutions.

Interpersonal Relations Summary: See discussion above under *"Accountability Summary."*

Job Knowledge – *The degree to which the employee is skilled in job-specific knowledge that is necessary to provide the appropriate quantity and quality of work in a timely and efficient manner.* The employee meets work standards, schedules, and deadlines; demonstrates efficiency in completing duties; sets priorities, is motivated; makes sound, well-informed, objective decisions; resolves problems; makes continuous improvements and takes on additional duties as needed.

Alternative or additional concepts for consideration: Possesses knowledge of established policies and procedures; possesses sufficient skills and knowledge to perform all parts of the job effectively and efficiently; provides technical assistance to others and is consulted by others on technical matters; displays innovation; *et cetera.*

Job Knowledge Standards
Sample Language – *Must be adjusted to fit each job!*

Needs Improvement	Meets Expectations	Exceptional Performer
• More than occasionally, performance errors are evident that are traceable to lack of knowledge regarding processes, principals, or practices	• Much of the standard work is performed at an acceptable error level, indicating that the employee possesses basic knowledge needed. • Actively applies knowledge correctly in non-standard situations, using a thorough understanding of the work processes, principals, or practices to assure high quality outcomes or results	• Is often consulted by others on non-standard matters. • Considered a content expert, actively shares this knowledge and uses it to design and propose improved processes, principals, or practices.
• Work output contains more than occasional errors and missed deadlines or errors of significance	• Consistently creates accurate work and meets or exceeds deadlines. • No errors of significance	• Work is accurate and most often completed prior to deadlines – errors are truly rare and almost always found & corrected by jobholder.
• Misses training opportunities	• Attends training as assigned or directed.	• Seeks, learns, and applies new job related training and knowledge and disseminates to coworkers
• Needs active involvement of supervisor and frequent coaching to perform job	• Possesses sufficient skills to perform job effectively and efficiently. • Can work in most situations generating correct choices or applying appropriate processes, principals, or practices without reference to supervisor or needing supervisory interventions.	• Only rarely needs supervisor assistance; often called upon to provide input to new processes or practices; makes effective recommendations.

Job Knowledge summary: See discussion above under *"Accountability Summary."*

Customer Service – *The extent to which the employee works effectively with internal and external customers and/or clients to satisfy their service/product expectations.* The employee demonstrates a knowledge of products and services; gets the customer's input; assesses their needs; focuses on finding solutions and/or offers alternatives; responds to requests for information, products, or services promptly, courteously, and effectively; etc.

Alternative or additional concepts for consideration: Is supportive of faculty and student needs; helps identify customer needs through courteous questioning and a sincere desire to be helpful; follows up with customers, as appropriate, to ensure satisfaction; considers and recommends alternatives to customers when needed; *et cetera*.

COLORADOSCHOOLOFMINES
EARTH • ENERGY • ENVIRONMENT

Customer Service Standards
Sample Language – *Must be adjusted to fit each job!*

Needs Improvement	Meets Expectations	Exceptional Performer
• Generates complaints from customers. • May be abrupt in customer interactions. • Fails to provide customer follow-up. • Exhibits aggressive reactions to customer conflict.	• Actively seeks alternative solutions to accommodate customer needs. • Responds to customer questions appropriately. • Promotes strong and positive customer relations. • Consistent and timely with customer follow-up. • Effective in resolving conflict only infrequently needing supervisor assistance.	• With only rare exceptions, provides timely, correct, engaged, friendly and warm customer experiences • Consistently helps customers to understand their needs and ensures delivery of the proper services. • Often garners unsolicited positive feedback and compliments.

Customer Service Summary: See discussion above under *"Accountability Summary."*

Communication – *The degree to which the employee effectively communicates by actively listening and sharing relevant information with co-workers, supervisor(s) and clients so as to anticipate problems and ensure the effectiveness of CSM.* The employee keeps co-workers, supervisors, and customers informed; actively listens; provides clear instructions and expectations; and communicates effectively orally and in writing in a manner that is well organized, appropriate, and courteous.

Alternative or additional concepts for consideration: Uses appropriate language and terminology suited to the situation or receiver of the communication; communicates in a manner that is understood, courteous and effective; seeks and considers ideas from others on issues; keeps supervisor, co-workers and internal units informed; is considerate of the communication styles of others; prepares written communications/documents that are complete, clear and understandable; *et cetera*.

Communication Standards
Sample Language – *Must be adjusted to fit each job!*

Needs Improvement	Meets Expectations	Exceptional Performer
• Oral communication tends to exhibit a pattern of insensitivity, is disjointed from the purpose of the communication or inappropriate to the purpose	• Oral communication is consistently appropriate to the purpose, is engaging, warm and friendly. • Content is in almost all instances clear and considerate of the receiver. • Effectively conveys information and is persuasive in most situations. • A lack of communication related complaints is the norm.	• Oral communication is open, encouraging, anticipating and seeking understanding; • Achieves collective agreement to situations and concepts that may not have been acceptable to all.
• Written communication often contains errors of substance or of structure or format that detracts from the intended message • often fails to respond timely to required or requested communications	• Written communication is timely, appropriate to the purpose and almost always error free. • Grammar supports the purpose, the documents are easily readable and convey even complex or controversial information in a straightforward way - evokes warmth and contributes to understanding; •No errors of significance.	• Written communication is clear, concise, open, content rich and on point with only rare departures. • Always grammatically correct, professional, and generates understanding in the reader. • Friendly in tone when appropriate.

Communication summary: See discussion above under *"Accountability Summary."*

For Supervisory Positions Only --
All supervisors must have the following core competency in their performance plans that measures and evaluates the effectiveness of their supervision and performance management of their employees.

Supervision/People Management – *The degree to which* the supervisor assigns work, develops deadlines, and provides ongoing feedback; demonstrates leadership by promoting teamwork, diversity, and cooperation; provides opportunities and gives recognition; clarifies and communicates performance expectations; provides ongoing behavioral feedback and annual performance appraisals; exercises discipline and resolves conflict fairly and constructively; trains, coaches, and develops subordinates; delegates responsibility as appropriate; *et cetera.*

Alternative or additional concepts for consideration: Employees supervised demonstrate productivity, competence and high morale; makes good selection decisions; conforms to and completes required and accepted personnel policies and procedures; utilizes employees' skills and abilities; develops well-functioning work groups and teams; conducts performance planning and evaluations in a timely manner; develops performance standards, goals, objectives and deadlines and communicates them to employees; resolves routine personnel issues or problems; *et cetera*.

COLORADOSCHOOLOFMINES
EARTH ● ENERGY ● ENVIRONMENT

Supervision/People Management Standards – (for supervisory jobs only)
Sample Language – *Must be adjusted to fit each job!*

Needs Improvement	Meets Expectations	Exceptional Performer
• Inefficient or unproductive work unit; responds only when complaints arise.	• Has an efficient, cohesive and productive work unit; • Generally, unit is free from conflict, but when it occurs, usually deals with conflict timely. • Provides developmental experiences for employees; • Develops strong teams and utilizes workforce effectively.	• With only rare exceptions, provides leadership effectively setting unit vision • Challenges and supports staff yielding outstanding unit results; • Develops camaraderie and an *esprit de corps* among staff; • Exhibits a high degree of integrity and demands and gets the same from staff; • Makes work fun.
• Provides minimal information to employees about issues and expectations	• Provides consistent and timely briefings to employees on issues and expectations, and assures that employees understand the implications of information.	• Virtually always assures that appropriate action is taken with disseminated information; • Assures that employees are involved, engaged and function at high levels developing new approaches, applying CQI concepts.
• Frequently does not provide productive coaching and feedback to employees	• Provides timely coaching and feedback to employees. • Acknowledges and addresses behavior(s) immediately; • Feedback is content rich, appropriately focused on behavior or results.	• Consistently gives timely and appropriate feedback utilizing multiple approaches; • Effectively uses negotiating skills with employees; • Accepts, leads and promotes change effectively overcoming resistance by creating vision.
• Conflicts may go unresolved, unaddressed, or may fester affecting morale of unit or results.	• Uses conflict resolution resources and consistently achieves resolution.	• Through leadership, prevents conflicts from occurring; • In the rare event that conflict arises, effectively uses skills to resolve and remove or reduce the source of the conflict.

Supervision/People Management Summary: See discussion above under *"Accountability Summary."*