

METROPOLITAN STATE COLLEGE of DENVER
PERFORMANCE MANAGEMENT PROGRAM



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I. Introduction

Former Governor, Roy Romer, signed Senate Bill 00-211, concerning a pay plan for state classified employees based on a performance-based system of performance evaluation as a result of House Bill 96-1262 passed by Colorado Legislature in 1996. Unfortunately, the program had only been partially funded twice since adoption and not given a chance to succeed.

Beginning July 1, 2007 the Department of Personnel (DPA) proposed a new model, "*achievement pay plan*," in an effort to regain funding for the statutory performance pay policy and to provide a mechanism to move salaries through pay ranges. This new system-wide plan is referred to as the performance management program; accordingly, Metropolitan State College of Denver's plan is referred to as Performance Management Program. This document represents the College's model to measure Colorado state classified employees' job performance, tie pay adjustments to performance, describe the payout and dispute processes.

In accordance with CRS 24-50-104(1)©(III) and consultation of the Department of Personnel, Division of Human Resources Consulting Services, Metropolitan State College of Denver has designed the following Performance Management Program within the parameters and guidelines established for all State agencies.

a. Purpose of Performance Management

Performance management is a business tool that helps organizations as well as individuals achieve their visions, goals, and strategic objectives. A successfully implemented performance management system is the foundation for other programs, policies, procedures, and continuous improvement initiatives. Performance management is an ongoing process, not a one-time event. Such a system is critical for individual and organizational success. Everyone, at all levels, shares responsibility and is accountable for making a performance management system successful. Managers, supervisors, and employees must evaluate and clearly define what must be accomplished, as well as how it will be accomplished. These "what" and "how" objectives are interdependent. Training is a key component to a successful performance management system. A successful performance management system encourages open, ongoing communication in order to build trust and develop a work environment that focuses on continuous improvement and productivity.

b. Performance Management Values and Guiding Principles

Performance management is a system that is created and implemented to ensure that the level of performance expected by the organization is identified, selected, developed, and rewarded. The structure of this system is based upon three foundational elements:

- The mission and guiding principles of the College;
- Goals and strategies of the College; and
- The individual and/or team performance required for success.

Expectancy and goal-setting theories predict that a performance plan can improve performance by:

- Directing employee efforts toward organizationally defined goals;
- Increasing the likelihood that those goals will be achieved; and
- If goals are developed properly, their achievement may be more readily associated with an individual so that appropriate individual rewards may be given.

The goal setting process is more likely to improve employee performance when goals are:

- Specific;
- Moderately challenging; and
- Accepted by employees.

Thus, a performance-based evaluation system can be successful if:

- Goals and measures are established;
- Pay increases are meaningful; and
- Consistent communication and feedback between the supervisor and employee occur.

c. The Role and Mission of Metropolitan State College of Denver

Metropolitan State College of Denver is a comprehensive, baccalaureate-degree granting, urban college that offers arts and sciences, professional, and business courses and programs to a diverse student population in an atmosphere of mutual respect. Excellence in teaching and learning is MSCD's primary objective. To ensure that Metropolitan State College of Denver's Performance Management Program aligns with the mission/vision/values of the College, it is important to first understand what the mission of the College is.

"The mission of MSCD is to provide a high-quality, accessible, enriching education that prepares students for successful careers, post-graduate education, and lifelong learning in a multicultural, global, and technological society. To fulfill its mission, MSCD's diverse college community engages the community at large in scholarly inquiry, creative activity, and the application of knowledge."

Based on the mission of the College, supervisors and employees are expected to engage in collaborative efforts throughout the performance management process to identify performance objectives and measurement standards expected of each individual employee which links to the mission of the College and individual department in an effort to achieve a successful performance management system.

d. Overview of Performance-Based Management Process

State law, Personnel Board rules and the personnel director's administrative procedures require that each classified employee's performance be evaluated at least once a year. The evaluation cycle begins April 1 and ends March 31 of each year. The performance management process involves three key components. Each of the components is accomplished by completing and retaining one form, from here on referred to as the *Performance Management Form*, until the final component is completed. The three key components are:

- 1. Planning:** Performance planning establishes the foundation for an effective performance management process. A well-crafted performance plan informs the employee of the criteria that will be used to evaluate his/her performance several months into the future. The performance plan provides important clarity to the employee on the priorities for his/her job. A copy of the signature sheet (top sheet) of the Performance Management Form is due in the Human Resources Office by **April 30** of each year and serves as the supervisor's verification that a plan was developed.
- 2. Progress Review:** At least one written progress review, signed by both the supervisor and employee, is statutorily required during the year, supervisors should provide comments on the employee's performance, consulting the performance plan and relating their comments to the job expectations. By mutual agreement, the supervisor and employee may modify the plan during the year. A copy of the signature sheet (top sheet) of the Performance Management Form is due in the Human Resources Office by **October 31** of each year and serves as the supervisor's verification that a progress review was conducted.
- 3. Appraisal:** **March** of each year, all classified employees will be evaluated, in writing, based on their job performance during the evaluation period. Performance ratings will be based on three levels, with the first level indicating unsatisfactory performance. A summary describing the extent to which the employee met the requirements must be written in the appropriate area. The entire Performance Management Form must be sent to the Human Resources office no later than **March 31** of each year. At this point, the original document will include, the original signature sheet, containing all signatures and dates related to the plan, progress review, evaluation and the completed summary of each factor/competency/IPO. This original form will serve as the "official" copy and be placed in the employee's personnel file.

II. Performance Management

Metropolitan State College of Denver's performance management process is designed to provide a framework for supervisors to communicate, in measurable terms, job expectations to employees and to let employees review how their own performance throughout the year. It will provide the basis for decisions regarding eligibility for achievement pay. The performance management process will be based on numerical scores which will convert to one of the three established rating levels.

The performance management form that has been created for MSCD's performance management program to document the performance process for each classified employee is contained in the appendices of this document. The form can be accessed electronically on the College's Human Resource web site. Hard copies are also available in the Office of Human Resources and reminders are sent to the supervisor of a new hire prior to their employment date.

The supervisor is ultimately responsible for ensuring that each employee has a written performance plan that reflects the employee's assigned duties. When the evaluation plan is given to an employee, a copy of the dispute resolution process must also be provided. This dispute resolution process includes timelines for disputes as well as the names of the decision makers in the dispute resolution process.

If the employee's supervisor does not develop a performance plan for the employee, the supervisor's reviewer (typically the second level supervisor) shall develop a performance plan for that employee. If the next level supervisor fails to plan in a timely manner, the reviewer's supervisor is responsible for completing the plan. Responsibility for plan completion continues on up the chain of command until the plan is completed as required by law.

The three key components of the performance management process, as listed on the previous page, are explained in greater detail below. The Performance Management Form will be used for each of these steps. The form will be retained in the employee's work unit until the final evaluation. The key components are:

a. Performance Planning:

On April 1 of each year or within **30** days of initial date of hire, change of supervision, or individual employee promotion; the supervisor and employee will develop a written performance plan with measurable goals or objectives. Supervisors communicate their expectations for performance at this time, and both parties ideally should agree on the specific elements included in this plan. All plans must at least six objectives/goals for each employee. This will consist of five core competencies and at least one individual performance goal. Each competency/goal must be assigned a weight based on level of importance. The total of all weights cannot exceed 100%.

The five statewide uniform core competencies, defined by the State Personnel Director, will be incorporated into every employee's performance plan and must be used in determining every employee's final overall performance rating. Core competencies are knowledge, skills, abilities, behaviors, and characteristics required for successful performance of all jobs in Colorado state government, regardless of level, occupation, or work unit. These five core competencies include communication, interpersonal relations, customer service, accountability, and job knowledge. In addition, if a position performs any type of supervision, this competency/goal must also be listed on the performance plan.

Metropolitan State College of Denver requires that each employee must have at least one Individual Performance Objective (IPO or goal) incorporated into their performance plan at the start of each year. Individual Performance Objectives are goals that the supervisor expects the employee to achieve specific to the plan year (i.e., a one-time special project), to emphasize job expectations (i.e., supervision of student employees), or to address specific performance areas (i.e., tardiness). This objective should be unique each year and/or not necessarily repeated from year to year.

Teamwork, if an important part of an employee's job, can be measured as a component of an individual's performance plan. Teamwork should be weighted proportionately to its relative level of importance in performing the job.

Supervision, if an important part of an employee's job must be measured as a component of an individual's performance plan. All supervisors will have a factor in their own performance plan that evaluates the

effectiveness of performance management of their employees and will be used in determining that supervisor's final overall performance rating.

Employees are encouraged to create and maintain an important events journal/file to begin documenting significant work achievements and other important incidents that occur throughout the year to present to their supervisor at time of evaluation.

All performance objectives or goals shall be written in a manner that will allow a reasonable person the ability to differentiate the three levels of performance as they relate to the statewide performance rating levels and supervisor expectations.

The uniform rating levels for performance are:

Definition of Level 3— Exceptional

This rating represents consistently exceptional and documented performance or consistently superior achievement beyond the regular assignment. Employees make exceptional contribution(s) that have a significant and positive impact on the performance of the unit or the organization and may materially advance the mission of the organization. The employee provides a model for excellence and helps others to do their jobs better. Peers, immediate supervision, higher-level management and others can readily recognize such a level of performance.

Definition of Level 2--Successful

This rating level encompasses a range of expected performance. It includes employees who are successfully developing in the job, employees who exhibit competency in work behaviors, skills, and assignments, and accomplished performers who consistently exhibit the desired competencies effectively and independently. These employees are meeting all the expectations, standards, requirements, and objectives on their performance plan and, on occasion, exceed them. This is the employee who reliably performs the job assigned and may even have a documented impact beyond the regular assignments and performance objectives that directly supports the mission of the organization.

Definition of Level 1— Needs Improvement

This rating level encompasses those employees whose performance does not consistently and independently meet expectations set forth in the performance plan as well as those employees whose performance is clearly unsatisfactory and consistently fails to meet requirements and expectations.

Marginal performance requires substantial monitoring and close supervision to ensure progression toward a level of performance that meets expectations. Although these employees are not currently meeting expectations, they may be progressing satisfactorily toward a level 2 rating and need coaching/direction in order to satisfy the core expectations of the position.

b. Performance Progress Review

The success of performance management relies heavily on continuous coaching and feedback, preferably on a quarterly basis. However, State policy and the College require that only **one** documented written progress review reflecting coaching and feedback be completed by the last working day in October of every year. This step can be accomplished by completing page 1 (signature page) of the *Performance Management Form*. In addition, a supervisor can complete the *Progress Review Form* and attach the document to the final evaluation. This performance progress review session should consist of a review and discussion of:

1. The unit's work plan and any modifications resulting from changed business conditions since the plan was initially developed.
2. The employee's performance on the competency areas selected during the performance planning phase.
3. The employee's progress in satisfying the competency/goals established during the performance planning phase.
4. Modifications to the employee's performance plan (i.e. competency areas and/or goals) resulting from changed business conditions since the plan was initially developed.

c. Performance Evaluation

All performance evaluations must be completed and submitted to the Office of Human Resources by March 31 of every given year. The final performance evaluation involves required steps which must be accomplished in sequential order as outlined below:

Step 1. Pre-appraisal Interview. This preliminary meeting between the employee and supervisor or assigned work leader is designed to allow the employee to discuss their performance based on the plan set at the beginning of the cycle. **THE RATING SHOULD NOT BE COMPLETED AT THIS STEP.** The meeting consists of a review and discussion of:

- All relevant performance data accumulated throughout the evaluation period.
- The employee's performance on the selected competency areas throughout the evaluation period.
- The employee's performance on the Goals.

Employees are encouraged to complete and submit to their supervisors, prior to the meeting, an *Employee Self Evaluation Worksheet*. This will assist both the employee and the supervisor in preparing for the performance evaluation meeting. Employees are also encouraged to gather all supporting documentation to uphold their position/self-rating, and attach it to the *Employee Self Evaluation Worksheet*. This provides the employee an opportunity to have relevant information considered by the supervisor prior to the completion of a preliminary evaluation.

Step 2. Completion of the Recommended Performance Management Form. Upon completion of the meeting, the supervisor considers the information provided by the employee, job-relevant performance information obtained from a variety of sources, and independent observations to derive a fact-supported composite performance rating. This composite performance rating must be presented to the reviewer (typically the second level supervisor) for approval and must not be discussed with the employee at this time. Quotas or forced distribution processes for determining the number of ratings in any of the three performance levels shall not be established. All levels of performance (Needs Improvement, Successful, or Exceptional must have written justification for the level of performance).

Step 3. Review and Signature of the Reviewer (Supervisor's Supervisor). The reviewer functions in a quality control role ensuring that performance ratings reflect valid differences in performance levels among employees, not differences resulting from rating scale variances used by different supervisors (i.e., easy vs. hard raters). Ultimately, the College President or designee is responsible for maintaining quality control over the performance management process within the college. Part of this quality control is to ensure the equity and fairness of employee ratings across all units in the College. At this point, any of the following may happen depending on the level of the rating and may require additional documentation and signature approvals.

Level I. Needs Improvement

- By rule, all needs improvement ratings require either a corrective action or a performance improvement plan. These corrective documents should be given simultaneously with the performance rating to the employee at Step 5. The reviewer should ensure that corrective documents are also completed by the supervisor at this step along with the new performance plan for the upcoming cycle.
- Supervisors are advised to contact the Classified Employment Manager for guidance on proper format and processes.
- Note: there must be written follow up to all corrective actions.

Level II. This is a Successful rating

- If the reviewer agrees, he/she signs the form and sends it back to the supervisor for step 5. Step 4 will naturally be skipped..
- If the reviewer disagrees, he/she will meet with the supervisor to discuss the rating and make necessary changes if needed.

Level III. This is the Exceptional Rating.

- The reviewer verifies the rating is justified and that appropriate documentation is attached for such. If rating is not justified by written documentation, the reviewer should return the form to the supervisor for further completion.
- If the reviewer disagrees, he/she will meet with the supervisor to discuss the rating and make necessary changes.

- If the reviewer agrees, he/she signs the form and forwards the document directly to the Executive Director of Human Resources for final review.

Step 4. Performance Management Program Review

Beginning April 1, 2008, all evaluations with an overall performance rating of Level III (Exceptional) will have their performance management documents reviewed for quality and consistency by the Executive Director of Human Resources as an impartial third party review before any final rating is provided to the employee. The Executive Director of Human Resources has the right to approve or reject the overall Level 3 (Exceptional) ratings based on undocumented goals and subsequent performance.

- If the evaluation is rejected, the final performance evaluation will be returned to the supervisor for re-evaluation. Revisions to the original plan are not a valid re-evaluation. The supervisor is welcome to discuss the Executive Director's rejection of the evaluation score with the Executive Director, but must be formalized no later than April 30.
- If the re-evaluation has not occurred by April 30, the employee's overall rating will default to a Level 2 (Successful).
- If the evaluation is approved, it will be signed by the Executive Director of Human Resources and the original document will be returned to the supervisor for the final meeting with the employee

Step 5. Final Meeting. Once an employee's performance rating is determined final, indicated by all signatures (the supervisor, reviewer and Executive Director of Human Resources for level III), the supervisor informs the employee of the final performance rating by presenting the signed form and requesting that the employee sign the form.

- The supervisor should make a serious effort to keep to a minimum the time between the performance evaluation meeting and communicating the final performance rating to the employee as all performance evaluations must be completed by March 31.
- When the performance rating is given to employees, a copy of the dispute resolution process must also be provided. This dispute resolution process includes timelines for disputes as well as the name of the appointing authority.
- With the employee's signature, the form can now be photocopied for distribution. The original copy with all original signatures is sent to the Office of Human Resources for further processing; a copy is maintained with the supervisor; and a copy is given to the employee.

Corrective Actions/Performance Improvement Plans Tied to Ratings

Level I rating, denoting needs improvement or unsatisfactory performance, shall result in a performance improvement plan or a corrective action and are ineligible for an annual performance salary adjustment. Supervisors must ensure that sufficient documentation exists to support the rating and follow-up action. The performance improvement plan or corrective action shall specify:

- a. the reason for the action,
- b. the desired behavior or outcomes expected from the employee to remedy the situation, and
- c. the period of time the employee has to comply with the desired behavioral changes or performance outcomes.

Corrective Action/Improvement Plan Followup

When a performance improvement plan and/or corrective action is provided to an employee, the supervisor shall meet with the employee by the last day specified in the improvement plan or corrective action to review the employee's performance. A supervisor might decide to:

- Modify the Level I rating to Level II or above.
- Extend the period of time the employee has to comply with the desired behavioral changes or performance outcomes and continue the performance improvement plan or corrective action;
- Pursue more severe action against the employee (e.g. disciplinary action); or
- Take other appropriate action based on the merits of the situation, including initiation of mediation.
- The supervisor shall document the action and retain the documentation for future use.

An employee granted an annual performance salary adjustment shall not be denied the adjustment because of a corrective or disciplinary action issued for an incident after the close of the previous performance cycle.

Default Ratings

In the event an employee does not receive a final performance rating in a timely manner, a default performance rating of Level II (i.e., successful rating) is made. Default ratings will be used when supervisors do not rate employees based on employee's transfer to another unit or position, supervisor resigns or separates from the College, or the employee is promoted based on different duties. Default ratings will also be used for time period of long-term absence due to FML as no work is accomplished during this absence. Long-term absence is defined as absence of more than one month from work. Default ratings will be prorated accordingly. This default rating is used in the process of determining the employee's final rating. The final rating for the employee will be prorated by incorporating both ratings for the time period, respectfully. The Office of Human Resources is responsible for combining the ratings by prorating the scores and notifying both supervisor and employee of the final score.

Changes in Supervision and/or Changes in Position

By rule, when supervisory changes occur mid-evaluation cycle, the outgoing supervisor must provide the employee with an evaluation of their performance for the period of time under their direction. The incoming supervisor is responsible for creating a new plan for the remainder of the evaluation year. The final rating for the employee will be prorated by incorporating both ratings for the time period, respectfully. If an employee moves to another supervisor or department during a performance cycle, an interim overall evaluation shall be completed and delivered to the supervisor. If an employee is promoted or demoted from one position to another during the performance cycle, an interim overall evaluation shall be completed and submitted to the Office of Human Resources. The Office of Human Resources will be responsible for combining the ratings of each supervisor by prorating the scores for the time period under each supervisor for a combined score. The Office of Human Resources is then responsible for notifying the employee and current supervisor of the combined score.

Supervisor Sanctions for Non Compliance

Enforcement of sanctions, per statute 24-50-104 (c.5) II and III and State Personnel Rule 6-5, for raters and supervisors who do not timely evaluate or complete plans for their subordinate employees is the responsibility of the Executive Director of Human Resources as delegated by the President of the College.

- a. Beginning May 1st, the Executive Director of Human Resources must determine whether each supervisor in the department or institution has completed the mandatory performance evaluation(s) and plan(s) required for each classified staff employee.
- b. Absent extraordinary circumstances, supervisors who have not completed evaluations and plans in accordance with the College's performance management program deadlines must be issued a corrective action directing the supervisor to complete the evaluation(s) and/or plan(s) within 30 days.
- c. If the performance evaluation(s) or plans(s) are still not completed by the deadline established in the corrective action (30 days from issuance), the rater or supervisor shall be disciplinarily suspended in increments of one workday following a predisciplinary meeting. The disciplinary action taken must also address the rater or supervisor being ineligible for achievement pay on July 1st. Rule 3-19 (C) does not apply, as the "incident" is deemed to have occurred during the performance cycle.
- d. For raters or supervisors ineligible for Achievement Pay, a manual adjustment will need to be made, as the raters or supervisors overall rating may not necessarily be a level 1.
- e. Supervisors who fail to complete timely evaluations for two consecutive years shall be demoted to a non-supervisory position, as required by statute.
- f. If the employee's supervisor fails to provide an employee with a final performance rating, the supervisor's reviewer (typically the second level supervisor) is responsible for establishing a rating. If the next level supervisor fails to rate in a timely manner, the reviewer's supervisor is responsible for completing the rating. Responsibility for evaluation completion continues on up the chain of command until the rating is completed as required by law.

III. Achievement Pay Distribution and Allocation

The State Classified system allows any permanent employee achieving an overall performance evaluation rating of Level II or Level III to be eligible for achievement pay each year. Beginning with the performance cycle on April 1, 2007, the State Personnel Director will specify and publish the percentage for base and non-base achievement pay according to available statewide funding. Performance salary adjustments are based on final overall ratings. All performance salary adjustments are effective on July 1. Generally, the payout of performance adjustments (if any) will be communicated to all employees by July 1st of each fiscal year and will describe the amount of individual performance adjustments. Employees must be employed on July 1 to realize the adjustment of salary. The employee's current department as of July 1 is responsible for payment of the adjustment.

Employees hired into the system during the performance cycle are eligible to receive the full percentage of base and non-base achievement pay on the following July 1 (based on the overall rating received for the given year).

Level I-- Needs Improvement

Any classified employee in the state system receiving an overall performance evaluation rating of Level I will not be eligible for base achievement pay. If the base pay for these employees falls below the minimum of the range, the salary will be adjusted to match the range minimum for the affected class. This adjustment will be referred to a salary adjustment.

Level II--Successful

All classified employees in the state system receiving an overall performance evaluation rating of Level II will receive the full amount of base achievement pay as approved by the respective Long Bill up to the range maximum.

Level III-- Exceptional

All classified employees in the state system for the full performance cycle receiving an overall performance evaluation rating of Level III will receive the full amount of non-base achievement pay as approved by the respective Long Bill up to the range maximum. Additionally, they will receive any remaining portion of base-building achievement pay that exceeded the pay range maximum as a one-time lump sum payment and will receive the allocated non-base building achievement pay in addition to base-building pay.

An employee granted an annual performance salary adjustment shall not be denied the adjustment because of a corrective or disciplinary action issued for an incident after the close of the previous performance cycle.

IV. Performance Management Program Dispute Resolution Process

If there is disagreement concerning a performance plan or performance evaluations, that are not claims of discrimination, an employee may initiate the dispute resolution process. A description of the internal dispute resolution process, including timelines and decision makers, shall be given to employees annually at the time of evaluation or can be obtained from the Office of Human Resources.

Guidelines for employees who wish to dispute a performance plan or evaluation:

Informal resolution of disputes at the lowest level is highly encouraged. The burden of proof in the dispute resolution process falls upon the employee. Issues that are not related to the performance plan or evaluation are not a part of this dispute resolution process.

Issues that Employees May Dispute:

- Their own performance plan or lack of plan;
- Their own performance evaluation or lack of a final evaluation;
- Application of the college's Performance Management Program, policies, or processes.

Issues that Employees May NOT Dispute:

- The content of the college's Performance Management Program;
- Matters related to the funds appropriated;
- The performance evaluations and adjustments of other employees;

Guidelines for Dispute Resolution Decision Makers:

The dispute resolution process must be open and impartial and must allow the parties an opportunity to have issues reviewed objectively. Decision makers are limited to addressing facts surrounding the current performance plan or evaluation and shall not substitute their judgment for that of the rater, but may instruct raters to follow the agency plan, correct errors, reconsider a performance rating or plan, or other appropriate action such as mediation. Decision makers cannot render decisions that would alter the college's Performance Pay Program. Retaliation against any person involved in the dispute resolution process is prohibited.

Dispute Resolution Process:

Only issues originally presented in writing shall be considered throughout the dispute resolution process. No party has an absolute right to legal representation, but may have an advisor present. The parties are expected to represent and speak for themselves.

Informal Process:

The employee and supervisor should schedule an informal meeting to resolve the issue(s) within two working days after the performance plan or evaluation is presented. The employee should bring any supporting documentation that may aid the supervisor's decision. If the employee and supervisor are unable to reach an agreement during this meeting, or if they are unable to meet, the employee may proceed to the formal internal process.

Formal Internal Dispute Resolution Process:

1. The employee must submit a written request to initiate the Formal Internal Dispute Resolution process to the next higher level supervisor within three (3) working days of signing the performance evaluation or plan. See Appendix E. A copy of this written request must also be provided to the supervisor. The employee's written request should include:

- The purpose of the request;
- Specific examples of his/her disagreement;
- All pertinent documentation related to the dispute necessary to substantiate reasons for the disagreement.

The higher-level supervisor may meet with the employee at his/her discretion, but must render a decision in writing and deliver to the employee within five (5) working days of the date the written request was received.

2. If the employee does not agree with the decision of the higher-level supervisor, the employee may submit the same written request as originally presented in step 1 to the third-level supervisor using the process and timelines listed above. The employee may not add any additional items to be considered at the third stage of the dispute resolution process.

The third level supervisor's decision must be made in writing within five (5) working days of the date the written request was received and must include a written copy of the Formal External Dispute Resolution Process. The decision of the third level supervisor is final. Employees will have no further recourse for resolution of these disputes at the internal level. The employee must be given written notice of the External Dispute Resolution Process upon completion of the Internal Dispute Resolution Process.

Formal External Dispute Resolution Process:

An employee may request a review by the State Personnel Director upon completion of the College's Formal Internal Dispute Resolution Process by submitting a written request to the State Personnel Director within five (5) working days of the College's final decision only for matters relating to:

- The application of the college's Performance Management Program, policies, or processes.

Requests for review must be submitted to the State Personnel Director, Attn: Appeals Processing, 1313 Sherman Street, Room 122, Denver, CO 80203 and must include the reason for the request, specific examples of disagreement, supporting documentation, and a copy of all requests for review at all levels of the Formal Internal Dispute Resolution Process as well as copies of the decisions rendered by the second and third level supervisors. The State Personnel Director may select a qualified neutral third party to review the matter. In reaching a final decision, these individuals have the authority to instruct a rater(s) to: a) follow the agency's program, b) correct an error, or, c) reconsider an individual performance plan or final overall evaluation. These individuals may also suggest other appropriate processes such as mediation. The Director shall issue a written decision that is final and binding within 30 days.

V. Performance Management Review, Monitoring, Recordkeeping, and Reporting

Roles Associated with Performance Management

Supervisor

The immediate supervisor is responsible for ensuring compliance with the College's performance management program adhering to published deadlines, rules, policy and procedure as described in this document.

Employee

The employee is responsible for complying with the College's performance management program adhering to published, deadlines, rules, policy, and procedure as described in this document.

- It is the right of the employee's right and responsibility to address issues of concern as they occur by using the dispute process.
- It is the right of the employee to be included in the development of the initial planning document should they choose.
- It is the employee's responsibility to address issues of compliance as they occur. For example, if the employee has not been given a PME plan within the 30 days as required, they can not dispute that at the mid year review or final evaluation step.
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Reviewer

The reviewer (next level supervisor) functions in a quality control role ensuring that performance management program is operating in compliance with the College's deadlines, rules, policy, and procedures as described in this document. It is the responsibility of the reviewer to:

- Ensure all plans must be written in a way that the employee can distinguish valid differences in performance levels among employees, not differences resulting from rating scale variances used by different supervisors (i.e., easy vs. hard raters). Plans should incorporate measurable goals that can be defended by a neutral party.
- Ensure all plans are completed timely and submitted to HR.
- Ensure all evaluations are completed fairly and accurately to uphold the College's integrity within the State System.
- Ensure that supervisor sanctions are imposed uniformly.
- Ultimately, the Human Resources Director as delegated by the President is responsible for maintaining quality control over the performance management process within the college. Part of this quality control is to ensure the equity and fairness of employee ratings across all units reporting to the President.

Performance Management Program Review

The Executive Director of Human Resources functions in a quality control role ensuring that the performance management program is operating in compliance with the College's rule, policy, and procedure as described in this document. It is the Executive Director of Human Resources responsibility to:

- Ensure all Level III – Exceptional ratings are justified by proper written plan with subsequent written evaluation based on the objectives and measure set.
- Ensure that these Level III evaluations are completed fairly and accurately to uphold the College's integrity within the State System.
- To ensure an unbiased third party review.

Recordkeeping and Reporting

Plans

1. A **copy** of the entire performance plan for classified employees must be sent to the Human Resources office by the designated deadlines. If the Reviewer has not complied with the College's deadlines, rules, policy, and/or procedure, the plans will be returned the Vice-President of the effected division for further processing and correction. Deadlines are as follows:
 1. By April 30 any given performance year
 2. Within 30 days of any new hire
 3. Within 30 days of change in supervision
 4. Within 30 days of promotion with new duties
2. The original plan must be maintained in the respective work unit office under the care of the immediate supervisor and be used to document midyear and final evaluation.
3. A copy of the plan must be given to the employee along with a copy of the dispute process for performance management. Employees should also be notified of the parties that will review disputes at this time.

Progress Reviews

1. A copy of the *Progress Review Form* of all employees must be sent to the Human Resources office by the designated deadline of October 31 of each given year. The original *Performance Management Form* must have the *Progress Review* area of the form completed with signatures and dates of completion.
2. The original of the *Progress Review Form* must be maintained in the respective work unit office under the care of the immediate supervisor. It is best to attach the completed *Progress Review Form* to the original *Performance Management Form*.
3. A copy of the *Progress Review Form* must be given to the employee for their own record.

Performance Evaluation

1. The entire **original** document for performance evaluations is sent to Human Resources by March 30 of each year. This final document will show the supervisor's verification that a performance plan, progress review, and/or evaluation had taken place. If Level III rating is given, the Executive Director of Human Resources must have signed off on the document prior to it being given to the employee.
2. A copy of the final document must be maintained in the respective work unit office under the care of the immediate supervisor.
3. A copy of the final document must be given to the employee for their own record.

Reporting

The Classified Employment Manger will be responsible for:

- Recording all scores in the appropriate databases.
- Combining multiple scores of employees who have had multiple supervisors, positions, extended leave, LWOP, etc.
- Sending reminders to supervisors who are delinquent in submitting plans, mid-year reviews, and evaluations.
- Reporting delinquencies to the Human Resources Director
- Providing the Budget Office with information pertaining to individual and total dollars appropriated for performance adjustments.
- Providing the Payroll Office with information pertaining to individual and total dollars appropriated for performance adjustments.
- Updating the Banner and CPPS database with appropriate performance ratings and Achievement pay increases by communicated deadlines.
- Notifying each employee of their pay increases in writing.
- Filing all performance documents in the employee's individual personnel file.
- Reporting required information to the State Personnel Director as requested.

VI. Training, Communication, and Orientation Plan

Training and communication is the cornerstone of a successful performance management system. A successful performance management system encourages open, ongoing communication in order to build trust and develop a work environment that focuses on continuous improvement. Therefore, performance management training is mandatory for all supervisors.

Performance management training will cover the basic process of the College's performance management plan for classified employees as well as the development of good performance measures in the form of Individual Performance Objectives (IPO's) or goals and Core Competencies, as required by the State. Training will also cover effective coaching and feedback, supervisor accountability, dispute resolution process, tying the College vision/mission to each employee's performance plan, and how it all comes together to affect individual employees' performance salary adjustments.

Performance Management Training within Metropolitan State College of Denver has occurred in the past through two-day classroom led instruction, as well as on-line presentations, accessible to all employees from their desk top computers, regarding changes to the Performance Management System as it has occurred. Documentation regarding an employee's attendance or review of on-line training courses are submitted to Human Resources, and placed in the employee's personnel file.

All new employees and supervisors are required to attend an orientation program within one month of hire. This orientation program will familiarize new employees to Metropolitan State College of Denver's Performance Pay Program.

Employees who are promoted to supervisory/management positions are required to attend mandatory performance management training. These training opportunities will be held periodically throughout the year and employees can access an electronic calendar system that will assist in the scheduling of training sessions.

Refresher courses on performance management will be offered at least twice a year through Human Resources. All employees are encouraged to attend on an as-needed basis. Other forms of training opportunities and resource tools will be developed and utilized to ensure that supervisors and staff receive vital information that is necessary to prepare employees for continuing changes related to performance pay. Examples of these resource tools will include traditional classroom training, distribution of printed materials, e-mail communication, World Wide Web, a staff listserv, department newsletters, college newspaper, and on-line presentations. Of course, one-on-one training is available to all supervisors through the Human Resources office on an as-needed basis.

VII. Forms List and Web Location

Location: All forms for documentation, procedures and this document related to classified employee performance can be found at the following address <http://www.mscd.edu/facstaff/hr/classified/index.htm>

Form

Performance Management Form

Progress Review Form (Mid-Year Review)

Employee Self-Evaluation Form

Formal Internal Dispute Resolution Form

Formal External Dispute Resolution Form

Procedures

Performance Management Dispute Process

METROPOLITAN STATE COLLEGE OF DENVER PERFORMANCE MANAGEMENT FORM

Revised 4/01/08

Employee: _____	ID Number: 900- _____
Class Title: _____	Position #: _____ Agency Code: GTA
Department: _____	Supervisor: _____
Appraisal Period: From _____ To 03/31 _____	Annual <input type="checkbox"/> Interim <input type="checkbox"/>
Date current job description was last updated: _____	Job descriptions must be updated every three years.

PLANNING: The employee has been provided this Performance Plan and a copy of the Dispute Process .

Supervisor Signature _____	Date _____
Reviewer (Next Level Supervisor) Signature _____	Date _____
Employee Signature _____	Date _____

I Agree Disagree with the Plan. *Lack of signature does not negate the expectations described within.*

PROGRESS REVIEW:
(due by Oct. 31 in H.R.)

Supervisor Signature _____	Date: _____
Employee Signature _____	Date: _____

APPRAISAL: The employee has been provided a copy of the Dispute Process.

The overall performance rating for the entire appraisal period was:

LEVEL I ____ Pts. LEVEL II ____ Pts. *LEVEL III ____ Pts.

***Level III Requires Executive Director of Human Resources Signature before final rating is given to employee.**

Dated Signatures Must Follow Sequence as shown	1. Supervisor Signature		Date	
	2. Reviewer (Next Level Supervisor) Signature		Date	
	3. Executive Director of Human Resources Signature		Date	
	4. Employee Signature		Date	

I Agree Disagree with the Appraisal. *Lack of signature does not negate the evaluation described within.*

SUMMARY OF TOTAL POINTS RECEIVED & OVERALL APPRAISAL RATING				
	Weight (%)	x	Points Received	= Points per Goal
Competency #1: Communication		X		=
Competency #2: Interpersonal Skills		X		=
Competency #3: Customer Service		X		=
Competency #4: Accountability		X		=
Competency #5: Job Knowledge		X		=
Goal 6 (supervision)		X		=
Goal 7 IPO		X		=
Goal 8 IPO		X		=
Goal 9 IPO		X		=

	Total Weights = 100 (%)		Total Points for All Goals
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OVERALL APPRAISAL RATING SCALE
(Minimum Possible Points = 100 Maximum Possible Points = 300)

Level I 100 to 174 points	Level II 175 to 274 points	Level III 275- 300 points
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GENERAL INFORMATION

All employees must address these five required competencies and include at least one additional goal.	Competency 1: Communication Competency 2: Interpersonal Skills Competency 3: Customer Service Competency 4: Accountability Competency 5: Job Knowledge
Employees who supervise must use (includes student worker supervision)	Goal 6 Supervision
Employees must address at least one additional departmental/personal goals	Goals 7, 8, and 9 IPOs

Definitions:

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. employees and supervisors have the option to select any example from the list provided on the last pages of this document, or supervisors can write their own examples. There are five State Uniform Core Competencies. All classified employees are required to address these five competencies. Goal 6 must be used if employee supervises classified staff or students.

A **goal** is a broad statement that describes general intentions.

An **IPO - Individual Performance Objective** is a specific statement that describes a desired behavior or result from an employee, team and/or unit.

A **measure** answers the question/s: How much? By when? - in order to meet the objective/goal. Measures are written and describe the level III and II ratings that the employee is expected to meet. There must be a clear an obvious distinction between the levels.

Weight (%) During the planning phase, each competency and goal must be assigned a **weight (%)**. The total of all weights combined must equal 100(%).

1. **Performance Plans** Written plans are given to employees and allow the employee to track their own performance throughout the year. The plans include the four overall appraisal ratings as described below:

Level III: The point range for this rating is from 275 to 300. Definition: **Exceptional.** This rating represents consistently exceptional and documented performance or consistently superior achievement beyond the regular assignment. Employees make exceptional contribution(s) that have a significant and positive impact on the performance of the unit or the organization and may materially advance the mission of the organization. The employee provides a model for excellence and helps others to do their jobs better. Peers, immediate supervision, higher-level management and others can readily recognize such a level of performance.

Level II: The point range for this rating is from 175 to 274. Definition: **Satisfactory.** This rating level encompasses a range of expected performance. It includes employees who are successfully developing in the job, employees who exhibit competency in work behaviors, skills, and assignments, and accomplished performers who consistently exhibit the desired competencies effectively and independently. These employees are meeting all the expectations, standards, requirements, and objectives on their performance plan and, on occasion, exceed them. This is the employee who reliably performs the job assigned and may even have a documented impact beyond the regular assignments and performance objectives that directly supports the mission of the organization

Level I: The point range for this rating is from 100 to 174. Definition: **Needs Improvement.** This rating level encompasses those employees whose performance does not consistently and independently meet expectations set forth in the performance plan as well as those employees whose performance is clearly unsatisfactory and consistently fails to meet requirements and expectations. Marginal performance requires substantial monitoring and close supervision to ensure progression toward a level of performance that meets expectations. Although these employees are not currently meeting expectations, they may be progressing satisfactorily toward a level 2 rating and need coaching/direction in order to satisfy the core expectations of the position.

2. **Progress Review:** Metropolitan State College's Performance Management Program requires every state classified employee have a written progress review by the last day in October (30 days following the end of the second quarter). This is also known as a coaching and feedback session. At a minimum, the supervisor and employee must document this has occurred by placing the initials and date of the occurrence.

3. In the **Appraisal Review**, each competency and goal is assigned a **point value** indicated by circling or placing a checkmark in the points scale, as well as a numerical value entered in the "Points Received" box. For example,

10%	Goal 1 Weight (%)	1 2 (✓) 3	Points Received –	2.3
LEVEL				

4. **Dispute Process:** Metropolitan State College's Performance Management Program requires every state classified employee to have a copy of the Dispute Process related to performance management. Supervisors are to ensure the employees have access to a copy of this document to aid them in following the process at each stage: Planning, Progress Review, and Evaluation.

5. **Multiple Ratings:** Will be prorated according to program guidelines and will affect the overall appraisal score for the rating period.

Competency #1: Communication

Planning Section: Competency 1 Individual Performance Objective(s):

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

Performance Measure/s:

Level II:

Level III:

<input type="text"/>	Competency #1 Weight (%)	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/>	Points Received -	<input type="text"/>
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LEVEL

Evaluation Section: Competency #1 Comments and Justification*

Justification *is required* for competency or goal.

Competency #2: Interpersonal Relations

Planning Section: Competency 2 Individual Performance Objectives:

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

Performance Measure/s:

Level II:

Level III:

<input type="text"/>	Competency #2 Weight (%)	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/>	Points Received -	<input type="text"/>
LEVEL				

Evaluation Section: Competency #2 Comments and Justification*

Justification *is required* for any competency or goal.

Competency #3: Customer Service

Planning Section: Competency 3 Individual Performance Objectives:

Definition: Works effectively with internal/external colleagues and students to satisfy expectations.

Performance Measure/s:

Level II:

Level III:

<input type="text"/>	Competency #3 Weight (%)	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/>	Points Received -	<input type="text"/>
LEVEL				

Evaluation Section: Competency #3 Comments and Justification*

Justification *is required* for any competency or goal.

Competency #4: Accountability

Planning Section: Competency 4 Individual Performance Objectives:

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

Performance Measure/s:

Level II:

Level III:

<input type="text"/>	Competency #4 Weight (%)	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/>	Points Received -	<input type="text"/>
LEVEL				

Evaluation Section: Competency #4 Comments and Justification*

Justification *is required* for any competency or goal.

Competency #5: Job Knowledge

Planning Section: Competency 5 Individual Performance Objectives:

Definition: 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.

Performance Measure/s:

Level II:

Level III:

<input type="text"/>	Competency #5 Weight (%)	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/>	Points Received -	<input type="text"/>
LEVEL				

Evaluation Section: Competency #5 Comments and Justification*

Justification *is required* for any competency or goal.

GOAL 6: Supervision (REQUIRED if supervising students/staff)

Planning Section: Goal 6 Performance Objectives (Must include the following):

- Developed and submitted written plan for classified evaluations on time
- Conducted at least one coaching & feedback session—documented and on time
- Submitted written evaluation for classified evaluations on time

Individual Performance Objectives:

Performance Measure/s:

Level II:

Level III:

	Goal #6 Weight (%)	1 2 3	Points Received -	
LEVEL				

Evaluation Section: Goal #6 Comments and Justification*

Justification *is required* for any goal.

GOAL 7 Title:

Planning Section: Goal 7 Individual Performance Objectives:

Performance Measure/s:

Level II:

Level III:

**Goal #7
Weight (%)**

1	2	3
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Points Received -

LEVEL

Evaluation Section: Goal #7 Comments and Justification*

Justification *is required* for any goal.

GOAL 8 Title:

Planning Section: Goal 8 Individual Performance Objectives:

Performance Measure/s:

Level II:

Level III:

	Goal #8 Weight (%)	1 2 3	Points Received -	
LEVEL				

Evaluation Section: Goal #8 Comments and Justification*

Justification *is required* for any goal.

GOAL 9 Title:

Planning Section: Goal 9 Individual Performance Objectives:

Performance Measure/s:

Level II:

Level III:

**Goal #9
Weight (%)**

1	2	3
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Points Received -

LEVEL

Evaluation Section: Goal #9 Comments and Justification*

Justification *is required* for any goal.

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. In performance management, these items are the "what". Supervisors need to identify how or to what extent the employee will demonstrate the following for levels II and III.

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, work related 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.