

STATE OF COLORADO PERFORMANCE PAY SYSTEM

UNIFORM STATEWIDE CORE COMPETENCIES

In accordance with the Performance Pay System report sent to the Joint Budget Committee on August 31, 2000, the State Personnel Director has defined the following uniform, statewide core competencies: communication, interpersonal skills, customer service, accountability and job knowledge. These core competencies must be included into every employee's performance plan and considered during every employee's evaluation that will be used for the July 2002 performance payouts. For the performance evaluations used for the July 2001 performance payouts, the core competencies are not required

Transition Team Membership

Team members who assisted in the preparation of this report are: Tricia Arenz (Department of Transportation), Cindy Corwin (Colorado School of Mines), Anne Costain (University of Colorado System), Joe Czajka (Department of Personnel (GSS), Anita Montgomery (Colorado State University), Ellen Jean Morris (Department of Public Health and Environment), Mollie Morton (University of Colorado, Boulder), Peggy Valdez Olivas (Department of Human Services), Neil Peters (Department of Revenue), Pat Romero (Department of Personnel/GSS), Eileen Teel (Metropolitan State College), and Paul Woods (Department of Transportation).

Process

Staff from CDOT's Center for Human Resource Management reviewed performance management forms from the following twelve Colorado government agencies:

- Corrections
- General Support Services
- Human Services -- Grand Junction Regional Center
- Public Health and Environment
- Transportation
- Higher Education
 - Adams State College
 - Auraria Higher Education Center
 - Colorado Community College & Occupational Education System
 - Fort Lewis College
 - Mesa State College
 - University of Colorado
 - Western State College

The first step in this review process was to develop a comprehensive list of the *competencies, factors, or core values* that employees are evaluated on within each agency. Several competencies, such as communications, customer service and organizational commitment are common across several agencies. Next the descriptions and key behaviors or skills for each of the competencies were analyzed to determine if different agencies were labeling similar competencies differently. Adjustments were made, as necessary, to place the behaviors and skills within the factors under the competencies that made the most sense. Finally, an analysis was done to determine which of the proposed core competencies were common among the 12 agencies.

The team used this information, as well as HR Manager core competency definitions, as a basis for developing its recommendations. Factors that were measurements (quality, quantity and timeliness) rather than competencies were eliminated from the list, as were those the team felt were not universal in every work setting in state government. The list developed includes competencies that can be mastered with training.

Uniform Statewide Core Competencies

(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.)

Communication

Effectively communicates by actively listening and sharing relevant information with co-workers, supervisor(s) and (customers/clients or equivalent)* so as to anticipate problems and ensure the effectiveness of the (department, higher education institution or equivalent)*.

Interpersonal Skills

Interacts effectively with others to establish and maintain smooth working relations.

Customer Service

Works effectively with internal/external (customers/clients or equivalent)* to satisfy service/product expectations.

Accountability

Employee's work behaviors demonstrate responsible personal and professional conduct, which contribute to the overall goals and objectives of the (department/higher education institution or equivalent)*.

*replace with appropriate organizational equivalent.

Job Knowledge

The employee is skilled in job-specific knowledge which is necessary to provide the appropriate quantity and quality of work in a timely and efficient manner.

Agency Flexibility

The competencies selected were broadly defined so agencies could tailor their definitions to fit their culture, values and missions. Sample forms are attached that illustrate how an agency might incorporate the core competencies. The following are examples of how an agency might restate a competency.

Communication

MSC--Effectively communicates by actively listening and sharing relevant information with coworkers, supervisor(s), students and colleagues so as to anticipate problems and ensure the effectiveness of Metro.

CDPHE—Open communication needs to occur at all levels of the CDPHE. Oral, written, and listening skills are viewed with equal emphasis. The Department's objective is to use effective communication to achieve its goals and objectives while improving the service relationship between employees, the general public and CDPHE stakeholders.

CDHS--Communicates with others respectfully, using appropriate channels; communicates clearly, appropriately and factually; returns phone calls promptly or makes other arrangements to assure that calls are returned promptly.

Interpersonal Skills

UCD--Maintains smooth working relations with others. Is helpful and supportive of others as necessary. Is understanding of the feelings and needs of coworkers and others. Contributes to maintaining a high level of morale and motivation. Is appreciative of the diversity of coworkers, customers, students, and visitors. Supports the institution's commitment to diversity.

CSM—The degree to which the employee maintains smooth working relations by successfully interacting with others around him/her. The employee develops and maintains effective 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, etc.

Customer Service

DHS--Treats customers with dignity and respect; responds to and addresses the needs of customers appropriately and in a timely manner; understands and sets appropriate limits for customers.

MSC--Works effectively with internal/external colleagues and students to satisfy expectations.

UCD—Provides prompt and friendly service to internal and external customers. Helps identify customer needs through courteous questioning and a sincere desire to be helpful. Follows up with customers, as appropriate, to insure satisfaction. Considers and recommends alternatives to customers as appropriate. Is helpful with telephone contacts as with in-person interactions.

Accountability

CDPHE—defines a commitment to CDPHE’s Mission. This competency reflects a willingness on the part of the employee to invest time, energy and ideas to further organizational goals. The employee strives to set a positive example, acting at all times with a high level of ethics. The employee shows a willingness to adhere to basic norms, expectations, and practices of the Department.

MSC-- Employee's work behaviors demonstrate responsible personal and professional conduct, which contribute to the overall goals and objectives of Metro.

DHS-- Employee’s work behaviors demonstrate responsible personal and professional conduct, which contribute to the overall goals and missions of the Department. This includes demonstrating skill in the application of occupational knowledge that supports the Department’s vision to be the nation’s leader in providing services.

DHS-- Meets program goals as related to the agency mission; reacts to tasks and changes with a “can-do” attitude; takes initiative to improve professional growth and development to improve the functioning of the agency; and has a strong work ethic that relates to accomplishing the agency mission.

Behavior Examples

Mastery of the core competencies will vary depending upon the background and duties of an employee. For example, a maintenance worker’s performance would not necessarily be measured in the same way as a receptionist’s. Additionally, senior level positions would be held to higher standards than entry-level positions. The following are examples of behaviors a supervisor might use in measuring these competencies.

Communication

- Sought and considered ideas from others on issues that affected them.
- Communicated orally in a well-organized, courteous, and effective manner.
- Communicated to provide or exchange information while keeping others informed.
- Maintained sensitivity to the feelings and efforts of others.
- Listens effectively to others ideas, problems, suggestions.
- Demonstrates effective public greeting skills.
- Demonstrates effective phone skills.
- Seeks feedback on the effectiveness of written and oral communication.
- Adapts communication methods to respond to different audiences.
- Provides accurate, timely information (oral/written).
- Actively listens to others.
- Involves others in problem solving.
- Provides clear instructions and expectations.
- Works in an open manner, shares information with others to get the job done.
- Expresses ideas clearly and effectively orally and in writing.
- Listens carefully and sincerely considers the ideas of others.
- Maintains confidentiality, and exercises good judgment about what to say and when to say it.
- Responds in a prompt and friendly manner to requests and inquiries.
- Keeps others informed.

- Meets routinely with supervisor and key customers to exchange information and clarify expectations.
- Asks appropriate questions to clarify information/needs.
- Provides accurate, timely information (oral/written).

Interpersonal Relations

- Well regarded by colleagues, can interact easily with a diverse workforce.
- Treats others with respect.
- Pleasant, friendly, affable, cheerful.
- Polite, courteous, empathetic.
- Demonstrates appreciation; thanks others for their assistance.
- Is courteous and acknowledges the contributions of others. Respectful of the feelings of others.
- Respects other persons' time and priorities.
- Treats others fairly and without prejudice or bias.
- Seen by peers as someone whom they can depend on.
- Does not initiate conflict and actually takes measures to ensure that conflict does not occur.
- Demonstrates tact and diplomacy when resolving conflicts, addressing concerns directly with the individual(s) involved.
- Takes initiative to address concerns with other staff in a timely manner promoting understanding and cooperation.
- Approach to conflict resolution is exceptional, creating enhanced teamwork, without hard feelings.
- Contributes to a positive work environment through their interactions with others.
- Demonstrates flexibility by adapting to changes in priorities and the work environment.
- Demonstrates positive personal regard when confronting problems with others.
- Demonstrates respect for responsible dissent.
- Behaves in ways designed to keep problems impersonal whenever possible.
- Maintains positive work relationships.
- Treats others with courtesy and respect.
- Is cooperative and responsive.
- Builds trust and works with integrity.
- Treats others with respect, courtesy, tact, and friendliness and actively attempts to be helpful towards others.
- Accepts criticism, is open to new ideas, and handles conflict constructively and diplomatically.
- Consistently able to obtain the cooperation of others.
- Works through conflict for positive solutions/results.
- Promotes cooperation and teamwork.
- Learns from conflict and makes appropriate changes.
- Takes initiative to improve working relationships and foster feelings of mutual respect with coworkers and customers.
- Makes a special effort to boost employee morale and create a positive work environment.

Customer Service

- Keeps appointments, call-return commitments, etc.
- Is approachable and responsive to customers and others.
- Shows appropriate patience with complaining customers and employees.
- Treats the customer with respect and courtesy
- Provides consistent, quality service to all customers.
- Is available to the customer and provides accurate, consistent, and honest information.
- Listens to the customer and provides feedback that will benefit the customer in the future.
- Understands who the customer is.
- Strives to satisfy customer needs.
- Offers appropriate and innovative solutions to customer problems.
- Demonstrates courtesy and a professional attitude in handling customer complaints.
- Responds promptly to requests for information and/or assistance.
- Meets customer expectations in a timely manner/Delivers what has been promised.
- Follows up with customer in a timely manner.

- Responds to telephone and e-mail messages within four hours.
- Anticipates future needs/problems of customers and takes action to meet these needs or solve problems.
- Makes an extra effort to keep customers accurately informed.
- Understands the customer from their point of view. Has a thorough knowledge of the customer's world and is able to anticipate customer's requests.

Accountability

- Provides consistent, timely, high quality work.
- Adheres to established work schedule.
- Arrives at work and meetings on time.
- Meets assigned deadlines without additional prompting by supervisor or others.
- Follows established call-in procedures for their department and submits leave request form within four hours of returning to the work place.
- Submits time sheets on time and correctly completed.
- Actions and speech reflect a commitment to the agency.
- Always finishes assignments on time, meets deadlines.
- Administrative paperwork is accurate and submitted on time.
- When on leave, arrangements are made for "current" work/responsibility to continue.
- Responds to change with a genuine desire to do what it takes to get the job done, regardless of the need to make adjustments. Employee accepts the change and is instrumental in seeing that the change is perceived positively by others and is carried out in a way that improves the overall operation of the department.
- Knows how to keep confidential information confidential.
- Never disparages the agency or its employees in public.
- Completes projects ahead of time without compromising the quality of work.
- Conveys a positive and professional image of the agency to others.
- Adapts well to new situations, unusual demands, emergencies, or critical incidents.
- Behaves in a businesslike manner.
- Avoids gossip and negative rumors.
- Seeks new and/or additional on-the-job training opportunities to obtain mastery over tasks, expand personal knowledge and add value to the work group.
 - Demonstrates initiative consistent with job expectations to improve performance.
- Employee performs their standard duties throughout the year and in addition takes on several large projects and some smaller ones that have a significant impact on the department.
- Completes work by established time lines and routinely uses time efficiently.
- Employee completes work well in advance of deadlines so that the supervisor has plenty of time to review documents and make revisions, rather than receiving documents just before the deadline with little time for adequate proof reading and revisions.
- Demonstrates professional job-specific skills necessary to provide the appropriate quality of work
- Not only demonstrates specific job skills, but also takes the initiative to learn higher level skills that enhance ability to contribute to the organization.
- Creates a positive work environment and influences the behavior of other employees by their supportive and optimistic approach to daily activities within the work environment.
- Assists coworkers in response to fluctuations in workloads.
- Does not need to be asked to assist others in times of need. Employee jumps in and volunteers to assist others, even in areas where one may not expect them to routinely volunteer. Besides volunteering for the obvious needs, the employee senses other less obvious needs within the organization and provides additional assistance creating improved morale and work production.
- Serves citizens of the state
- Demonstrates concern for the larger community served by the organization.

Job Knowledge

- Possesses appropriate expertise to perform job at a professional level.
- Takes opportunities to increase knowledge of relevant job skills.

Draft Example 1

CORE COMPETENCIES

The following competencies represent measurable patterns of skills, knowledge, abilities, behaviors and other characteristics that an employee needs to successfully perform their work roles or occupational functions.

Instructions: Provide a rating for each of the factors of the core competencies using the following scale.

Rating scale (Lowest Rating) 1 2 3 4 (Highest Rating)

<u>Communication</u>	
The employee effectively communicates by actively listening and sharing relevant information with co-workers, supervisor(s) and (customers/clients or equivalent)* so as to anticipate problems and ensure the effectiveness of the (department, higher education institution or equivalent)*.	
(Agency Modifier) e.g. CDHS--Communicates with others respectfully, using appropriate channels; communicates clearly, appropriately and factually; returns phone calls promptly or makes other arrangements to assure that calls are returned promptly..	
<u>Factors</u>	
The employee has a demonstrated ability to:	1 2 3 4
Listen and respond to others appropriately	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Provide accurate and timely information	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Express ideas and information clearly and effectively through the appropriate medium (i.e., orally, written form, or electronically)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

*replace with appropriate organizational equivalent.

<u>Interpersonal Skills</u>	
The employee interacts effectively with others to establish and maintain smooth working relations.	
(Agency Modifier) e.g. CSM—The degree to which the employee maintains smooth working relations by successfully interacting with others around him/her. The employee develops and maintains effective 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, etc.	
<u>Factors</u>	
The employee has a demonstrated ability to:	1 2 3 4
Show positive personal regard when dealing with others	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Respect other persons' time and priorities	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Be polite and courteous towards others	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Treat others fairly and without prejudice or bias	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Handle conflict constructively	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Draft Example 1

CORE COMPETENCIES (Cont.)

<p>Accountability The employee demonstrates responsible personal and professional conduct, which contribute to the overall goals and objectives of the (department/higher education institution or equivalent)*.</p> <p>(Insert Agency Modifier)</p>				
<u>Factors</u>				
The employee has a demonstrated ability to:				1 2 3 4
Show personal/professional pride in his /her work				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Display a high degree of honesty and integrity				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Convey a positive/professional image of the agency				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Comply with policies, procedures, rules and procedures				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

*replace with appropriate organizational equivalent.

<p>Job Knowledge The employee is skilled in job-specific knowledge which is necessary to provide the appropriate quantity and quality of work in a timely and efficient manner.</p> <p>(Insert Agency Modifier)</p>				
<u>Factors</u>				
The employee has a demonstrated ability to:				1 2 3 4
Complete assignments accurately and in a timely and efficient manner				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Shares Knowledge with co-workers				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Maintains currency on level of professional/Technical knowledge				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

<p>Customer Service The employee works effectively with internal/external (customers/clients or equivalent)* to satisfy service/product expectations.</p> <p>(Insert Agency Modifier)</p>				
<u>Factors</u>				
The employee has a demonstrated ability to:				1 2 3 4
Identify who his/her customers are and treats them appropriately				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Address customer needs in a timely manner				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

*replace with appropriate organizational equivalent.

Draft Example 2

CORE COMPETENCIES

The following competencies represent measurable patterns of skills, knowledge, abilities, behaviors and other characteristics that an employee needs to successfully perform their work roles or occupational functions.

Instructions: Provide an overall rating for each of the core competencies using the following scale.

Rating scale : (Lowest Rating) 1 2 3 4 (Highest Rating)

Communication The employee effectively communicates by actively listening and sharing relevant information with co-workers, supervisor(s) and (customers/clients or equivalent)* so as to anticipate problems and ensure the effectiveness of the (department, higher education institution or equivalent)*. (Insert Agency Modifier)		1 2 3 4 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
NA Yes No	The employee has a demonstrated ability to:	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Express ideas and information clearly and effectively through the appropriate medium (i.e., orally, written form, or electronically)	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Listen and respond to others appropriately	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Provide accurate and timely information	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		

*replace with appropriate organizational equivalent.

Interpersonal Skills The employee interacts effectively with others to establish and maintain smooth working relations. (Insert Agency Modifier)		1 2 3 4 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
NA Yes No	The employee has a demonstrated ability to:	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Show positive personal regard when dealing with others	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Respect other persons' time and priorities	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Be polite and courteous towards others	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Treat others fairly and without prejudice or bias	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Handle conflict constructively	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		

Draft Example 2

CORE COMPETENCIES (Cont.)

Accountability The employee demonstrates responsible personal and professional conduct, which contribute to the overall goals and objectives of the (department/higher education institution or equivalent)*.		1 2 3 4 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
(Insert Agency Modifier) e.g. DHS-- Employee's work behaviors demonstrate responsible personal and professional conduct, which contribute to the overall goals and missions of the Department. This includes demonstrating skill in the application of occupational knowledge that support the Department's vision to be the nation's leader in providing services.		
NA Yes No	The employee has a demonstrated ability to:	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Show personal/professional pride in his /her work	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Display a high degree of honesty and integrity	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Convey a positive/professional image of the agency	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Comply with policies, procedures, rules and procedures	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		

*replace with appropriate organizational equivalent.

Job Knowledge The employee is skilled in job-specific knowledge which is necessary to provide the appropriate quantity and quality of work in a timely and efficient manner.		1 2 3 4 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
(Insert Agency Modifier)		
NA Yes No	The employee has a demonstrated ability to:	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Complete assignments accurately and in a timely and efficient manner	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Shares Knowledge with co-workers	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Maintains currency on level of professional/Technical knowledge	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		

Customer Service The employee works effectively with internal/external (customers/clients or equivalent)* to satisfy service/product expectations.		1 2 3 4 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
(Insert Agency Modifier)		

Draft Example 2

NA Yes No	The employee has a demonstrated ability to:
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Identify who his/her customers are and treats them appropriately
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Address customer needs in a timely manner
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

*replace with appropriate organizational equivalent