



Kane County

KC Committee of the Whole

Agenda

Government Center
719 S. Batavia Ave., Bldg. A
Geneva, IL 60134

Wednesday, January 14, 2026

1:00 PM

County Board Room

*****SPECIAL MEETING*****

- 1. Call To Order**
- 2. Roll Call**
- 3. Remote Attendance Requests**
- 4. Pledge of Allegiance**
- 5. Approval of Minutes: April 22, 2025, June 24, 2025, September 23, 2025 & December 10, 2025**
- 6. Public Comment**
- 7. Presentations/Discussion**
 - A. Conducting Effective Employee Evaluations and Setting Goals**
- 8. Executive Session**
 - A Release of Closed Session Minutes**
- 9. Open Session**
 - A. Vote on Release of Closed Session Minutes**
- 10. Adjournment**

STATE OF ILLINOIS)
COUNTY OF KANE) SS.

PRESENTATION/DISCUSSION NO. TMP-26-074

**CONDUCTING EFFECTIVE EMPLOYEE EVALUATIONS AND SETTING
GOALS**

Conducting Effective Employee Evaluations and Setting Goals



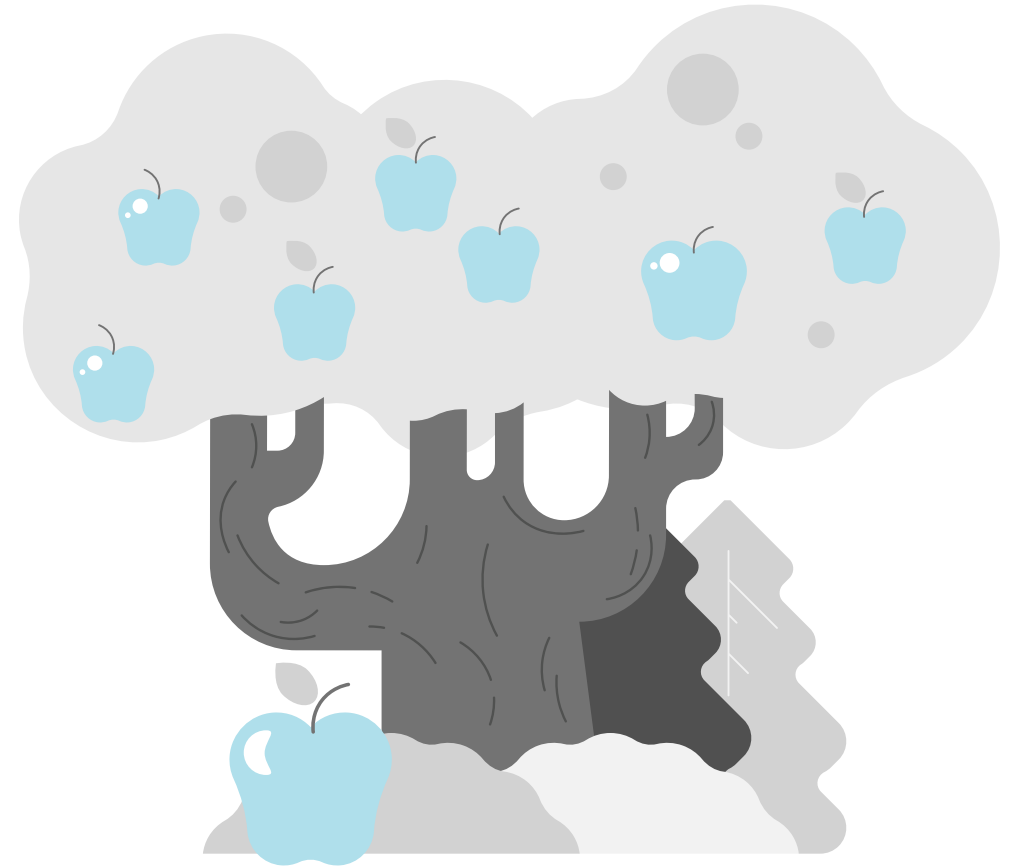
Objectives:

- Understand the purpose of evaluations
- Use fair and consistent evaluation criteria
- Deliver clear, constructive feedback
- Set meaningful goals that coordinate daily operations to long term plans



Why Conduct Evaluations?

- Clarify expectations
- Reinforce strengths
- Support employee growth and development
- Retain documentation and history for future



What evaluations are NOT:

- ✗ They should never include surprises
- ✗ They are not personal
- ✗ A comparison between employees
- ✗ Should not be biased:
 - Recency bias (focusing only on very recent experience)
 - Being overly fixated on a single good or bad event



Evaluation criteria

Kane County Employee Evaluation Form for Supervisors covers the general criteria for work performance as well as the rating scale.

This is editable so the reviewer may add specific criteria if desired. Job descriptions or goals can be reviewed for specific criteria.

Kane County Employee Evaluation Form

Employee Name: _____

Employee Title: _____ Department: _____

Date of Evaluation: _____ Evaluation Period: _____

Reviewer Name and Title: _____

		5 Exceptional	4 Highly Effective	3 Proficient	2 Inconsistent	1 Unsatisfactory	N/A Not Applicable
5 Exceptional:	Performance is consistently superior and significantly exceeds position requirements.						
4 Highly Effective:	Performance frequently exceeds position requirements.						
3 Proficient:	Performance consistently meets position requirements.						
2 Inconsistent:	Performance meets some, but not all position requirements.						
1 Unsatisfactory:	Performance consistently fails to meet minimum position requirements; employee lacks skills required or fails to utilize necessary skills.						
Comments required for scores other than a 3. Explain deficiency or cite examples of extraordinary achievement.							
Functional Attributes							
Job Knowledge: Displays skills and proficiency in carrying out the assigned responsibilities. Comments:		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work Quality/Accuracy: Creates a high quality work product with minimal error. Comments:		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attendance/Punctuality: Dependable and prompt. Comments:		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dependability: Able to prioritize and organize own workload. Holds oneself accountable for timely completion of assigned tasks. Comments:		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication: Clear and concise written and oral communication. Comments:		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Core Competencies							
Collaboration: Works well with team to achieve collective goals. Shares ideas openly and listens and respects the ideas of others. Accepts assignments willingly. Comments:		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flexibility and adaptability: Accepting of and adapts well to changes in procedure and environment. Comments:		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Initiative: Demonstrates initiative and seeks out new responsibility; recognizes problems and seeks solutions. Comments:		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Problem-solving skills: Makes an effort to find solutions to problems; displays sound judgment in determining and implementing solutions. Comments:		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leadership							
Clearly identifies expectations for subordinates and gives timely feedback; conducts performance evaluations. Comments:		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Displays fairness and respect to all employees equally. Models appropriate behavior for staff; promotes an effective and inclusive workplace culture. Comments:		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Encourages and assists employees in seeing their potential for development of their skills. Comments:		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delegates responsibility and tasks effectively based on employee's ability and potential. Comments:		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Takes timely and appropriate disciplinary action with employees as needed. Documents actions correctly. Comments:		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Goals: (Goals should be Specific, Measurable, Achievable, Realistic and should include a timetable for completion.)

1. **Personal Development Goals:** Professional growth, courses, conferences, or other professional development plans.

2. **Short-term job goals:** Projects and improvements to complete in the next 12 months.

3. **Long term job goals:** Initiatives and goals with long term results to be implemented across more than 12 months.

Employee Comments: (optional)

Supervisor Comments:

Please sign below to acknowledge that this evaluation has been discussed with the employee and that he/she has received a copy.

Employee: _____ Date: _____

Supervisor: _____ Date: _____

Rating Scale - Key Points

3 is the key number. 3 is NOT average. This is an employee that has satisfactorily done everything you have asked of them as well as you expected them to do it. This is a good score.

Scores above or below 3 should have examples/comments.

- Employees need to know specifically what they have done or failed to do if they are not meeting expectations.
- Scoring above 3 must be specific because this sets and defines the expectations. If they are above 3, the employee did something beyond what you expect for that criteria. What did they do better than or more than you expected.



Gathering Information

- Your observations (Committee and Board reports, conversations, etc.)
- Employee self-evaluation or conversation – an excellent tool to understand the daily work of the role that may never reach board level.
- Key Performance Indicators (KPIs) – pre-set metrics and goal progress
- Peer or partner feedback (where appropriate)
 - As an evaluator, you may solicit feedback from any individual or agency you see fit. For example, for the Director of Workforce Development, the WIOA Board would be a good source of information.



Writing Constructive Feedback

- ✓ Be specific. State actual actions and the expected change.
- ✓ Behavior based suggestions should include examples of the behavior and direction as to the preferred behavior.
- ✓ Do not focus on circumstances beyond the employees control.
- ✓ Provide real, actionable steps to improve.
- ✓ Where possible, state an objective metric to measure progress.
- ✓ Give resources for development when available.

Establishing Goals



Be thoughtful and **specific** about what you intend to accomplish.

Pick a goal that is **measurable** so you can continually monitor progress.

Set yourself up for success by choosing something that is **achievable**. Do not set goals that are unattainable under the circumstances.

Be **realistic** when choosing your goal. Be aware of obstacles and time limitations.

Goals should include a **timetable** for completion to gauge whether progress is on track.

G
O
A
L**Specific****Measurable****Attainable****Realistic****Timetable**

What do you want to achieve?

Explain exactly what you want to accomplish.

How will you measure progress during or after?

Can these results be achieved?

Do you have the ability or resources?

When do you want to accomplish this?

Clean Garage so cars can be parked inside before winter

All items will be placed in bins, labeled, and stacked and cars parked inside.

When one or both cars can fit in the garage.

Is there enough room in the garage for the cars, even when clean?

Yes, I have plenty of bins, I have a week off, and my back is better.

Before the first snow

Reduce spending

Cut costs by 5% without a reduction in services

Expenditures budget to actual

Are there efficiencies that can be introduced?

Are there things unrelated to services that you can live without?

When are results expected? Six months, one year, three years?

Goals Discussions

- Departmental goals need to be discussed with the employee.
- Manager and employee should collaborate to determine goals.
- Discussion builds components of SMART goals:
 - Available metrics for measuring progress and success
 - When to provide updates and in what form
 - How to secure resources
 - Determine if realistic, particularly among existing goals and objectives.
 - Establish resources needed to complete goal
 - Reasonable timeline and departmental capacity
 - Priority among other goals

Documentation and Follow up

HR considerations:

- Be consistent, especially if you contribute to multiple evaluations
- Do not discuss or include mention of gender, race, family status, medical condition, etc. in your evaluation, discussions, or meetings.
- Stick to documented facts and ignore rumors. Be wary of anonymous or vague comments that cannot be corroborated or confirmed.
- Focus on growth and development, not punishment. This is about achieving the best possible results together.

Possible Process:

Evaluations Policy requires department head evaluation based on employee anniversary date – list with dates will be provided.

- ❖ Include closed session agenda item, which may or may not include the employee, in the month prior to the evaluation meeting to determine:
 - Any adjustments to the evaluation form or additional criteria.
 - Determine existing goals and/or how new goals will be established.
 - Who, if anyone, to solicit for feedback outside the county board.
 - How comments from Board members will be made and recorded.
 - Who will handle putting responses together for the evaluation session.
- ❖ The next month, closed session agenda item to discuss and score evaluation:
 - Review all submitted feedback and determine consensus for scoring.
 - Who will represent the committee and have the one-on-one meeting with the employee.
- ❖ Committee's designee schedules and conducts one-on-one meeting to share evaluation with the employee.
- ❖ If desired, designee may bring back the results of the discussion to the committee in a closed session which may or may not include the employee.

Thank you!

If you have questions, please feel free to reach out to me.

Jamie Lobrillo

Executive Director of Human Resources

Government Center Building A – Room 318

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