



2017-18 Performance Plan Instructions

All performance plans **must define** *content and performance* for each Core Competency and for each Individual Performance Measure (IPM). Each Core Competency can be modified to fit the particular job. General descriptions of the Core Competencies and IPMs are:

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

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

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

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

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

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

Individual Performance Measures (IPM): Except in rare instances, jobs should have at least two - typically performance goals tied to the job and department. They can encompass projects, primary areas of focus, and include learning objectives (such as completing a particular set of learning programs or acquiring a relevant set of skills).

Rating Level Definitions – State Published Standard Definitions

Statewide Definitions of Ratings Levels -- By state personnel rule, standard definitions must be established by the State Personnel Director. These definitions are displayed below and are intended as a framework and guide for distinguishing the levels of performance. You may, and likely should, clarify or augment the content of the definitions, but you may not weaken the definition for use in your annual evaluations.

Definition of Exceptional Performance: This rating represents consistently exceptional and documented performance or consistently superior achievement beyond the regular assignment. Employees make exceptional contribution(s) that have significant and positive impact on the performance of the unit or the School and may materially advance the mission of the School. 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 Meets Expectations: 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 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 Meets Expectations standard and need coaching/direction in order to satisfy the core expectations of the position.

To build the performance plan:

1. Adjust the content of each Core Competency as needed or use the common definitions.
2. Define the performance that is expected under each Core Competency such that there is a description of the performance that is:
 - A. Meets Expectations; and
 - B. Exceptional Performer.
3. Describe each IPM included in the plan.
4. Define the performance that is expected for each IPM such that there is a description of the performance that is:
 - A. Meets Expectations; and
 - B. Exceptional Performer.
5. Define how the combinations of ratings from the Core Competencies and IPMs will be used or combined to arrive at the Overall Rating.
6. Both the employee and the supervisor must sign and date the plan.
7. Provide the employee a copy of the signed performance plan.
8. Retain the original of the signed performance plan in the supervisor's files for at least three years (these are subject to audit by the State Auditor or the Colorado Department of Personnel and Administration). **Do not send a copy of the performance plan to Human Resources.**
9. Complete the *Performance Plan Certification form*. Both the employee and supervisor are to sign and date the form and then send the **Original** completed, signed form to Human Resources. This form is retained by Human Resources in the employee's personnel file.

End of Instructions