CEI Corporate Competency Model

Executive Leader
e.g. Director and above

Champions Change and Progress
Delivers Exceptional Customer Service
Builds Collaborative Relationships
Manages the Work
Models the Cox Values
Communicates Effectively
Develops Self and Others

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CEI Performance Ratings Scale

At CEI, our employees are our most important resource.

This brochure is designed to help you understand CEI's 5-point Performance Ratings Scale and the seven CEI Core Competencies. Together, these tools provide employees and managers a common language for discussing expectations and performance.

Our performance on each of the seven Core Competencies can be assessed on the 5-point scale described below.

5   Consistently Exceeds Expectations

Role model. Demonstrated performance was consistently above established expectations.
This rating should be reserved for those employees who regularly demonstrate exceptional performance.

4   Often Exceeds Expectations

Top performer. Demonstrated performance was often above the established expectations.
This rating should be reserved for those employees whose performance surpasses a satisfactory level.

3   Consistently Meets Expectations

Solid performer. Demonstrated performance met all expectations, and may have exceeded some.
This rating reflects fully satisfactory performance. Most employees, who regularly perform their jobs at a fully acceptable level, would fall into this category.

2   Inconsistently Meets Expectations

Inconsistent performer. Demonstrated performance met some but not all established expectations.
This rating indicates areas for development and performance improvement.

1   Rarely Meets Expectations

Poor performer. Demonstrated performance was below established expectations most of the time.
This rating indicates a serious performance problem. Prompt and appropriate corrective action should be considered.

Core Competencies at a Glance

Core Competencies give you and your manager clarity, consistency and transparency around the behaviors that lead to success across CEI Corporate departments. In other words, how we do our jobs is as important as what we deliver.

Here are brief descriptions of each Core Competency. The remainder of this brochure shows how to apply them, using the 5-Point Performance Ratings Scale.

Champions Change and Progress

Aligns to (and shapes) the vision and strategy of the organization and/or of one's area/scope. Generates and champions new ideas and initiatives that benefit the organization. Adapts to (and leads others in adapting to) ambiguity and change.

Delivers Exceptional Customer Service

Identifies customer business goals and needs, and builds and delivers solutions that achieve outstanding customer satisfaction. Looks for opportunities to add greater value to the customer, including bridging customer groups together.

Builds Collaborative Relationships

Works effectively across the organization(s) to identify and achieve common goals. Creates and maintains an environment for honest and open discussion of issues. Establishes relationships that enhance the levels of cooperation, collaboration and trust.

Manages the Work

Develops, executes and tracks realistic plans needed to accomplish work objectives on time. Sets high standards of achievement and demonstrates commitment to driving toward meaningful results.

Models the Cox Values

Demonstrates "do the right thing." Builds trust with others through honesty and follow-through on commitments. Treats all individuals with respect; maintains high standards of integrity; demonstrates appropriate levels of humility.

Communicates Effectively

Prepares and delivers clear, effective, and persuasive written and verbal materials/messages to appropriate audiences. Promotes a free and timely flow of accurate information with others and/or across the organization; encourages the open expression of ideas and opinions.

Develops Self and Others

Plans for, seeks out, shares and celebrates opportunities to learn and develop so that individuals/teams/departments can fulfill current and future job responsibilities more effectively.

Champions Change and Progress

5	4	3	2	1
Role Model Consistently Exceeds Expectations		**Solid Performer** Consistently Meets Expectations		**Poor Performer** Rarely Meets Expectations
Consistently communicates the long-term, big-picture strategy for one's area, so that all colleagues can align their work accordingly. Demonstrates agility in making adjustments to short-term strategies in order to achieve long-term goals.		Ensures the vision and strategies of one's area/scope consider future needs and developments.		Considers mostly short-term tactical issues when making decisions, without giving full consideration to long-term implications. Misses opportunities to communicate regularly and consistently about the long-term, big-picture strategy.
Tracks and anticipates key actions in the broader business environment and their implications for the business. Models, and coaches others on, keeping up-to-date and integrating information from multiple data points when making decisions.		Utilizes industry, division, market, and other external business factors when making decisions.		Shows little awareness of, or concern for, actions in the broader business environment or the implications of those actions to one's own area/scope. Fails to set this behavior as an expectation or coach others to help people improve in this area.

Champions Change and Progress

5 — 4 — **3** — 2 — 1		
Role Model Consistently Exceeds Expectations	**Solid Performer** Consistently Meets Expectations	**Poor Performer** Rarely Meets Expectations
Models, and coaches others on, intellectual curiosity by seeking information from creative sources and applying new paradigms that move the business forward.	Considers fresh perspectives, disruptive ideas and new ways of thinking to move the business forward.	Demonstrates satisfaction with the current state of operations; fails to demonstrate intellectual curiosity about why and how to move the business forward.
Fosters an environment that supports and rewards others for innovating, taking appropriate risks and learning from failures or successes.	Encourages innovation and risk taking.	Creates a risk-averse environment by demonstrating a fear of failure or not supporting others' innovations. Demonstrates a "let's play it safe" attitude
Models, and coaches others on, courageous leadership by advocating change and improvement, even when faced with resistance or personal risk Shares knowledge about innovation (processes, results, and lessons learned) across the organization.	Challenges the way it has always been done.	Shows limited interest in or shies away from questioning current practices.
Leads others to embrace the change: – Communicates transparently and proactively about change, the strategic benefits and how others' roles fit. – Models effective behaviors for leading change. – Creates or takes advantage of opportunities (formal and informal) to provide training/ coaching/ mentoring that equip employees to embrace and thrive through change.	Leads others through effectively navigating the change.	Fails to model the appropriate attitude about change and/or positive behaviors (e.g. communication) for managing change. Misses opportunities to provide training/ coaching/mentoring that can equip employees to embrace and thrive through change.

Delivers Exceptional Customer Service

5 — 4	3	2 — 1
Role Model Consistently Exceeds Expectations	**Solid Performer** Consistently Meets Expectations	**Poor Performer** Rarely Meets Expectations
Proactively communicates expectations and holds others accountable for what it means to have a customer-focused department.	Fosters a customer-focused culture by modeling that customers are a top priority.	Misses opportunities to make customer satisfaction a top priority, thus failing to influence colleagues and employees to focus on customer satisfaction.
Combines customer feedback with process improvement to continuously ensure CEI is driving value for customers/stakeholders.	Makes it easy for customers to do business with CEI and its departments.	Does little to improve systems or processes to make it easier for customers to do business with the company.
Uses innovative approaches and external data to identify potentially unrecognized customer needs.	Identifies and anticipates customer requirements, expectations and needs.	Does not articulate, act upon, or manage to the importance of gathering current, accurate data from customers.
Establishes processes and metrics that enable employees to track resolution of customer issues, timeliness, and customer satisfaction.	Ensures customer issues are fully resolved in a timely manner	Fails to model or enforce the expectation for self and others to follow up on and resolve customer issues in a timely manner.
Creates opportunities for customer or stakeholder groups to regularly learn, engage, and support each other for the benefit of the enterprise as a whole.	Brings together customer stakeholder groups from across the enterprise to add value.	Fails to recognize (or create) value-add connections across customer stakeholder groups.
Encourages self and others to be creative in seeking out new, potentially unconventional customer relationships. Sets the expectation that customer relationships will be of a strategic, consultative, trusted advisor nature.	Proactively grows and champions strategic, trusted advisor relationships with new and existing customers.	Models or expects only basic, transactional customer relationships.

Builds Collaborative Relationships

5 — 4 **Role Model** Consistently Exceeds Expectations	3 — 2 **Solid Performer** Consistently Meets Expectations	1 **Poor Performer** Rarely Meets Expectations
Models courage in soliciting diverse perspectives, even in potentially difficult or uncomfortable situations.) Shows a strong commitment to getting to the root of concerns and ensures the best outcome for the enterprise.	Discusses and integrates diverse perspectives, even when uncomfortable.	Avoids soliciting, addressing or integrating diverse perspectives, especially in uncomfortable situations.
Creates a culture that expects, fosters and reinforces collaboration up, down and across groups toward a shared goal.	Discourages "us versus them" thinking (e.g. willingly changes long-held views for the betterment of the broader organization)	Fails to model, expect or reinforce behaviors that discourage "us versus them" thinking.
Proactively invites (and expects others to invite) a broad group of stakeholders to engage in decisions and plans. Ensures that stakeholders across the organization have the information they need.	Collaborates with others to share information so there are no unnecessary surprises.	Misses opportunities to collaborate with others or to keep them informed of relevant information.
Proactively manages (and expects others to manage) conflict as it occurs by appropriately balancing assertiveness and diplomacy. Achieves win/win solutions/outcomes. Consistently models positive attitude, language and behaviors when engaged in difficult conversations.	Addresses and resolves conflict directly and constructively.	Misses opportunities to proactively address conflict when it arises for self or team. Models inappropriate behavior, language and attitude during conflict or difficult conversations.
Creatively identifies people across the enterprise with whom to establish and maintain a mutually beneficial relationship. Coaches team members to emulate positive networking behavior that benefits both the team and their career growth.	Builds and cultivates relationship networks across the organization.	Misses opportunities to develop or expand own network and engage in collaborative projects with individuals across the organization.

Manages the Work

5	4	3	2	1
Role Model Consistently Exceeds Expectations		**Solid Performer** Consistently Meets Expectations		**Poor Performer** Rarely Meets Expectations
Proactively considers (and asks others to consider) what they may need so that teams and departments can execute successfully. Courageously advocates upward, generating resources, influence or recognition that enables the department to succeed.		Ensures that others have the resources (e.g., department budget, headcount), information, authority and support needed to achieve objectives.		Provides insufficient resources, information, authority or support for others to carry out actions, achieve their objectives, and move initiatives forward.
Communicates with employees so that they are empowered and expected to leverage their unique strengths in order to achieve their highest individual and team performance.		Empowers others to execute the work in their own way, leveraging their own individual style and strengths.		Micromanages team members by being very prescriptive about how and when to complete work.
Verifies understanding and agreement on deliverables and priorities/timeframes. Consistently holds self and others fully accountable for hitting goals and results by implementing consequences for successful and unsuccessful performance.		Clarifies expectations/priorities and holds people accountable.		Is unclear when communicating expectations and assigning tasks. Misses or avoids opportunities to hold self or others accountable for achieving their goals.
Sets bold, aggressive standards for own area. Proactively manages progress and performance—consistently encouraging, inspiring and challenging teams and individuals to not only meet but exceed stated expectations.		Establishes (and encourages others to establish) high standards of performance.		Fails to set or communicate expectations about performance, or to correct individuals or teams who fail to adhere to them. Seems satisfied with status quo in performance; misses opportunities to encourage exceeding expectations.
Leads the team/department to engage with energy in collaborative efforts to achieve organizational success.		Fosters a sense of energy, ownership and personal commitment to the work.		Makes limited attempts to build a shared sense of energy, ownership or commitment.
Uses formal and informal techniques to motivate employees to deliver beyond expectations.		Creates an environment in which effort and achievement is rewarded.		Misses opportunities to acknowledge or reward others for their effort or achievements.

Models the Cox Values

5 — 4	3	2 — 1
Role Model Consistently Exceeds Expectations	**Solid Performer** Consistently Meets Expectations	**Poor Performer** Rarely Meets Expectations
Coaches and inspires others through the target behavior (described at right) by: – Demonstrating these behaviors in every aspect of his/her work – Publically acting on behaviors that go against these values – Expecting and reinforcing these behaviors across the organization (e.g. feedback, development, volunteer events, etc.)	Relates to others in a respectful manner, regardless of their organizational level, personality or background.	May act in disrespectful ways when others' views or positions differ from their own (e.g. ignore, interrupt, discount, etc.).
	Shows authenticity in words and actions.	Expresses a variety of opinions and beliefs—perhaps inconsistently across situations—so colleagues don't feel they can get an accurate picture of who he/she is.
	Accepts responsibility for own (and team's) performance and actions.	Avoids responsibility for own/team/ department performance and consequences (e.g., deflects blame, does not admit mistakes, resists feedback).
	Confronts actions that are (or border on being) unethical.	Unable to recognize/identify actions that are or border on being unethical. Ignores potentially unethical actions of others, not taking responsibility for raising or addressing them.
	Models and inspires high levels of integrity.	Acts in ways that are inconsistent with stated positions and beliefs.
	Balances confidence with humility.	Demonstrates a lack of balance between confidence and humility by over-employing one or the other, without ability to flex according to the situation.
	Handles difficult decisions or actions with care and dignity.	Uses words or behaviors that are insensitive, uncaring, or lack concern.

Communicates Effectively

5 — 4	3	2 — 1
Role Model Consistently Exceeds Expectations	**Solid Performer** Consistently Meets Expectations	**Poor Performer** Rarely Meets Expectations
Conveys (and expects others to convey) even highly complex information, clearly and concisely. Communicates effectively to all levels within and outside the organization.	Expresses oneself effectively (e.g., verbal, written, email, presentations, meetings) to all audiences.	Needs improvement in one or more area of effective communication. Struggles in communicating articulately to certain stakeholder groups.
Is recognized by audiences within and outside of the organization as a person who is approachable and builds upon others' ideas. Is sought out as a coach and mentor in the area of active listening and other effective communication skills.	Listens actively to others so that they feel heard.	Demonstrates poor active listening skills (interrupting, avoiding eye contact or misusing facial expressions, is distracted/ attending to other matters). As a result, discourages others from engaging in conversation or collaboration.
Proactively communicates and seeks out contrary opinions and difficult messages; does not wait to be invited or for problems to arise. Balances assertiveness with diplomacy/tact when communicating difficult messages.	Effectively communicates contrary opinions and difficult messages.	Hesitates to assertively share contrary opinions or difficult information or veers into bluntness and insensitivity.
Creates a culture which encourages others to express their views fearlessly, even on tough issues. Rewards frank discussions by being receptive and protecting the messengers from punishment for raising difficult news.	Encourages others to share information and viewpoints frankly and openly.	Acts in ways that discourage the open and frank expression of information or viewpoints (e.g. interrupts, discounts, "shoots the messenger").
Consistently demonstrates ability to: – Overcomes resistance – Inspire support – Facilitate groups to consensus – Positively influence outcomes	Asserts positions and ideas with inspiration, confidence and enthusiasm.	Presents ideas in a tentative manner or with lack of enthusiasm, thereby missing opportunities to influence and inspire others.
Consistently models executive presence by demonstrating professional and articulate behavior across high pressure situations and with the most senior leaders, within and beyond the organization.	Demonstrates an appropriate level of executive presence and composure.	Requires improvement in one or more aspects of executive presence (polish, professional behavior, attitude, composure under pressure).

Develops Self and Others

5 — 4 **Role Model** Consistently Exceeds Expectations	3 — 2 **Solid Performer** Consistently Meets Expectations	1 **Poor Performer** Rarely Meets Expectations
Actively pursues opportunities for self and others to obtain performance feedback from multiple sources. Sets expectations for team to embrace continuous learning, including negative feedback and experiences, in order to continuously improve.	Seeks and applies feedback to enhance self and team performance.	Avoids or discounts feedback on own/team/department performance. Misses opportunities to emphasize the value of feedback and reinforce a culture of continuous performance improvement.
Debriefs group performance from successful and unsuccessful experiences to extract lessons learned and identify best practices to apply again in the future.	Learns from experiences, including successes, rejections, setbacks or resistance.	Fails to take time to reflect on or debrief performance, and to extract lessons learned from failures.
Spends time getting to know each colleague's strengths, limitations, career interests and professional goals.	Accurately assesses people's strengths and limitations.	Gives the same development and assignments, regardless of differences in strengths, interests, etc.
Plans for talent implications for the business 3–5 years in advance. Considers cross-divisional talent as potential successors.	Develops successors and talent pools to ensure availability of future talent.	Fails to design or implement strategies for developing talent.
Strategically places individuals into roles/tasks (either because they are already proficient or because the experience would advance their development).	Capitalizes on the skills of individuals to ensure individual and team success.	Makes work assignments without demonstrating an understanding of the skills required in the role, or the strengths demonstrated by each department member.
Is recognized as a master coach, especially in difficult situations (e.g. is sought after to provide feedback and career guidance, develops coaching and feedback skills in others).	Provides effective feedback, coaching and guidance to enhance others' skill, even if uncomfortable	Gives coaching that is inaccurate, insensitive, or unbalanced (e.g., focuses too much on either development needs or strengths). May avoid opportunities to provide feedback, particularly constructive feedback.

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