# Performance Appraisal Form: TEAM LEADER

|  |  |  |  |
| --- | --- | --- | --- |
| **YMCA** | **Cook County Community YMCA** | | |
| Employee Name: |  | Title: |  |
| Location: | Cook County | Review Period: |  |
| Supervisor’s Name: |  | Title: |  |

**INSTRUCTIONS FOR SUPERVISOR**

At the beginning of the appraisal period, the supervisor should be prepared to discuss fully the employee’s responsibilities, including the standards that the employee is expected to meet for performance of core job functions (section 2), and the key performance objectives for the period (SMART goals, section 3). Ideally, the supervisor and employee work together to clarify and record major job functions and performance standards as well as to set SMART goals. The employee also should be informed which leadership competencies will be rated in section 4. At the end of the appraisal period, ratings and comments are completed, sections 5 and 6 are completed, and the form is finalized for the period. Then, the supervisor should begin working with the employee to set standards and SMART goals for the next appraisal period, as the performance cycle continues.

**INSTRUCTIONS FOR EMPLOYEE**

Before each meeting with the supervisor, employees are encouraged to think carefully about their own performance in relation to the standards and goals set at the beginning of the period and in relationship to YMCA leadership competencies. Employees’ full engagement in the process can make for more meaningful dialogue and contribute to more accurate and complete appraisal. Below are some questions to help employees prepare for their performance appraisal meeting.

* How have I personally advanced the mission and cause of the Y in my area of responsibility?
* Did I meet all the standards set for the core functions of my job?
* Did I achieve all of the SMART goals agreed upon at the start of the review period? Were there specific areas in which I did a truly exceptional job, or where my achievement was more significant because of unforeseen barriers or challenges that I was able to overcome? Are there objectives where I fell short?
* Did my efforts during this review period help achieve the Y’s strategic and/or operating priorities? How, specifically?
* Were there any major work-related events or conditions that may have affected my ability to perform my job during this review period?
* Did I demonstrate critical Y leadership competencies in obtaining any of my key objectives? How?
* Did I implement any improvements or innovations in my area of responsibility that enhanced the experience for members or others who engage with the Y?
* Is there anything that is likely to be different in the next review period? Will there be any changes in responsibilities or job focus?

SECTION 2: Core Functions

At the beginning of the appraisal period, describe each core function from the job description and define performance standards for levels 1, 3, and 5. At the end of the appraisal period, assign ratings and make comments. Add additional core functions as necessary.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. FUNCTION (Describe): | | | | | |
| 1 BELOW EXPECTATIONS *(Describe)* | | 2 DEVELOPMENT NEEDED | 3 MEETS EXPECTATIONS *(Describe)* | 4 EXCEEDS EXPECTATIONS | 5 FAR EXCEEDS EXPECTATIONS *(Describe)* |
| COMMENTS | | | | | |
| Enter rating: |  | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| FUNCTION (Describe): | | | | | |
| 1 BELOW EXPECTATIONS *(Describe)* | | 2 DEVELOPMENT NEEDED | 3 MEETS EXPECTATIONS *(Describe)* | 4 EXCEEDS EXPECTATIONS | 5 FAR EXCEEDS EXPECTATIONS *(Describe)* |
| COMMENTS | | | | | |
| Enter rating: |  | | | | |
| 1. FUNCTION (Describe): | | | | | |
| 1 BELOW EXPECTATIONS *(Describe)* | | 2 DEVELOPMENT NEEDED | 3 MEETS EXPECTATIONS *(Describe)* | 4 EXCEEDS EXPECTATIONS | 5 FAR EXCEEDS EXPECTATIONS *(Describe)* |
| COMMENTS | | | | | |
| Enter rating: |  | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. FUNCTION (Describe): | | | | | |
| 1 BELOW EXPECTATIONS *(Describe)* | | 2 DEVELOPMENT NEEDED | 3 MEETS EXPECTATIONS *(Describe)* | 4 EXCEEDS EXPECTATIONS | 5 FAR EXCEEDS EXPECTATIONS *(Describe)* |
| COMMENTS | | | | | |
| Enter rating: |  | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. FUNCTION (Describe): | | | | | |
| 1 BELOW EXPECTATIONS *(Describe)* | | 2 DEVELOPMENT NEEDED | 3 MEETS EXPECTATIONS *(Describe)* | 4 EXCEEDS EXPECTATIONS | 5 FAR EXCEEDS EXPECTATIONS *(Describe)* |
| COMMENTS | | | | | |
| Enter rating: |  | | | | |

SECTION 3: SMART GOALS

Goals and measures should be agreed upon and recorded at the beginning of the appraisal period. SMART goals typically flow from strategic or operating plans. Goals must be SMART (Specific, Measurable, Action-oriented, Results-focused, and Time-bound) and listed in order of importance. At the end of the appraisal period, ratings and comments should be recorded. Select one of the following ratings: 1 (Below Expectations); 2 (Development Needed); 3 (Meets Expectations); 4 (Exceeds Expectations); or 5 (Far Exceeds Expectations). Refer to section 5.C for rating definitions.

Each goal should (in most cases) be linked to a **strategic priority:**

• Youth Development (YD) • Healthy Living (HL)

• Social Responsibility (SR) • Organizational Capacity (OC)

|  |  |  |
| --- | --- | --- |
| **GOAL #1** | | **Tie it to a strategic priority** |
|  | | *Choose from the priority list above:* |
| **Describe the goal:** | | **Measured by:** *(For example, a percent, a number, or a deadline)* |
| RESULTS *(Complete at the end of the appraisal period)* | | |
| Enter rating: |  | |

|  |  |  |
| --- | --- | --- |
| **GOAL #2** | | **Tie it to a strategic priority** |
|  | | *Choose from the priority list above:* |
| **Describe the goal:** | | **Measured by:** *(For example, a percent, a number, or a deadline)*  . |
| RESULTS *(Complete at the end of the appraisal period)* | | |
| Enter rating: |  | |

|  |  |  |
| --- | --- | --- |
| **GOAL #3** | | **Tie it to a strategic priority** |
|  | | *Choose from the priority list above:* Capacity |
| **Describe the goal:** | | **Measured by:** *(For example, a percent, a number, or a deadline)* |
| RESULTS *(Complete at the end of the appraisal period)* | | |
| Enter rating: |  | |

|  |  |  |
| --- | --- | --- |
| **GOAL #4** | | **Tie it to a strategic priority** |
|  | | *Choose from the priority list above:* |
| **Describe the goal:** | | **Measured by:** *(For example, a percent, a number, or a deadline)* |
| RESULTS *(Complete at the end of the appraisal period)* | | |
| Enter rating: | Enter comments here: | |

|  |  |  |
| --- | --- | --- |
| **GOAL #5** | | **Tie it to a strategic priority** |
|  | | *Choose from the priority list above:* |
| **Describe the goal:** | | **Measured by:** *(For example, a percent, a number, or a deadline)* |
| RESULTS *(Complete at the end of the appraisal period)* | | |
| Enter rating: | Enter comments here: | |

SECTION 4: YMCA LEADERSHIP COMPETENCIES FOR Team LEADER

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| VALUES  *Definition:* Demonstrates in word and action the **Y’s core values** of caring, honesty, respect, and responsibility and a commitment to the **Y’s mission**, in all matters at all times. | | | | | | | | | | |
| 1 BELOW EXPECTATIONS  Behaves in a manner inconsistent with the Y’s values and may even challenge them at times. May lack integrity and credibility with others. Takes credit for the work of others while passing blame. | | 2 DEVELOPMENT NEEDED | | | 3 MEETS EXPECTATIONS  Models and teaches the Y’s values to others. Cultivates trust in others through direct and honest interactions. Keeps confidences and earns the trust of others. | | 4 EXCEEDS EXPECTATIONS | | | 5 FAR EXCEEDS EXPECTATIONS  Speaks passionately about the Y’s values and mission and encourages others to do the same. Honors commitments and shows utmost respect for others in all circumstances. Always accepts responsibility for setbacks and less successful endeavors and shares successes. |
| COMMENTS—VALUES | | | | | | | | | | |
| Enter rating: | Enter comments here: | | | | | | | | | |
| COMMUNITY  *Definition:* Delivers the benefits of **good health, strong connections, greater self-confidence,** and a **sense of security** to all who seek it. | | | | | | | | | | |
| 1 BELOW EXPECTATIONS  Creates barriers to providing excellent member service. Overlooks opportunities to recognize others for contributing to excellence in member and community service. Fails to seek out member or community feedback to guide improvements to programs and services. | | 2 DEVELOPMENT NEEDED | | | 3 MEETS EXPECTATIONS  Eliminates system/bureaucratic barriers so staff can provide exceptional member service. Publicly recognizes people for outstanding member and community service. Captures and analyzes member and community data to guide improvements. | | 4 EXCEEDS EXPECTATIONS | | | 5 FAR EXCEEDS EXPECTATIONS  Advocates passionately for resources and services on behalf of members and the community. Makes certain that staff and volunteers have the skills and knowledge needed to provide exceptional member and community service. Capitalizes on member and community feedback and data in order to prioritize resources and maximize the impact of program and service improvements. |
| COMMENTS—COMMUNITY | | | | | | | | | | |
| Enter rating: | Enter comments here: | | | | | | | | | |
| VOLUNTEERISM  *Definition:* Advances the legacy of **volunteer engagement** and **leadership.** | | | | | | | | | | |
| 1 BELOW EXPECTATIONS  Sees little value in volunteers and under-uses their skills and knowledge. Uses volunteers only to complete mundane tasks with little meaningful value. Gives volunteers tasks without providing adequate training or context, and tends to recognize neither their unique skill sets nor their contributions to the organization. | | 2 DEVELOPMENT NEEDED | | | 3 MEETS EXPECTATIONS  Seeks out and listens to volunteers to understand what motivates them to serve. Ensures that volunteers are provided with meaningful and fulfilling work. Provides volunteers with appropriate orientation, training, development opportunities, and recognition for their work/contributions. | | 4 EXCEEDS EXPECTATIONS | | | 5 FAR EXCEEDS EXPECTATIONS  Probes to find knowledge of each and every volunteer’s unique skill sets and motivations to build engagement and satisfaction. Weaves volunteers seam-lessly into work processes to enhance both volunteer and staff motivation. Constantly improves interactions with volunteers, including orientation and development, to sustain and increase their involvement with the Y. |
| COMMENTS—VOLUNTEERISM | | | | | | | | | | |
| Enter rating: | Enter comments here: | | | | | | | | | |
| PHILANTHROPY  *Definition:* Values and supports the many facets of **philanthropy** as an **essential component** in achieving the Y’s mission. | | | | | | | | | | |
| 1 BELOW EXPECTATIONS  Conducts fact-based training programs about the Y, but fails to build others’ understanding about why philanthropy is an essential component in achieving the Y’s mission. Learns about fundraising best practices only when they are brought to him/her; hesitates to apply new approaches to fundraising efforts. May gain promises of donations that are not fulfilled or that fail to result in an ongoing donor relationship with the Y. | | 2 DEVELOPMENT NEEDED | | 3 MEETS EXPECTATIONS  Designs and conducts training programs for volunteers, staff, and other groups in order to educate them about the charitable nature of the Y. Learns and applies fundraising best practices. Secures gifts from prospective donors in order to generate financial support for the Y’s mission. | | | 4 EXCEEDS EXPECTATIONS | | | 5 FAR EXCEEDS EXPECTATIONS  Develops a compelling story about Y fundraising programs that engages volunteers, staff, and other groups; helps others understand why philanthropy is an essential component in achieving the Y’s mission. Reaches out to other nonprofit leaders to share and learn best practices; continually searches for new ways to expand the reach of fundraising efforts. Quickly earns trust and obtains financial contributions from others while building long-term loyalty to the Y movement. |
| COMMENTS—PHILANTHROPY | | | | | | | | | | |
| Enter rating: | Enter comments here: | | | | | | | | | |
| INCLUSION  *Definition:* Values all people for their unique talents and takes an active role in promoting practices that support **diversity, inclusion,** and **cultural competence**. | | | | | | | | | | |
| 1 BELOW EXPECTATIONS  Makes decisions without seeking out or incorporating different points of view. Fails or is slow to address others’ behaviors that are inappropriate or not inclusive. Allows others to ignore or exclude people of different backgrounds or dimensions of diversity (e.g., gender, race). | | 2 DEVELOPMENT NEEDED | | 3 MEETS EXPECTATIONS  Actively looks for and incorporates different points of view when making decisions. Appropriately addresses and corrects behaviors and practices that don’t support inclusion. Encourages everyone to work well with one another, regardless of dimensions of diversity (e.g., gender, race). | | | 4 EXCEEDS EXPECTATIONS | | 5 FAR EXCEEDS EXPECTATIONS  Integrates opposing views to improve understanding and decision making. Courageously and assertively addresses disrespectful behaviors, even if doing so is difficult. In group discussions, emphasizes the value of different points of view by highlighting ideas that have been generated from those with unique perspectives or experiences. | |
| COMMENTS—INCLUSION | | | | | | | | | | |
| Enter rating: | Enter comments here: | | | | | | | | | |
| RELATIONSHIPS  *Definition:* Builds **authentic relationships** in the service of enhancing individual and team **performance** to support the Y’s work. | | | | | | | | | | |
| 1 BELOW EXPECTATIONS  Struggles with engaging team members and rallying them around a common vision. Can identify team dynamics but does not effectively use them to build relationships. Inappropriately manages or ignores barriers to relationships. | | 2 DEVELOPMENT NEEDED | | | 3 MEETS EXPECTATIONS  Builds effective teams and committees by fostering common vision and plans. Assesses team dynamics and takes appropriate actions to engage team members in the task at hand. Manages conflict constructively so that disagreements lead to useful and productive discussions. | | 4 EXCEEDS EXPECTATIONS | | 5 FAR EXCEEDS EXPECTATIONS  Models the Y’s vision and motivates team members to serve on teams and committees. Is self-aware: understands the impact of own behavior on relationships and easily adjusts to improve team effectiveness. Immediately addresses unconstructive and disrespectful behaviors that undermine relationships. | |
| COMMENTS—RELATIONSHIPS | | | | | | | | | | |
| Enter rating: | Enter comments here: | | | | | | | | | |
| INFLUENCE  *Definition:* Employs influence strategies that **engage, motivate,** and **build** commitment to the cause and overall Y goals. | | | | | | | | | | |
| 1 BELOW EXPECTATIONS  Jumps to action before assessing the situation; may use the same influencing strategy regardless of the interests of the audience. Presses to complete negotiations or resolve conflict without full consideration of others’ concerns. Waivers in his/her position or struggles to convey a clear point of view to others. | | 2 DEVELOPMENT NEEDED | | | 3 MEETS EXPECTATIONS  Plans for and adapts influence strategies to best fit the audience. Asks questions for information and understanding when negotiating and dealing with conflict. Articulates positions well in oral and written form. | | 4 EXCEEDS EXPECTATIONS | | 5 FAR EXCEEDS EXPECTATIONS  Evaluates complex situations quickly and effectively; adapts his/her influencing strategy “in the moment,” based on the needs or interests of the audience. Finds middle ground with others to mitigate or overcome conflict, resulting in win–win outcomes. Persuasively presents positions orally and in writing, using clear arguments and statements that engage others. | |
| COMMENTS—INFLUENCE | | | | | | | | | | |
| Enter rating: | Enter comments here: | | | | | | | | | |
| COMMUNICATION  *Definition:* **Listens** and **expresses** self effectively and in a manner that reflects a true **understanding** of the needs of the audience. | | | | | | | | | | |
| 1 BELOW EXPECTATIONS  Chooses inappropriate or ineffective communication vehicles (e.g., phone, email, face-to-face) for the situation, and as a result, misses opportunities to build support for the Y’s goals. Communicates in a dry and uninspiring manner or confuses others by providing unclear or conflicting messages. Fails to clearly communicate goals and expectations to others. Guards information and is reluctant to share information that could benefit others. | | 2 DEVELOPMENT NEEDED | | 3 MEETS EXPECTATIONS  Creates presentations tailored to the needs of the audience. Uses analogies and metaphors that engage, enlighten, and draw others to the cause. Communicates needs and goals effectively to team members and individuals. Ensures that regular, consistent communication takes place within area of responsibility. | | | 4 EXCEEDS EXPECTATIONS | | 5 FAR EXCEEDS EXPECTATIONS  Communicates effectively with different audiences at all levels in the organization, easily adapting his/her approach and the focus of his/her message to the audience. Through sharing stories or anecdotes, inspires and engages others by painting compelling pictures through the use of words. Follows up to ensure that team members completely under-stand goals and expectations. Identifies and shares with individuals or teams in other areas any ideas, information, or results that may benefit them. | |
| COMMENTS—COMMUNICATION | | | | | | | | | | |
| Enter rating: | Enter comments here: | | | | | | | | | |
| DEVELOPING OTHERS  *Definition:* Recognizes and acts on the need to continually **develop others’ capabilities** to attain the **highest level of performance** possible. | | | | | | | | | | |
| 1 BELOW EXPECTATIONS  Assists others with building development plans but struggles with supporting the implementation of those plans. Presumes that instructor-led training is the solution to all development needs, or assumes that others will develop skills independently and neglects to provide experiences or feedback to support growth or improvement. Provides performance feedback, yet fails to link the feedback to development. | | 2 DEVELOPMENT NEEDED | | | 3 MEETS EXPECTATIONS  Coaches others in creating and implementing their development plans. Delegates responsibility and coaches others to develop their full capabilities. Delivers positive and constructive feedback to motivate, encourage, and support others in their development. | | 4 EXCEEDS EXPECTATIONS | | 5 FAR EXCEEDS EXPECTATIONS  Partners with others to create and implement development plans that balance current skill gaps and strengths, their career interests, and the future needs of the Y. Builds and adjusts work flow in order to provide on-the-job development opportunities that stretch staff members’ skills. Serves as a mentor to others beyond his/her team and provides them with candid, targeted feedback that they may not receive elsewhere. | |
| COMMENTS—DEVELOPING OTHERS | | | | | | | | | | |
| Enter rating: |  | | | | | | | | | |
| DECISION MAKING  *Definition:* Integrates **logic, intuition,** and sound judgment to **analyze** information to identify greatest opportunities, make sound decisions, and **solve** **problems.** | | | | | | | | | | |
| 1 BELOW EXPECTATIONS  Typically makes decisions without thinking through the consequences. Attempts to analyze data and decisions from various points of view, but struggles to build an overall perspective of the situation or problem. Develops solutions to problems without a clear understanding of the implications across multiple projects or initiatives. | | 2 DEVELOPMENT NEEDED | | | 3 MEETS EXPECTATIONS  Thinks several steps ahead to anticipate likely outcomes and decide on the best course of action. Identifies patterns of information and makes sense of seemingly disparate data. Develops solutions to problems, balancing the risks and implications across multiple projects. | | 4 EXCEEDS EXPECTATIONS | | 5 FAR EXCEEDS EXPECTATIONS  Identifies potential obstacles to the effectiveness of a solution and proactively develops contingency plans. Uses patterns of information to grasp problems and recommend solutions before others may recognize that there is an issue to be solved. Weighs the cost and benefits of solutions across numerous projects to gain the best long-term outcome for the Y. | |
| COMMENTS—DECISION MAKING | | | | | | | | | | |
| Enter rating: | Enter comments here: | | | | | | | | | |
| INNOVATION  *Definition:* Participates in the **generation, experimentation,** and **implementation** of new approaches and activities that **improve** and **expand** the Y’s mission and work. | | | | | | | | | | |
| 1 BELOW EXPECTATIONS  Ignores others’ innovative ideas, or is reluctant to follow up on them, thus decreasing their motivation to offer suggestions again. Rarely seeks out new ideas from others; misses oppor-tunities for improvement that could be addressed through engaging others in creative thinking and problem solving. Avoids potential risks associated with experimentation and innovation by continuing to use only safe, established processes and solutions. | | 2 DEVELOPMENT NEEDED | | | 3 MEETS EXPECTATIONS  Teaches others to observe people and situations to discover ideas and suggestions for improvement. Incorporates creative thinking and discussion techniques into meetings, including brainstorming, mind mapping, sticky notes, and white board visuals. Conducts prototypes to support rapid learning and minimize the risks of launching programs and activities. | | 4 EXCEEDS EXPECTATIONS | | 5 FAR EXCEEDS EXPECTATIONS  Promotes time dedicated to creativity and makes others feel that ideas can make a difference. Enables others to generate new ideas, approaches, and activities to improve and expand the Y’s mission and work by creating opportunities for conversations between employees at all levels of the organization. Shares and applies learning from both successful and unsuccessful ideas to inspire creative thinking. | |
| COMMENTS—INNOVATION | | | | | | | | | | |
| Enter rating: |  | | | | | | | | | |
| PROJECT MANAGEMENT  *Definition:* Supports goal attainment by **prioritizing activities**, assigning responsibilities in accordance with capabilities, **monitoring progress,** and **evaluating impact**. | | | | | | | | | | |
| 1 BELOW EXPECTATIONS  Fails to identify, organize, and delegate work to achieve project objectives. Provides little or no guidance to others to ensure that their goals are realistic; may stifle others’ contributions to project planning. Focuses on tasks rather than on long-term project goals. | | 2 DEVELOPMENT NEEDED | | | 3 MEETS EXPECTATIONS  Defines tasks and milestones; delegates to ensure the optimal use of resources to meet those objectives. Assists individuals and teams, as necessary, in setting realistic goals. Sets, communicates, and regularly assesses priorities so that projects stay on time and on target to meet the stated goals. | | 4 EXCEEDS EXPECTATIONS | | 5 FAR EXCEEDS EXPECTATIONS  Consistently achieves goals ahead of schedule. Learns from every project and creates detailed project documentation that can be shared and incorporated into future project plans. Continually assesses project progress and goals to ensure alignment with changing business needs. | |
| COMMENTS—PROJECT MANAGEMENT | | | | | | | | | | |
| Enter rating: |  | | | | | | | | | |
| FINANCE  *Definition:* **Demonstrates** and **sustains** the Y’s nonprofit operational model. | | | | | | | | | | |
| 1 BELOW EXPECTATIONS  Misses key expenses or incorrectly estimates costs when developing budgets or making financial decisions. Fails to identify financial risks (e.g., potential cost overages) in time to take corrective action. Does not take advantage of opportunities to educate staff on the link between program success and the financial viability of the organization. | | 2 DEVELOPMENT NEEDED | | | 3 MEETS EXPECTATIONS  Analyzes financial data in order to make comparisons, draw conclusions, and make decisions. Identifies significant business, financial, and operating risks and financial irregularities, and communicates information to management. Educates staff on how the success of their programs increases the financial viability of the organization. | | 4 EXCEEDS EXPECTATIONS | | 5 FAR EXCEEDS EXPECTATIONS  Effectively uses financial data to project costs, understand the financial impact of events, and make decisions. Is vigilant in managing budgets and monitoring expenses; takes prompt action when financial risks or irregularities are identified. Continually challenges staff to improve operational efficiencies in order to deliver top-quality programs and services while protecting the organization’s assets. | |
| COMMENTS—FINANCE | | | | | | | | | | |
| Enter rating: | Enter comments here: | | | | | | | | | |
| QUALITY RESULTS  *Definition:* Demonstrates and fosters a strong commitment to **achieving goals** in a manner that provides **quality experiences**. | | | | | | | | | | |
| 1 BELOW EXPECTATIONS  Fails to provide goals or objectives with clearly defined expectations for time, quality, or budget. Does not follow up or is slow to follow up when staff members miss deadlines, budget, or quality standards. Typically becomes aware of performance gaps or missed results only after it is too late to easily recover or improve performance. | | 2 DEVELOPMENT NEEDED | 3 MEETS EXPECTATIONS  Defines clear goals, objectives, and measurements for each staff member. Holds staff accountable for high-quality, timely, and cost-effective results. Utilizes a process to measure progress against strategic goals and ensure continuous improvement. | | | 4 EXCEEDS EXPECTATIONS | | 5 FAR EXCEEDS EXPECTATIONS  Identifies opportunities for continuous improvement; creates and communicates stretch goals and high performance standards; checks to ensure staff understand expectations. Establishes regular status checks and holds others accountable for results; adjusts goals as needed, based on shifting organizational priorities; provides rewards based on performance and achievement of goals. Evaluates and improves processes for measuring progress against strategic goals; identifies potential shortfalls in achieving goals early; provides team members with guidance to help them overcome obstacles. | | |
| COMMENTS—QUALITY RESULTS | | | | | | | | | | |
| Enter rating: |  | | | | | | | | | |
| SELF DEVELOPMENT  *Definition:* Is dedicated to the **improvement** of own capabilities, and demonstrates this through the **continual expansion** of knowledge and skills. | | | | | | | | | | |
| 1 BELOW EXPECTATIONS  Participates in managerial and leadership development opportunities only when required. Treats learning as a task; finds excuses that prevent him/her from investing the time and energy to build and retain new knowledge and skills. Rejects the notion that he/she has personal development needs and actively avoids feedback. | | 2 DEVELOPMENT NEEDED | | | 3 MEETS EXPECTATIONS  Takes every opportunity to improve personal management and leadership skills. Has a passion for learning that drives the pursuit of new knowledge and the discovery of new ideas. Listens and observes to gain new insight and continually improve performance. | | 4 EXCEEDS EXPECTATIONS | | 5 FAR EXCEEDS EXPECTATIONS  Creates opportunities to develop personal management and leadership skills and regularly reflects on what he/she could do differently next time. Appreciates new ideas and learning and encourages others to try and build new skills. Proactively evaluates own successes and failures to learn from them. | |
| COMMENTS—SELF DEVELOPMENT | | | | | | | | | | |
| Enter rating: | Enter comments here: | | | | | | | | | |
| CHANGE CAPACITY  *Definition:* Leads self and others through change by **navigating ambiguity** appropriately and **adapting** well to new situations, obstacles, and opportunities. | | | | | | | | | | |
| 1 BELOW EXPECTATIONS  Is slow to get others on board with change; may seek input from stakeholders, but does nothing with the information. Avoids interacting with others who may look to him/her for answers or guidance during times of change or stress. Creates barriers to change by withholding resources or speaking negatively about the change. | | 2 DEVELOPMENT NEEDED | | | 3 MEETS EXPECTATIONS  Manages others’ resistance to change by seeking input from stakeholders, communicating clearly, and showing enthusiasm for the change. Actively supports and remains accessible to others during times of change or stress. Provides resources, removes barriers, and acts as an advocate for those initiating change. | | 4 EXCEEDS EXPECTATIONS | | 5 FAR EXCEEDS EXPECTATIONS  Inspires others to be excited about change by identifying and using key influencers in the organization to move change forward. Helps others adapt to the change by being highly visible, speaking about the benefits of change, and helping others understand how the change will affect them personally. Regularly seeks opportunities to create or impact change; identifies potential barriers to change, and brings ideas for solutions to those leading the change. | |
| COMMENTS—CHANGE CAPACITY | | | | | | | | | | |
| Enter rating: |  | | | | | | | | | |
| EMOTIONAL MATURITY  *Definition:* Demonstrates effective **interpersonal skills**. | | | | | | | | | | |
| 1 BELOW EXPECTATIONS  May become flustered and make poor or slow decisions during difficult situations or when under stress. Becomes visibly stressed and/or overly relies on a command-and-control style when under pressure. May be abrupt, rude, or insensitive when dealing with tough interpersonal situations; focuses more on the message being sent than on the impact of the message. | | 2 DEVELOPMENT NEEDED | | | 3 MEETS EXPECTATIONS  Consistently makes critical and timely decisions at difficult times and in challenging situations. Manages emotions appropriately and avoids becoming defensive if challenged or asserting inappropriate control when under pressure. Approaches others and addresses sensitive issues, inappropriate behavior, or performance concerns in a nonthreatening manner. | | 4 EXCEEDS EXPECTATIONS | | 5 FAR EXCEEDS EXPECTATIONS  Quickly, calmly identifies critical elements of a complex issue to make good decisions in high-stress, high-stakes situations. Skillfully manages others’ impressions of self in difficult or contentious situations; remains composed and helps others do the same during stressful situations. Communicates difficult messages directly and tactfully to people at all levels in the organization in order to produce the desired action or behavior change. | |
| COMMENTS—EMOTIONAL MATURITY | | | | | | | | | | |
| Enter rating: | Enter comments here: | | | | | | | | | |
| FUNCTIONAL EXPERTISE  *Definition:* Has the **functional** and **technical knowledge** and **skills** to do the job at a **high level of accomplishment**. | | | | | | | | | | |
| 1 BELOW EXPECTATIONS  Demonstrates significant gaps in functional or technical knowledge that hinder effective job performance. Is unaware of or fails to apply industry standards. Takes few or no actions to maintain up-to-date knowledge and skills in functional area. | | 2 DEVELOPMENT NEEDED | | | 3 MEETS EXPECTATIONS  Has the functional and technical knowledge and skills to do the job at a high level of accomplishment. Uses best practices, guidelines, and industry standards as a framework to improve performance. Demonstrates up-to-date knowledge and skills in the technology associated with the job. | | 4 EXCEEDS EXPECTATIONS | | 5 FAR EXCEEDS EXPECTATIONS  Applies extensive functional expertise and regularly provides colleagues with sound guidance or advice based on that expertise. Prioritizes and takes the time necessary to seek out industry best practices from outside the Y and shares them so that others can benefit. Maintains strong connections with professional associations and networks to stay up-to-date within area of expertise. | |
| COMMENTS—FUNCTIONAL EXPERTISE | | | | | | | | | | |
| Enter rating: |  | | | | | | | | | |

SECTION 5: SUMMARY, COMMENTS, OVERALL RATING, AND SIGNATURES

**A. ABOVE/BELOW (Optional, complete as necessary)**

|  |
| --- |
| **“ABOVE” —** Recognition for going the extra mile or performing significantly above what is required within this review period. |
| **“BELOW” —** Significant performance expectations or goals not met this period: |

**B. EMPLOYEE COMMENTS (Feedback from employee to supervisor)**

|  |
| --- |
| Things you do as my supervisor that help me to be successful: |
| Things you could do that would help me be even **MORE** successful as an employee, if applicable: |

**C. OVERALL PERFORMANCE RATING**

**Rating Scale Definitions (Select one)**

Varying degrees of importance should be placed on those factors measuring performance in a given job. The overall performance rating represents a composite of the supervisor’s observance of this employee’s performance based on the core functions (job description), identified goals and objectives, and leadership competencies. Also use the scale below for rating section 3, SMART goals.

|  |  |  |
| --- | --- | --- |
|  | Level 1: | Results do not meet minimum requirements. Needs improvement. Not sufficiently competent and/or motivated. Appears to lack required skills for this position. |
|  |
|  | Level 2: | Performance meets minimum standards. Results were inconsistent, with some deliverables missed. Skills generally need improvement. |
|  |
|  | Level 3: | Fully successful. Accomplishments are comparable to job needs. Sometimes exceeds expectations. Consistent performer and leader. |
|  |
|  | Level 4: | Consistently exceeds objectives. Contributions are significantly above what is expected. Accomplishes more, faster, and better than others in a similar position. Achieves objectives by overcoming difficult obstacles. |
|  |
|  | Level 5: | Results far exceed job standards. Sets new standards of performance. Extremely creative, insightful, or remarkable work. Ratings in this category are reserved for breakthrough results and outstanding accomplishments. |
|  |
|  | Developing: | Results do not consistently meet expectations. May lack experience and/or skills. Has the capacity to improve overall performance within a reasonable period of time. Is still acquiring the skills necessary to be fully effective and achieve the outcomes expected of the job.  Note: *This rating is available ONLY when the employee is new to the position.* |
|  |

**D. ACKNOWLEDGEMENTS AND SIGNATURES**

The employee, the supervisor, and the next-level supervisor should sign below. If the supervisor is the CEO, a next-level signature is unnecessary.

|  |  |  |  |
| --- | --- | --- | --- |
| **Appraisal Prepared by:** |  | < Type Supervisor/Manager's Name Here > | |
|  |  |  | |
| Date |  | Signature | |
| **Next-level Supervisor:** |  | < Type Next-level Supervisor/Manager's Name Here > | |
|  |  |  | |
| Date |  | Signature | |
| **Employee Acknowledgment:**  My signature means my supervisor has discussed this document with me and that I have been given the opportunity to make comments, but it does not necessarily imply my agreement with its contents. | | | |
|  |  |  | |
| Date |  | | Signature |
| *Employee Comments:* | | | |
|  | | | |

See next page for optional career development section.

SECTION 6: CAREER DEVELOPMENT (Optional, but encouraged)

This section should be completed by the employee and discussed with the supervisor. It is not included in the overall performance rating. Refer to the [*Leadership Competency Development Guide*](https://yexchange.org/LeadershipDevelopmentApproach/Resources/Leadership-Competency-Development-Guide.pdf) for suggested experience-based learning assignments, key coaching questions, formal training, self-study, and valuable tips.

|  |
| --- |
| Briefly describe professional goals (e.g., a position you want to work toward, an experience you want to have, an impact you want to make): |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Competency to Be Developed** | **Describe (for example, experience-based assignments, formal study, self-study, coaching, etc.)** | | **Target Dates** | **Who Will Help and How?** |
| Select a Leadership Competency to Develop |  | |  |  |
| Select a Leadership Competency to Develop |  | |  |  |
| Functional Expertise (Including Technology) |  | |  |  |
| **A. Identify Your Leadership Certification Status** | | **B. Select Leadership Certification Level** | | |
| Achieve a new leadership certification  Maintain current leadership certification through earning 20 recertification credits | | Leader  Team Leader  Multi-team or Branch Leader  Organizational Leader | | |

SECTION 7: COMMUNITY INVOLVEMENT AND EDUCATION (Optional, but encouraged)

This section should be completed by the employee and discussed with the supervisor. It is not included in the overall performance rating.

|  |
| --- |
| List any Community Organizations, Trade Groups, Boards, Advisories, or other community groups that you are involved with (EXCLUDING religious or political groups): |

|  |
| --- |
| List any Certifications or Trainings in the last 12 months: |

|  |
| --- |
| List any Degrees or Diplomas received in the last 12 months: |
| |  |  | | --- | --- | | **Identify Your Education Goal (for the next 12 Months)** | | | High School Diploma/GED  Associate’s Degree  Bachelor’s Degree  Master’s Degree  Certificate (University/College level)  Other: YMCA Multi-Team or Branch Leader | Area of Study:  Expected Date of Completion: | |

\*Please submit proof of attendance, copy of degree or certificate, or other documentation to Human Resources for inclusion in your employee file.