# Duluth Area Family YMCAMid-year Performance Appraisal Form

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| Review Period: |       |  |  |
| Employee Name: |       | Title:  |       |
| Branch:  |       | Department: |       |
| Supervisor’s Name:  |       | Title:  |       |

Instructions

The mid-year review is an opportunity to check in, discuss ongoing performance expectations and goals, and review the objectives for the Annual Review. Sections 1 through 3 should be completed during a one-on-one discussion between the employee and supervisor. The supervisor should complete Section 4 after the discussion and submit to the employee for their response. Ensure that all signatures are collected before submitting to Human Resources.

You should refer to the most recent completed review, if any, when filling out this form.

SECTION 1: MID-YEAR DISCUSSION

1. **PERFORMANCE EXPECTATIONS**

What is one accomplishment since the last performance appraisal that you are particularly proud of?

What do you hope to achieve by the end of the year? What assistance might be needed to help you accomplish your objectives?

1. **REVIEW OF PERSONAL DEVELOPMENT GOALS**

What actions have your taken or training have you attended since your last performance appraisal to work toward reaching your personal development goals? (Refer to the “Personal Development Plan” section and general supervisor comments in the Annual Performance Review.)

Have any of your goals changed? Are you on track to accomplishing your goals? Have you already accomplished any of your goals?

What actions do you plan to take between now and your next performance appraisal that will help you reach your personal development goals? What assistance might be needed to help you achieve your goals?

SECTION 2: SMART GOAL SETTING

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. Obstacles and support should be outlined to help define the goal. If you developed goals at your last review, please input them below. If not, please develop three goals for yourself using this model.

Each goal should be linked to a **strategic priority**:

• Youth Development (YD) • Healthy Living (HL) •Social Responsibility (SR) •Organizational Capacity (OC)

At the Annual Review, progress on these goals will be assessed using the following rating:

1 (Below Expectations); 2 (Development Needed); 3 (Meets Expectations); 4 (Exceeds Expectations); or 5 (Far Exceeds Expectations).

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| **GOAL #1**  | **Tie it to a strategic priority**  |
|  | *Choose from the priority list above:*       |
| **Describe the goal:**      | **Measurement:** *(a percent, a number, a deadline, etc.)*      |
| **Obstacles to Meeting Goal**      | **Support Needed to Accomplish Goal**      |

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| **GOAL #2**  | **Tie it to a strategic priority**  |
|  | *Choose from the priority list above:*       |
| **Describe the goal:**      | **Measurement:** *(a percent, a number, a deadline, etc.)*      |
| **Obstacles to Meeting Goal**      | **Support Needed to Accomplish Goal**      |

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| **GOAL #3**  | **Tie it to a strategic priority**  |
|  | *Choose from the priority list above:*       |
| **Describe the goal:**      | **Measurement:** *(a percent, a number, a deadline, etc.)*      |
| **Obstacles to Meeting Goal**      | **Support Needed to Accomplish Goal**      |

SECTION 3: YMCA LEADERSHIP COMPETENCIES

Review the following competencies, which will comprise a significant component of the Annual Review.

Mark 5 competencies which you will focus on for the remainder of the review period. If you have taken the Y-USA Leadership Competency Assessment in the past year, use the results to determine your areas of focus.

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|  | VALUESDemonstrates 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. |
|  | COMMUNITYDelivers the benefits of **good health, strong connections, greater self-confidence,** and a **sense of security** to all who seek it. |
|  | VOLUNTEERISMAdvances the legacy of **volunteer engagement** and **leadership.** |
|  | PHILANTHROPYValues and supports the many facets of **philanthropy** as an **essential component** in achieving the Y’s mission. |
|  | INCLUSIONValues all people for their unique talents and takes an active role in promoting practices that support **diversity, inclusion,** and **cultural competence**. |
|  | RELATIONSHIPSBuilds **authentic relationships** in the service of enhancing individual and team **performance** to support the Y’s work. |
|  | INFLUENCEEmploys influence strategies that **engage, motivate,** and **build** commitment to the cause and overall Y goals. |
|  | COMMUNICATION**Listens** and **expresses** self effectively and in a manner that reflects a true **understanding** of the needs of the audience. |
|  | DEVELOPING OTHERSRecognizes and acts on the need to continually **develop others’ capabilities** to attain the **highest level of performance** possible. |
|  | DECISION MAKINGIntegrates **logic, intuition,** and sound judgment to **analyze** information to identify greatest opportunities, make sound decisions, and **solve** **problems.** |
|  | INNOVATIONParticipates in the **generation, experimentation,** and **implementation** of new approaches and activities that **improve** and **expand** the Y’s mission and work. |
|  | PROJECT MANAGEMENTSupports goal attainment by **prioritizing activities**, **assigning responsibilities** in accordance with capabilities, **monitoring progress,** and **evaluating impact**. |
|  | FINANCE**Demonstrates** and **sustains** the Y’s nonprofit operational model. |
|  | QUALITY RESULTSDemonstrates and fosters a strong commitment to **achieving goals** in a manner that provides **quality experiences**. |
|  | SELF DEVELOPMENTIs dedicated to the **improvement** of own capabilities, and demonstrates this through the **continual expansion** of knowledge and skills. |
|  | CHANGE CAPACITYLeads self and others through change by **navigating ambiguity** appropriately and **adapting** well to new situations, obstacles, and opportunities. |
|  | EMOTIONAL MATURITYDemonstrates effective **interpersonal skills**. |
|  | FUNCTIONAL EXPERTISEHas the **functional** and **technical knowledge** and **skills** to do the job at a **high level of accomplishment**. |
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| **Describe how you will develop your competencies in the 5 areas you have selected.** 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. |
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SECTION 4: SUMMARY, COMMENTS, OVERALL RATING, AND SIGNATURES

**A. SUPERVISOR COMMENTS (Feedback for employee from supervisor)**

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| Performance behaviors that exceed expectations:      |
| Performance behaviors needing improvement:      |

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

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| 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. 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.

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| **Appraisal Prepared by:** |  | < Type Supervisor/Manager's Name Here > |
|       |  |  |
| Date |  | Signature |
| **Next-level Supervisor or CEO:** |  | < 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:* |
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