



The GSC Advantage

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- eLearning
- Podcasts
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- Workforce Planning
- Performance Evaluation Tools

<http://personnel.ky.gov/gsc>

Performance Evaluation and Planning

The performance review and planning process should add value, identify organizational barriers, offer the opportunity to explore career aspirations and provide employees with feedback and honest dialogue. The formal meeting between the supervisor and employee serves many purposes that are listed below and ideally it will:

- Provide a meaningful, sincere and well planned process that generates honest and open dialogue, including **corrective and constructive feedback about performance and conduct**, within which two-way feedback about the workplace can occur;
- Allow the employee and supervisor to create **clear and concise performance standards** that relate to the agency's priorities and directions;
- **Ensure that performance standards reflect key areas** of the employee's responsibilities and duties as indicated in the position description;
- **Use a combination of resources** (which may include peers, customers, coworkers and the employee's supervisors) to gather data from which the employee and supervisor will jointly identify the employee's:
 - *Skills, knowledge and attitude* that are adequate, exceptional, or those that need improvement.
 - *Opportunities for growth* through changes in

the position description or short-term assignments.

- Allow for collaboration in developing and implementing a plan that **identifies training and other learning opportunities** to assist the employee in attaining his or her job and career goals, as well as expected levels of performance;
- If appropriate, review identified performance and behavior problems for which coaching was received throughout the year. The process will **document specific performance and behavior improvements that are expected**;
- Celebrate milestones and **recognize achievements**;
- Identify opportunities for dialogue and **feedback throughout the year**.

While the formal review and planning process occurs in a compressed time frame, you are expected to engage in continuous dialogue and feedback throughout the year concerning specified goals and work activities. The annual review should not result in any surprises, but should be a culmination of previous communications, interim reviews, and identification of future expectations.

CPM Participants - Legislative Observations

The Kentucky General Assembly 2010 session is January 5 – March 29. The calendar can be found: http://www.lrc.ky.gov/sch_vist/10RS_calendar.pdf

Always check the weekly [Legislative Calendar](#) before making a trip to Frankfort, to see if there have been any last-minute scheduling changes. You can also check Kentucky Educational Television each day for the summary of the events. Some offices have the direct feed of the official business in the

General Assembly, which is another method of completing the legislative observation requirement.

Remember there is a form for recording your legislative observations. That form is in your handbook or can be found on the GSC web site:

<http://personnel.ky.gov/NR/rdonlyres/05F514DA-0D82-41FB-8084>

You need 5 hours of legislative observations to complete your CPM program.

The Profound Puzzles of Effective Management - by Ken Miller November 5, 2009

<http://www.governing.com/print/column/profound-puzzles-effective-management>

People don't actually hate change. What people object to is how change is done. That is, change is typically done *to us*, not *with us*.

Change doesn't have to be this hard. As leaders, we have to understand people support what they help create. We have to appeal to that intrinsic desire to help others.

Few people resist when someone says, "I need your help." On the flip side, any time we try to tell someone what to do — or even worse, how to do it — they resist. The resistance occurs because we are bypassing their most valued human faculties: creativity and intellect. When telling someone what to do or how to do it, we are turning them into machines.

The other insight - people love puzzles. Puzzles appeal directly to our most valued human faculties: creativity and intellect. The

other thing that makes puzzles such a challenge is the constraints. The Rubik's cube was a piece of cake when I ripped the stickers off. What makes these things so challenging is the set of constraints — what is *not* possible. This is equally true in our organizations. It is precisely the rules, regulations, budget constraints and IT project backlog that makes our puzzles so challenging.

For leaders, this realization may lead to a totally different approach to making change happen. Most people become leaders because they have a penchant for solving problems. In times of crisis or need they rose above the crowd, solved the big problem and were rewarded for their ingenuity. Our culture and organizations value problem-solvers and give them increasing levels of authority.

Unfortunately, the skills required to become a leader may be exactly what is getting in the way of you becoming a *great* leader. Great leaders don't have all the answers. Rather, they know how to ask the right questions. Leadership isn't about bringing forth the solution. Rather, it's about framing the puzzle — and framing it in such a way that others can get energized and engaged in solving it.

What changes do you need to make? Frame the puzzle, lay out the constraints, challenge the players. And the solutions will come.

Leadership Workshops January 2010

Mon	Tue	Wed	Thu	Fri	Sat/Sun
				1	2/3
4	5 — Structured Behavioral	6 Interviewing —	7 Performance Matters	8	9/10
11	12 — Managing Organ	13 izational Change —	14 Conflict Management	15	16/17
18 MLK Day HOLIDAY	19 Working Through Change	20 — Influential	21 Leadership — Performance Matters	22	23/24
25	26	27 Communication Skills	28 Money Management	29	30/31

New Year's Resolution - by Sue Morem retrieved December 16, 2009
http://www.careerknowhow.com/ask_sue/nyresol.htm

New Year's resolutions can provide you the opportunity to redefine the kind of person, employee or employer you envision being. When was the last time you evaluated your personal performance? What impact have you had on the people you work with? What will your legacy be, and what will people say when you leave to retire or leave to pursue new challenges? If you have no idea, then begin by deciding how you would like to be described and remembered. Chances are that in addition to what you accomplish over the years, your relationships with others will have been equally, if not more important to you and to your success.

As the New Year begins, I hope you will begin anew by thinking about the kind of person you will be. If you aren't sure what to resolve or where to begin, perhaps the following will be a starting point or trigger some ideas of your own.

I do what I say: If I say I will get back to you by a certain time, I will get back to you by that time. If I say I will do something, I will do it. I am trustworthy and will be held accountable.

I take ownership for what happens: I will not blame others, lash out or make excuses for problems that arise. When something happens, I will look to myself first to see what role I played in it, acknowledge my responsibility and take ownership in resolving the problem.

I am positive: I will be a positive influence on others. I realize that there will be tough times and negativity surrounding me, but I will rise above it. I will focus on solutions, not problems and remain optimistic, with the belief that out of challenges opportunities arise.

I am respectful: I respect others opinions, differences, personal space and time.

I set realistic goals: I know what I need to do and when I need to do it. I have clear goals in mind and work toward these goals everyday.

I use my time wisely: I show up on time, begin and end meetings on time, and I don't waste time – mine or others. I avoid gossip and meaningless chitchat, and stay focused on my work.

I am organized: I know where things are and can access them quickly. My desk is clean and organized at the end of each day.

I bring out the best in others: I realize that the best way for me to shine and look good is to make others look good. I will compliment others frequently and be the kind of person I want others to be.

I take pride in my work and will do my best: My job is important and I am important, no matter what position I hold. I will work each day with energy and purpose and make a positive contribution. I realize it will be much easier to feel good at the end of the day if I enjoy the work I do and acknowledge the contribution I've made.

Employee Workshops January 2010

Mon	Tue	Wed	Thu	Fri	Sat/Sun
				1	2/3
4	5 — Structured Behavioral	6 Interviewing —	7	8	9/10
11	12	13	14 Conflict Management	15	16/17
18 MLK Day HOLIDAY	19 Working Through Change	20	21	22	23/24
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Serving the People Who Serve the People



CPM Ceremony December 10, 2009



Business Writing Tip - Too many Tos

By Lynn Garrtner-Johnson Sept 30, 2008

http://www.businesswritingblog.com/business_writing/grammar_and_usage/

An error I am seeing constantly is the incorrect rendering of *too* as *to*. Just yesterday in an Email Intelligence class someone wrote this phrase to describe what slows down her reading of email: "to many words." That's wrong.

People occasionally let me know they are unsubscribing from my newsletter because they get "to much email." Wrong.

If you find definitions more reliable than pronunciations, *too* means "very," "excessively," or "also."

Beyond that, the word *too* can always be deleted without an important loss of meaning. Typically *to* cannot.

I am going ___ the shopping mall.

Renee and Rachel are going ____.

I hope there won't be ___ many people in the car.

Of course, it's just a short distance ___ drive.

I determine the correct renderings are *to*, *too*, *too*, *to*. Do you agree?

It takes just a moment of proof-reading to catch *to/too* errors. And that time is an essential investment, since the grammar and spelling checker on Microsoft Office does not flag *to/too* errors. You have to do it yourself.

