

State of Kansas Performance Management Process

Identification Information (please print)		
Employee Name (Last, First, MI): <u>Hammer, Jonathan D.</u>	Person Completing Review: <u>Fuller, Summer</u>	
Employee ID: <u>K0000320050</u>	Agency Name: <u>Department on Aging</u>	
Class Title: <u>Administrative Specialist</u>	Position Number: <u>K023514</u>	Date of this Review: <u>October 15, 2009</u>
<u>October 16, 2008</u> To <u>October 15, 2009</u> (Month/Day/Year) Timeframe Being Evaluated (Month/Day/Year)		Review Type: <input type="checkbox"/> Probationary <input type="checkbox"/> Recommend permanent status <input type="checkbox"/> Extend probationary status <input type="checkbox"/> Not recommended for permanent status <input checked="" type="checkbox"/> Annual <input type="checkbox"/> Special <input type="checkbox"/> Unclassified
Overall Performance Rating: <input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Needs Improvement <input checked="" type="checkbox"/> Meets Expectations <input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Exceptional		

Part I: Performance Planning

Instructions: Identify objectives for the employee based on the manager/employee performance planning discussion. Please ensure each objective is a SMART objective (Specific, Measurable, Attainable, Relevant, Time-Based). In setting the objectives, be as specific as possible using quantitative (e.g., numbers, data, quotas, dates) and/or qualitative measures or feedback where helpful.

Indicate how progress against the objectives will be observed or measured (tracked). Modify objectives as needed throughout the performance management cycle. The number of objectives should be based on the outcomes of the performance planning discussion; you may add more lines below (objectives) as necessary. In the Annual Performance Review, indicate employees overall performance against each objective.

Objectives List Objectives in the Table Below		Measurement	
		A measurement scale and target should be established for each objective.	
Obj	Description	Tracking Method	Annual Performance Review
1	<u>Enter payroll with no more than three payroll adjustments due to timekeeper entry error each quarter.</u>	<u>6 or more - Unsat.</u> <u>4-5 - NI</u> <u>3 ME</u> <u>1-2 - EE</u> <u>0- Exceptional</u>	<u>One payroll entry error during first quarter.</u> <u>Two payroll entry errors during second quarter.</u> <u>One payroll entry error during third quarter.</u> <u>Three payroll entry errors during fourth quarter.</u> <u>Overall rating in this area is EE.</u>
2	<u>Conduct a team building activity at the end of each of the four quarterly staff meetings that will enhance employees' understanding of the benefits of team work.</u>	<u>1 Team building activity per quarter.</u> <u>0 -1 Unsat</u> <u>2-3 NI</u> <u>4 - ME</u>	<u>A team building activity was conducted each quarter.</u> <u>Overall rating in this area is ME.</u>

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3	Attend KDOA's Effective Communication training during the rating period.	Yes – ME No - Unsat	Attended Effective Communication training. Overall rating in this area is ME.
4	All bills are to be coded and submitted for payment within 10 working days of the date stamped.	15 days or more – Unsat 11-14 days – NI 8-10 days – ME 4-7 – EE 1-3 - Exceptional	The average amount of time spent on coding and submitting bills for payment was 11 days. The overall rating in this area is NI.
5	Be prepared for weekly meetings by making copies for staff of all documents that will be discussed as indicated by the immediate supervisor.	Yes – ME No – Unsat	Was prepared for all weekly meetings. Overall rating in this area is ME.

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Part I: Performance Planning (continued)

Instructions: Considering the employee's overall strengths and weaknesses, identify the critical competencies (from pages 4-7), for this review period that the employee should focus on. Consider those competencies that are critical for achievement of responsibilities and objectives for the coming year in addition to those that are important from a developmental perspective (important for a future position and/or for increased or changed responsibilities). The competencies chosen should be based on information from manager/employee performance planning discussion(s), any items identified through the development planning process, and any items from the most recent performance review.

For each competency, provide any project or on-the-job suggestions that the employee can engage in to help in development.

Competency	Project or On-the-Job Suggestions	Annual Performance Review
1. Pursues additional responsibilities or challenges while accomplishing objectives with minimal supervision.	Contact supervisor for additional tasks during slow times.	Jonathan has done a good job of contacting his supervisor for additional tasks during slow times. He has also taken the initiative to provide assistance to his peers.
2. Completes tasks in the most effective and efficient manner without compromising quality.	Develop and maintain a work plan weekly and provide to supervisor. The work plan will contain daily tasks and assigned work projects, a description of the tasks and projects, frequency of the tasks and projects, status of the tasks and projects, miscellaneous notes for each task and project, and an estimated timeline for completion.	Jonathan has provided a work plan to his supervisor each week with the exception of two during this rating period. The two weeks in which a plan was not provided is when Jonathan was off on vacation. His work plans have been very detailed and he has done a good job of providing estimated timelines. He was able to meet all of the estimated timelines with the exception of one and that was due to a matter that was beyond his control.
3. Demonstrates technical knowledge and computer efficiency in performing everyday tasks.	Attend Excel training to increase technical knowledge and computer efficiency in developing and maintaining spreadsheets.	Jonathan completed Excel training on February 20, 2009. He continues to work on increasing skills in developing and maintaining spreadsheets.
4. Expresses oneself clearly in conversations and interactions with others as well as expresses oneself clearly in written communication.	Be a more active participant in staff meeting conversations in expressing ideas and providing feedback to others.	Jonathan has done a tremendous job of becoming a more active participant in staff meeting conversations. He is doing a good job of bringing forth new ideas of how to improve processes and in providing feedback to others when requested.
5. Takes Personal Responsibility: Takes personal responsibility in addressing internal and external customer complaints and improving customer-service satisfaction.	Use active listening skills and the teaching method when receiving a customer complaint call. Take active steps to research, address, and correct (if possible) the complaint/problem and involve the supervisor, as needed.	Jonathan has shown a lot of growth in this area during the rating period. He is taking much more time in listening to the customers' problems and taking steps to correct the problem and increase the level of

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	Provide supervisor with three examples of calls per quarter and discuss ways in which the call could have been handled more effectively.	customer service satisfaction.
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On-Going Feedback and Coaching Process

Instructions: Identify the process to be used throughout the year to provide feedback and coaching to the employee. Identify any customer input tools that will be used to provide feedback throughout the year. In addition, identify the timing for the mid-year review and/or any other coaching sessions. Identify any employee responsibilities in the process. For instance, you may wish to identify when and how on-going feedback will be delivered, who has responsibility for setting up coaching sessions, when the mid-year review will happen, if current customer input tools will be used, etc.

(QUARTERLY FEEDBACK SESSIONS ARE TO BE DOCUMENTED IN THIS SECTION)

On-Going Feedback and Coaching Process

January 15, 2009 – Jonathan continues to work on feeling more comfortable in expressing his views and ideas in staff meetings. He has great ideas and provides constructive feedback after the meetings to his supervisor rather than during the staff meetings. Jonathan needs to continue to work on handling customer complaints appropriately. Instead of listening to the caller, he interrupts and becomes defensive in his tone and words. Jonathan has been doing an excellent job of informing me of downtimes. During these times, he works with peers on other projects. His peers really appreciate this extra assistance and have communicated this. Jonathan continues to do a great job of entering payroll with minimal errors.

July 15, 2009 – Jonathan is doing a much better job of expressing his views and ideas during staff meetings. He is doing a good job of coming up with team building activities, in which staff feel is beneficial in improving their working relationships. He has done a tremendous job of improving his customer service skills. He is taking much more time in listening to the customers' problems and taking steps to correct the problem and increase the level of customer service satisfaction. Jonathan continues to come up with different methods of trying to decrease the number of days it takes to process bills. We will brainstorm some solutions together to see if he can't increase his speed. Jonathan does a good job of maintaining his work plan and providing it to me on a weekly basis.

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Part II: Mid-Year Discussion

Instructions: Document progress against the Objectives and Competencies as defined in the Performance Planning process. Be as specific as possible about the employee's actual performance to date, documenting specific observable results wherever possible, and adding qualitative information or feedback wherever helpful. Any valid updates to employee's objectives, which are based on changes in State or agency needs, may also be documented in this section.

Mid-Year Discussion and Coaching Progress

April 15, 2009 – Jonathan is doing a much better job of handling customer complaints and providing examples. He is using his active listening skills and the teaching method in handling these situations. Jonathan needs to continue to work on brainstorming solutions to help increase his bill processing time. Jonathan attended Excel training and continues to work on increasing his skills in developing and maintaining spreadsheets.

Part III: Essential Requirements

Instructions: Considering the level the employee typically or consistently operates at, check (✓) the box which best describes his/her behavior for the competency below. A behavioral example must be provided for the Unsatisfactory rating.

Dependability: Recognizes their responsibilities to the agency and applies effective work habits and attitudes to meet work requirements. Accomplishes tasks by showing concern for all aspects of the job and manages workload or completes tasks in a timely manner.

- | | |
|--------------------------|--------------------|
| Unsatisfactory * | Meets Expectations |
| <input type="checkbox"/> | X |
- Attends work regularly and on time
 - Reports to work at the assigned time, work station, and remains at work until the end of the scheduled work day/shift.
 - Provides notification to supervisor of tardiness (unable to report to work on time).
 - Meal and Rest breaks are taken within appropriate timeframes.

 - Plans appropriately for absences
 - Provides appropriate notification for taking leave subject to operational needs.
 - FMLA hours will not be counted against absences.
 - Sick leave has a defined purpose as per K.A.R. 1-9-5, (employee may be required to provide the necessary documentation for use of leave).
 - Follows agency policy and procedures for unauthorized leave as defined by K.A.R. 1-9-3, (time away from work, which has not been approved in advance). Habitual or flagrantly improper use (pattern) of leave privileges and failure to follow established leave procedures may be grounds for disciplinary actions including dismissal.

 - Assumes personal accountability for work
 - Responsible for managing individual leave balances.
 - Takes personal responsibility for quality, service, and professionalism to internal/external customers.

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Example: There was a discussion with Jonathan on January 5, 2009 pertaining to arriving to work on time. There were five instances (December 3, 11, 23, 29, and 30) during the month of December in which Jonathan arrived 15 minutes late to work. Since the discussion, there have been no more instances of arriving late to work.

Agency Values: Individuals adhering to agency values align their actions with high standards of conduct, accept responsibility for behavior and exhibit personal integrity at all times. Acts as a role model for other employees and does the right thing, even when no one is watching. Individual does not waste agency resources (i.e., time, material).

- Demonstrates personal integrity and ethical behavior
 - Acts with integrity and respect in our work with customers and fellow employees.
 - Demonstrates passion for our mission to promote the security, dignity, and independence of Kansas Seniors.
 - Strives for continuous improvement.

- Displays good stewardship of public resources
 - Recognizes the value of partnerships, both within the agency and with community partners, to empower Kansas seniors to make choices about their lives.

- Adapts to changes in processes, procedures or responsibilities
 - Exhibits positive behavior and embraces responsibility in accepting change. Acts to overcome challenges.

Unsatisfactory * <input type="checkbox"/>	Meets Expectations X
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Example: _____

** An Unsatisfactory rating in Dependability or Agency Values will result in an Overall Performance Rating of Unsatisfactory*

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Part IVa: Annual Performance Review - Competencies

Instructions: Considering the level the employee typically or consistently operates at, check (✓) the box which best describes his/her behavior for the competency below. A behavioral example should be provided for each competency (year-end).

CORE COMPETENCIES (FOR ALL EMPLOYEES):

Job Responsibilities: Please rate the individual on execution of their expected day-to-day responsibilities, and specialized knowledge as outlined in the job description. Specialized Knowledge is the knowledge of and/or skill in a particular field (e.g., marketing, engineering, etc.) or trade (e.g., electrician, housekeeping, etc.) and the ability to apply that knowledge and/or skill in a variety of business situations.

(ONLY ONE CATEGORY MAY BE CHECKED – UPPER BOXES FOR PLANNING SESSION AND LOWER BOXES FOR END OF YEAR)

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learner: <ul style="list-style-type: none"> ▪ Limited ability to conduct job responsibilities; needs more experience or practice. ▪ Requires clear and specific instructions to get the job done. ▪ Understands enough to independently handle some routine tasks of the job. ▪ Understands regulations and policies; correctly applies them. 	Experienced Knowledge: <ul style="list-style-type: none"> ▪ Technically experienced and competent. ▪ Has thorough working knowledge of the area. ▪ Handles most routine tasks of the job; needs direction for more difficult tasks. ▪ Supervises others effectively through proper delegation, communication, and follow-up. 	Expert Knowledge: <ul style="list-style-type: none"> ▪ Can exercise independent judgment regarding all technical issues and responsibilities. ▪ Understands how area of responsibility relates to broader issues. ▪ Requires assistance for the most difficult aspects of the job. ▪ Supervises others with a focus on coaching for effective performance. 	Transferring Knowledge: <ul style="list-style-type: none"> ▪ Independently handles the most difficult aspects of the job. ▪ Understands how the area of knowledge relates to broader departmental or agency goals. ▪ Plays a role in transferring skills and knowledge to others. ▪ Takes responsibility for projects and tasks that have broader departmental or agency impact.

Behavioral Example: Jonathan continues to work on improving his technical knowledge and provide good services to internal staff. He does a good job of assisting less experienced staff in performing day to day tasks.

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Communication: Understands others' ideas and expresses thoughts and information effectively, utilizing appropriate gestures, tone, organization, grammar, format and materials. Maximizes performance through effective communication and develops a communication style that optimizes individual and team performance. It includes expressing ideas, requesting actions, summarizing events, and formulating plans by means of clear and effective writing, communicating, or presenting.

- Employee does not demonstrate any of the levels below; this competency will be included in the employee's development plan. (If the employee does not meet the category(ies) indicated during the planning session by year-end, the category(ies) needs to be included in the employee's development plan for the next rating period)

(MORE THAN ONE CATEGORY MAY BE CHECKED - UPPER BOXES FOR PLANNING SESSION AND LOWER BOXES FOR END OF YEAR)

X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shares Information: <ul style="list-style-type: none"> ▪ Shares relevant information and keeps others informed. ▪ Listens to others' opinions. ▪ Explains reasons for decisions. 	Facilitates Participation: <ul style="list-style-type: none"> ▪ Communicates objective and purpose and how individual is critical to team success. ▪ Encourages participation from all team members. ▪ Runs effective meetings; uses agendas, outlines expectations, keeps group focused. ▪ Negotiates for win-win solutions. 	Tailors Communication: <ul style="list-style-type: none"> ▪ Understands audience and tailors communication so that it is perceived as being clear, relevant, and even handed. ▪ Develops a communication style to facilitate a positive team environment and advance the team's agenda. ▪ Adjusts style/approach to build partnerships with others and to ensure acceptance of ideas. 	Uses Communication to Promote Agency Effectiveness: <ul style="list-style-type: none"> ▪ Uses communication to promote broad learning, effectiveness and efficiency. ▪ Communicates with different people at different levels throughout the agency to ensure the buy-in of others. ▪ Communicates broadly to ensure others understand the link between the current task and long-term strategies.

Behavioral Example: Jonathan does a good job of sharing information with his supervisor and staff.

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Customer Service: Addresses underlying customer needs that add value, to remove causes of customer's problems and ensure the long-term viability of the relationship. It includes demonstrating understanding of the customer's point of view, delivering on commitments, gaining the confidence of customers, and maximizing customer satisfaction. Customers include external and internal customers or clients, suppliers, etc.

- Employee does not demonstrate any of the levels below; this competency will be included in the employee's development plan. (If the employee does not meet the category(ies) indicated during the planning session by year-end, the category(ies) needs to be included in the employee's development plan for the next rating period)

(MORE THAN ONE CATEGORY MAY BE CHECKED - UPPER BOXES FOR PLANNING SESSION AND LOWER BOXES FOR END OF YEAR)

X	X	<input type="checkbox"/>	<input type="checkbox"/>
X	X	<input type="checkbox"/>	<input type="checkbox"/>
Maintains Communication: <ul style="list-style-type: none"> ▪ Follows through on customer inquiries, requests, and complaints. ▪ Keeps customer up-to-date about progress of projects. ▪ Gives friendly, cheerful service and distributes helpful information to customers. ▪ Maintains clear communication with customers regarding mutual expectations. 	Takes Personal Responsibility: <ul style="list-style-type: none"> ▪ Takes personal responsibility for correcting customer-service problems. ▪ Corrects customer-service problems promptly and un-defensively. ▪ Makes self fully available to the customer, especially when they are going through a critical period. 	Addresses Underlying Customer Needs: <ul style="list-style-type: none"> ▪ Seeks information about the real, underlying needs of the customer beyond those expressed initially. ▪ Makes concrete attempts to add value to the customer, to make things better for the customer in some way. ▪ Gets at the root of a customer problem and removes the cause of the problem. 	Uses Long-Term Perspective: <ul style="list-style-type: none"> ▪ Develops strategies and solutions that have long-term benefits for the customer. ▪ Addresses customer problems with a focus on the long-term relationship. ▪ Proactively builds customer relationships and maintains good relationships with the customer over the long term.

Behavioral Example: Taking personal responsibility was an area in which Jonathan has shown a great amount of growth during this rating period. He is taking the necessary steps in listening, researching and using active listening skills in addressing and correcting customer complaints. Great job!

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Initiative: Identifies a problem, obstacle or opportunity and takes action to address current or future problems or opportunities.

- Employee does not demonstrate any of the levels below; this competency will be included in the employee's development plan. (If the employee does not meet the category(ies) indicated during the planning session by year-end, the category(ies) needs to be included in the employee's development plan for the next rating period)

(MORE THAN ONE CATEGORY MAY BE CHECKED - UPPER BOXES FOR PLANNING SESSION AND LOWER BOXES FOR END OF YEAR)

X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Addresses Current Opportunities or Problems: <ul style="list-style-type: none"> ▪ Recognizes when a situation calls for a different approach from the usual. ▪ Pulls together ideas, issues and observations when a new perspective emerges. ▪ Recognizes and acts on current opportunities 	Is Decisive in a Crisis: <ul style="list-style-type: none"> ▪ Acts quickly and decisively in a crisis situation. ▪ Makes decisions and takes action where the norm is to wait and hope the problem will resolve itself. ▪ Is prepared to try out different solutions or take a different approach. 	Plans Ahead and Takes Action: <ul style="list-style-type: none"> ▪ Looks for opportunities to make improvements. ▪ Looks beyond the facts in order to develop solutions that have currently not been used in the agency before. ▪ Generates new and varied solutions to problems. ▪ Identifies changes that will improve performance in own agency. 	Anticipates and Prepares for Long-Term Problems: <ul style="list-style-type: none"> ▪ Anticipates situations 6 months to a year ahead or more and acts to create opportunities or avoid problems that are not obvious to others. ▪ Applies and modifies learned concepts, methodologies or ideas that have been used in other departments or agencies, to develop new solutions to problems.

Behavioral Example: Jonathan continues to come up with different solutions and ideas in addressing problems. He is a great asset to the team!

Teamwork: Achieves team objectives by developing and sustaining cooperative relationships. Employee works cooperatively with others as part of the team, as opposed to working separately or competitively. At the highest levels, it includes an ability to ensure the cohesiveness of the team and to ensure success.

- Employee does not demonstrate any of the levels below; this competency will be included in the employee's development plan. (If the employee does not meet the category(ies) indicated during the planning session by year-end, the category(ies) needs to be included in the employee's development plan for the next rating period)

(MORE THAN ONE CATEGORY MAY BE CHECKED - UPPER BOXES FOR PLANNING SESSION AND LOWER BOXES FOR END OF YEAR)

X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cooperates: <ul style="list-style-type: none"> ▪ Cooperates willingly with others. ▪ Ensures all group members have the relevant and needed information. ▪ Speaks positively of other team members. 	Solicits Input: <ul style="list-style-type: none"> ▪ Solicits ideas and opinions from others to help form specific decisions or plans. ▪ Genuinely values others' input and expertise and is willing to learn from others. 	Encourages Others: <ul style="list-style-type: none"> ▪ Takes specific steps to create a team environment and model desired behavior. ▪ Encourages all members of the group to contribute. ▪ Publicly recognizes the contributions of other team members. 	Promotes the Team: <ul style="list-style-type: none"> ▪ Acts to promote a friendly climate, good morale and cooperation within the team. ▪ Protects and promotes the team's reputation with others. ▪ Resolves team conflicts. Brings conflict within the team into the open and encourages or facilitates a beneficial resolution. ▪ Partners with other teams and promotes collaborative decision making to solve problems.

Behavioral Example: Jonathan serves as a great team member. The team appreciates the team building activities and have reported feeling that they are beneficial in strengthening the working relationship of the team members.

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LEADERSHIP COMPETENCIES (FOR MANAGERS/SUPERVISORS ONLY):

Performance Management: Promotes employee development opportunities and fosters the long-term learning or development of others. Sets clear goals and expectations, ensures feedback and addresses performance issues in a timely manner. It includes the ability to apply State of Kansas regulations and policies, to delegate effectively, to deal with performance issues, and to hold others accountable.

- Employee does not demonstrate any of the levels below; this competency will be included in the employee's development plan. (If the employee does not meet the category(ies) indicated during the planning session by year-end, the category(ies) needs to be included in the employee's development plan for the next rating period)

(MORE THAN ONE CATEGORY MAY BE CHECKED - UPPER BOXES FOR PLANNING SESSION AND LOWER BOXES FOR END OF YEAR)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sets Clear Objectives and Expectations: <ul style="list-style-type: none"> ▪ Gives detailed explanations of specific goals and objectives to others. ▪ Delegates effectively to employees to enable focus on managerial responsibilities. 	Holds People Accountable for Performance: <ul style="list-style-type: none"> ▪ Sets goals or objectives for employees that drive high performance. ▪ Holds employees accountable for their performance. ▪ Reviews employees' performance against clear standards and objectives, and rectifies performance issues. ▪ Provides timely feedback and performance evaluations to employees. 	Coaches for Effective Performance: <ul style="list-style-type: none"> ▪ Provides real-time coaching to others to improve performance. ▪ Addresses performance problems early to ensure minimal department or agency impact. ▪ Utilizes employee recognition to reinforce positive outcomes and behaviors. ▪ Identifies training or development needs for team or group of employees. 	Creates Climate for High Performance: <ul style="list-style-type: none"> ▪ Implements specific tactics to create a climate for high performance. ▪ Interfaces with other leaders to develop best-practice people practices for the good of the agency. ▪ Develops employees for future roles.

Behavioral Example: _____

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Leadership: Outstanding State of Kansas managers view themselves as leaders of people. They recognize that they are responsible for facilitating the work of their employees, which may mean providing essential information, creating efficient work structures or processes, or securing additional resources. These leaders inspire confidence in people and create excitement about the work and purpose.

Employee does not demonstrate any of the levels below; this competency will be included in the employee's development plan. (If the employee does not meet the category(ies) indicated during the planning session by year-end, the category(ies) needs to be included in the employee's development plan for the next rating period)

(MORE THAN ONE CATEGORY MAY BE CHECKED - UPPER BOXES FOR PLANNING SESSION AND LOWER BOXES FOR END OF YEAR)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Keeps People Informed:</p> <ul style="list-style-type: none"> ▪ Provides clear, consistent, and ongoing communication to team members. ▪ Lets people affected by the team know what is happening and the status of decisions. ▪ Makes sure the team has all the information it needs to make decisions and carry out its responsibilities, individually and collectively. ▪ Explains the reasons behind a decision promptly and candidly. 	<p>Promotes Team Effectiveness:</p> <ul style="list-style-type: none"> ▪ Creates the conditions that enable the team to perform at its best (e.g., setting clear direction, delegating responsibility, getting the right people). ▪ Makes team membership (including selection and dismissal) and assignments in a manner that promotes morale and productivity of the team. ▪ Obtains input from others to promote the effectiveness of the team. 	<p>Takes Care of the Team:</p> <ul style="list-style-type: none"> ▪ Obtains needed resources and information that the team needs to meet its goals. ▪ Provides or secures needed support and development for individuals or the team as a whole. ▪ Holds team members accountable for their contributions to team success, including bringing team resources to their assistance. 	<p>Inspires the Team:</p> <ul style="list-style-type: none"> ▪ Generates excitement, enthusiasm, and commitment to agency and/or departmental goals. ▪ Develops a workforce plan that positions the department or agency for long-term success. ▪ Inspires confidence in the mission of the agency. ▪ Models desired behavior.

Behavioral Example: _____

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Part IVb: Annual Performance Review - Summary Discussion Points

Based upon your ratings in the previous sections, identify the employee's major strengths in this job, and areas for improvement. In addition, include any additional accomplishments. Comments summarized here will help focus your end of year performance review discussion, and help you prioritize relevant objectives and development priorities for the coming year.

Additional Accomplishments:

Jonathan attended both Excel and Communication training and reported to his supervisor the benefits he received from these trainings and how they would benefit him in carrying out his day to day tasks. Jonathan served on the program policy review team and proved to be a great contributor to the team. Jonathan has expressed an interest in continuing to improve his technical skills. We will explore different options for the next rating period of available training within the agency.

Employee's Major Strengths in this Job:

Jonathan continues to be a great asset to the team in being opened minded to different solutions/options in addressing problems within the unit. He continues to show growth in dealing with customer complaints and has taken an active role in improving his active listening skills.

Areas Where Improvement Would Benefit Job Performance:

Jonathan tries hard to meet deadlines, but in the process doesn't always review work for errors. When letters are reviewed for signature, there are times when the supervisor discovers several typos and grammar errors that are a result of rushing and not reviewing work. This will be identified as an expectation/goal for the next rating period.

Understand and comply with the following "Conditions of Employment" policies (found in the KDOA Employee Handbook):

- Employee Oath
- Standards of Conduct
- Substance Abuse Policy and Agreement
- Use of Computer Equipment, Fax Machines and Telephones
- Workplace Behavior
- Information Management, including Information Privacy and Security Acknowledgement
- Employee Handbook Acknowledgement
- Compensatory Time Agreement

Jonathan always abides by the Conditions of Employment policies. He has a positive relationship with KDOA staff and has always used state equipment appropriately.

Understand and comply with agency policies and procedures.

Jonathan complies with agency policies and procedures.

- Position Description is accurate as written.
- Position Description is in need of revision. A revision will be forwarded to Human Resources within 30 calendar days.

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Part IVc: Annual Performance Review: Overall Performance Review Rating

Instructions: Indicate which level most appropriately describes the overall performance level of the individual. Add any comments that provide clarification to the Overall Review (may include unique circumstances, relevant career objectives, or other considerations).

Overall Performance Level:

Unsatisfactory <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Meets Expectations <input checked="" type="checkbox"/>	Exceeds Expectations <input type="checkbox"/>	Exceptional <input type="checkbox"/>
<ul style="list-style-type: none"> ▪ Employee is not making the contributions expected of an employee in this role. ▪ Employee may not be appropriately placed in the job or the agency. ▪ Immediate improvement is required. 	<ul style="list-style-type: none"> ▪ Employee is inconsistent in performance. ▪ Employee sometimes meets expectations and requirements. ▪ Continual improvement is required to fully meet expectations. 	<ul style="list-style-type: none"> ▪ Employee is making meaningful and valuable contributions. ▪ Employee has shown consistent and continual performance throughout the review period. 	<ul style="list-style-type: none"> ▪ Employee is making significant contributions and often exceeds objectives and expectations. ▪ Employee demonstrates a high level of competency. 	<ul style="list-style-type: none"> ▪ Employee is making outstanding contributions on a continual basis. ▪ Employee's achievements are clearly distinguishable from solid performers, and are highly valued by others. ▪ Employee consistently performs at a high level of competency.

Manager Comments: Jonathan is a great asset to the team and continues to show growth in his position. He shows great motivation in learning new things and sharing learned information with his supervisor and demonstrating how it relates to his position. Jonathan's contributions to the agency are appreciated.

Employee Comments: _____

Signatures

Performance Planning Discussion	
Employee's Signature*: _____	Date: <u>October 16, 2008</u>
Manager's/Supervisor's Signature (completed by): _____	Date: <u>October 16, 2008</u>
Mid Year Discussion	
Employee's Signature*: _____	Date: <u>April 15, 2009</u>
Manager's/Supervisor's Signature (completed by): _____	Date: <u>April 15, 2009</u>
Reviewer's Signature (reviewed by): _____	Date: <u>October 14, 2009</u>
Annual Performance Review Discussion	
Employee's Signature*: _____	Date: <u>October 15, 2009</u>
Manager's/Supervisor's Signature (completed by): _____	Date: <u>October 14, 2009</u>
Reviewer's Signature (reviewed by): _____	Date: <u>October 14, 2009</u>
Appointing Authority Signature: _____	Date: <u>October 14, 2009</u>

**Note: Signature does not imply agreement with the content of the review. It only indicates the employee's awareness of the information contained herein. A permanent employee, within seven calendar days after being informed of his/her rating, may appeal to the agency head. See K.A.R. 1-7-12.*

**State of Kansas
Performance Management Process**

Blue - Planning Phase

Green - On-going & Mid Year

Red - End of Year