

Adjutant General's Department Performance Review Form

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|--|-----------------------------------|---------------------|
| Employee Name: | Employee ID: | Position No: |
| Working Title: | Evaluation Period: From: | To: |
| Supervisor: | Overall Rating: | |
| Review Type: <input type="checkbox"/> Annual <input type="checkbox"/> Special | Reason for Special Review: | |

- | | |
|--|--|
| 1. UNSATISFACTORY – Performance consistently below expectations 3. MEETS EXPECTATIONS – Performance consistently met expectations. 5. EXCEPTIONAL- Performance far exceeded expectations | 2. NEEDS IMPROVEMENT – Performance did not meet expectations 4. EXCEEDS EXPECTATIONS - Performance consistently exceeded expectations |
|--|--|

| Task Objectives | Rating | Examples of Task Performance |
|-----------------|--------|------------------------------|
| 1. | | |
| 2. | | |
| 3. | | |

| X | Competencies/Behaviors | On the Job Suggestion/Example | Rating | Behavioral Examples/Comments |
|---|--|-------------------------------|--------|------------------------------|
| | Problem Solving/Decision Making | | | |
| | Attitude/Accountability | | | |
| | Productivity/Organizational Skills | | | |
| | Teamwork/Inclusiveness | | | |
| | Customer Service | | | |
| | Communication | | | |
| | Job Knowledge/Professional Development | | | |
| | Leadership | | | |

| | | | | |
|--|--|--|--|--|
| | People Management | | | |
| | Staff Development | | | |
| | Strategic Planning and Organizing | | | |

See Definitions of Competencies/Behaviors below.

Performance Planning Discussion: Employee Signature: _____ **Date:** _____
 (Establish Goals and Expectations at beginning of review period)

Mid-Year Review: Employee Signature: _____ **Date:** _____
 (Discussion to communicate progress and strategy)

Essential Requirements

***Dependability:** Recognizes responsibilities to the agency and applies effective work habits and attitudes to meet work requirements. Attends work regularly and on time, plans appropriately for absences and assumes personal accountability for work.

Meets Expectations: _____ **Unsatisfactory:** _____

***Agency Values:** Aligns 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. Demonstrates personal integrity and ethical behavior, displays good stewardship of public resources and adapts to changes in processes, procedures and responsibilities.

Meets Expectations: _____ **Unsatisfactory:** _____

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

Areas of Strength(s):

Areas for Development:

Other Evaluation Comments:

Evaluation completed and presented to Employee by: _____ **Date:** _____

Employee Acknowledgement:

The contents of this assessment have been discussed with me and I have received a copy thereof. My signature does not imply agreement or disagreement with this review. A permanent classified employee may appeal his/her overall rating pursuant to K.A.R. 1-7-12.

My comments are as follows:

Employee Signature: _____ **Date:** _____

Definitions for Competencies/Behaviors

| |
|---|
| Problem Solving/Decision Making Consistently gives reasonable consideration to all issues that arise, gathers and analyzes information accurately, seeks appropriate input, makes quality and timely decisions, and communicates those decisions to all affected parties. Reacts quickly to problems and new challenges, makes clear, consistent, transparent decisions. |
| Attitude/Accountability Maintains a positive attitude. Accepts challenges due to changing conditions and situations in work responsibilities. Can work independently. Accepts personal responsibility for work, actions, and attitudes. Accepts constructive criticism/suggestions. Handles conflict in a constructive manner. Consistently works scheduled duty hours and maintains recommended leave balances. Effectively represents the work unit. |
| Productivity/Organizational skill Consistently applies available resources towards program delivery in an efficient and cost effective manner, providing high quality levels of service. Strives to assure program meets overall best interests of the agency. Practices cost effective stewardship of all public resources. Proficient at improving work methods and procedures as a means toward greater efficiency. Takes initiative to make improvements. |
| Teamwork/Inclusiveness Cooperates with co-workers, treating them with respect, and integrity, promotes fairness and equity, engages the talents, experiences, and capabilities of others; fosters a sense of belonging, voluntarily provides support to team members, ensures all team members have the relevant and needed information, genuinely values others' input and expertise and is willing to learn from others, adds value to team meetings. Practices good attendance and punctuality habits. |
| Customer Service Treats clients and customers with respect and compassion, demonstrates understanding of client's point of view, delivers on commitment, provides friendly, cheerful service, distributes helpful information to clients, and maintains confidentiality. Values the importance of delivering high quality innovative services to internal and external clients in a timely manner. |
| Communication Demonstrates high quality and effective interpersonal communication skills with subordinates, peers, and supervisors through clear, concise written and oral communications. Maintains healthy working relationships. Appreciates the diversity of others. Displays an appropriate balance between personal effort and team effort. Demonstrates effective oral and written communication skills, actively listens and clearly and effectively shares information. |
| Job Knowledge/Professional Development Is technically and professionally skilled in all position responsibilities and requirements. Maintains currency in all professional aspects of program responsibility. Seeks new skills, sets high professional goals and standards. Demonstrates knowledge of procedures and policies. |
| Leadership Utilizes employee skills effectively and productively in meeting program goals. Develops goals, objectives and deadlines. Promotes appropriate staff development activities. Recognizes problems, seeks appropriate input, and develops solutions to resolve personnel problems or improve procedures. Motivates staff and gains support and action from others while maintaining professional relationships. Creates and maintains a positive goal-oriented environment. Provides training, supervision and feedback to employees and students. Consistently challenges past practices in order to identify and implement more effective and efficient practices. Assures that follow up is provided. |
| People Management Inspires and motivates employees to perform at their best; communicates 'big picture' vision and teams role in realizing vision of Agency. Hires and develops staff to maximize productivity, innovation and teamwork. Recognizes and rewards accomplishments; delegates and assigns work based on skill. Performance objectives and development opportunities. |
| Strategic Planning and Organizing Understands and communicates strategic goals and plans to achieve them; Mobilizes resources to achieve shared strategic vision and goals; Aligns knowledge and talent with program goals; Develops and implements metrics to measure results; Anticipates and solves problems. |

OVERVIEW OF THE TAG-244 PERFORMANCE MANAGEMENT PROCESS

As Supervisors and Managers we all have a pretty good idea of what behaviors and performance we expect from our employees while working for us. The question then becomes, do they know? How do we communicate those expectations to our employees?

This Evaluation Form incorporates a 3-step process to help supervisors and employees develop a partnership in the success of the employee. Following is a brief explanation of how the components of the process work:

1. PERFORMANCE PLANNING:

The purpose of the Planning discussion is to jointly set objectives with the employee and motivate them towards buy-in, help the employee link the agency's mission and values to their specific objectives, and allow you an opportunity to explain "what" the employee is to achieve (task objectives), and "how" to achieved the objectives (competencies).

Definitions: Task Objectives are the actual work employees perform. When you write Objectives think about Specific, Measureable, attainable, Relevant and Time Based.

Competencies/Behaviors are any knowledge, skill, trait, motive, attitude, value or other personal characteristic that assists in the performance of the job.

You will work with your employee to come up with 2-3 Task Objectives.

Next, in the Competencies/Behaviors section choose the Competencies/Behaviors you want your employee to focus on in the review period by marking the appropriate competencies using the 'X' column. In the 'on the Job Suggestion/Example column, write a brief statement how the employee should use the selected Competency/Behavior in their work. The definitions for each of the Competencies/Behaviors is on the 4th page of this document.

And finally, You and the employee will sign off that you have completed the Planning phase of the process.

2. COACHING & FEEDBACK:

The purpose of the Coaching & Feedback phase is to meet with your employee at least one time during the review period to check on performance and measure progress towards the Task Objectives. This is also a good time to update Objectives or redirect performance as needed to help the employee to a successful performance year. The feedback should remain focused on the performance or the behavior and not the person.

3. REVIEWING & APPRAISING PERFORMANCE:

At the end of the review period you will again meet with your employee and communicate, using the identified Task Objectives and Competencies and Behaviors, their performance over the entire review period by making relative comments in the 'Examples of Task Performance, and 'Behavior Examples' columns. Under the Rating column you will give a rating for each Objective and each selected Competencies/Behaviors.

You will complete the ESSENTIAL REQUIREMENTS section by checking the appropriate rating. NOTE: An Unsatisfactory rating in either of the Essential Requirements will be cause for the entire evaluation rating to be Unsatisfactory, so read the definitions of Dependability and Agency Values very closely.

Now, complete the last three sections, Areas of Strength(s), Areas for Development, and Other Comments, and assigning an overall rating based upon the ratings of the Objectives and Competencies. Go over the review with your employee making sure they understand the overall rating including areas of concern and areas of strength.

Finally, allow the employee to complete the Employee Acknowledgement Section and sign and date the review.

Provide the employee a signed copy of the review and send the original to the State Human Resource Office for placement in the Personnel File.

This is also when position descriptions should be reviewed with employee to ensure it is accurately reflecting the work of the position. If changes are made an electronic copy should be sent to SHRO and the employee should sign and send to SHRO for placement in Personnel file.

MISC. INFORMATION:

SPECIAL REVIEWS: MUST be given immediately if the employee receives a Needs Improvement or Unsatisfactory rating for the review period. Special Reviews must cover a 60 or 90 day review period. The overall process for a Special Review is the same as an Annual Review; however, the focus is for immediate improvement of Performance or Behaviors. Two ratings of Unsatisfactory or Needs Improvement in a row will be cause for us to look at discipline or termination of the employee. Please begin communication with your HR Director if you anticipate the need for such action for direction.

Appeal of a Performance Review: Only Classified employees and employees covered by the KOSE MOA may appeal a Performance Review.

Please refer to MOA, Article 15, "Performance Evaluations", if you supervise KOSE covered employees.

NOTHING in a Performance Review should be a surprise to your employee. Follow the idea of "When you See it, Say it", when addressing issues or problems with your employees. Document the conversation in your 'Supervisory File' and follow-up with counseling, verbal or written, if the behavior or performance does not improve and include with the Performance review. Again, talk to your HR Director for advice and/or direction.

Please contact your HR Director at 785-274-1460 for further instruction as needed.

Adjutant General's Department

Performance Improvement Plan

Employee Name:

Title:

Date:

Performance/Behavior in need of Improvement: (List areas needing improvement and the activities employee will initiate to improve performance/behavior. Include skill development and changes needed to meet the work performance/behavior expectations.)

Targeted date for improvement:

Expected results: (List measurable goals where possible.)

Dates to review progress: (Scheduled meetings with the employee to discuss progress towards expected results.)

Progress at review dates:

Consequences for failure to meet expectations:

Employee Signature: _____

Date: _____

Supervisor Signature: _____

Date: _____

Witness Signature(optional): _____

Date: _____