



FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

PERFORMANCE APPRAISAL FORM: FULL-TIME AND KEY PART-TIME

YMCA of _____

Employee Name: _____ Title: _____
Location: _____ 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 and the key performance objectives for the period (SMART goals, section 1). The employee will then be reviewed on leadership competencies in section 2. At the end of the appraisal period, ratings and comments are completed, sections 3, and the form is finalized for the review period. The final section, section 4, is for the supervisor and the employee to set SMART goals for the next appraisal period.

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 appraisals. 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 1: SMART GOALS 2014 REVIEW

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. Select one of the following ratings: 1 (Below Expectations); 2 (Development Needed); 3 (Meets Expectations); 4 (Exceeds Expectations); or 5 (Far Exceeds Expectations).

Each goal should (in most cases) be linked to a **Strategic Theme**.

GOAL # 1	
Describe the goal:	Measured by: <i>(For example, a percent, a number, or a deadline)</i>
RESULTS Enter rating: Enter comments here:	

GOAL # 2	
Describe the goal:	Measured by: <i>(For example, a percent, a number, or a deadline)</i>
RESULTS Enter rating: Enter comments here:	

GOAL # 3	
Describe the goal:	Measured by: <i>(For example, a percent, a number, or a deadline)</i>
RESULTS Enter rating: Enter comments here:	

SECTION 2: YMCA LEADERSHIP COMPETENCIES FOR ORGANIZATIONAL LEADER

<p>VALUES</p> <p><i>Definition:</i> 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.</p>				
<p>1 BELOW EXPECTATIONS</p> <p>Fails to communicate to others how the vision and strategy align with the Y's values and mission. Shows little or no interest in communicating the Y's values through example. Conducts work without respect to ethical behavior.</p>	<p>2 DEVELOPMENT NEEDED</p>	<p>3 MEETS EXPECTATIONS</p> <p>Regularly communicates to others how the vision and strategy align with the Y's values and mission. Acts as a cause-driven leader for the organization. Demonstrates uncompromising ethical behavior at all times.</p>	<p>4 EXCEEDS EXPECTATIONS</p>	<p>5 FAR EXCEEDS EXPECTATIONS</p> <p>Challenges others to base their decisions and actions on the mission, vision, and values of the Y. Communicates an unwavering focus on the Y's core values by modeling excellence in and enthusiasm for them. Serves as a moral compass and sets ethical standards for the organization.</p>
<p>COMMENTS—VALUES</p> <p>Enter rating: <input type="text"/> Enter comments here: <input type="text"/></p>				
<p>COMMUNITY</p> <p><i>Definition:</i> Delivers the benefits of good health, strong connections, greater self-confidence, and a sense of security to all who seek it.</p>				
<p>1 BELOW EXPECTATIONS</p> <p>Fails to consider how decisions may impact members and the community and hesitates to change direction or shift priorities when date warrant doing so. Misses key opportunities to reinforce the Y's mission for serving the community.</p>	<p>2 DEVELOPMENT NEEDED</p>	<p>3 MEETS EXPECTATIONS</p> <p>Leads by example and inspires others to demonstrate a passion for members and the community. Creates and communicates a community-focused vision that promotes cooperation and collaboration with other organizations to achieve service integration and mutual benefit to all stakeholders. Promotes and embraces the global nature of the Y to engage the community.</p>	<p>4 EXCEEDS EXPECTATIONS</p>	<p>5 FAR EXCEEDS EXPECTATIONS</p> <p>Makes member and community needs central in every decision, without fail, and reinforces that others do the same. Continually emphasizes the Y's mission for serving the community; creates organization-wide mechanisms that support and recognize staff members who exceed member and community needs. Continually broadens the Y's appeal and delivery of benefits to the community through ongoing outreach strategies.</p>
<p>COMMENTS—COMMUNITY</p> <p>Enter rating: <input type="text"/> Enter comments here: <input type="text"/></p>				
<p>RELATIONSHIPS</p> <p><i>Definition:</i> Builds authentic relationships in the service of enhancing individual and team performance to support the Y's work.</p>				
<p>1 BELOW EXPECTATIONS</p> <p>Builds unconstructive relationships that negatively impact team members' engagement. Creates ineffective alliances by identifying inappropriate leaders with whom to build relationships. Does not collaborate well with colleagues and has limited networks within the Y.</p>	<p>2 DEVELOPMENT NEEDED</p>	<p>3 MEETS EXPECTATIONS</p> <p>Forges healthy relationships that promote open and honest dialogue. Creates successful and strategic relationships with influential leaders and members of the community in order to enhance support for the cause. Initiates the development of relationships that promote partnering and collaborations among departments and centers within the Y.</p>	<p>4 EXCEEDS EXPECTATIONS</p>	<p>5 FAR EXCEEDS EXPECTATIONS</p> <p>Models effective ways to anticipate and prevent counter-productive confrontations, even in challenging situations. Creates passionate external advocates for the Y through his/her leadership roles in the community and interactions with a variety of groups. Leverages his/her relationships to facilitate cross-department collaboration that drives superior outcomes.</p>
<p>COMMENTS—RELATIONSHIPS</p> <p>Enter rating: <input type="text"/> Enter comments here: <input type="text"/></p>				
<p>DEVELOPING OTHERS</p> <p><i>Definition:</i> Recognizes and acts on the need to continually develop others' capabilities to attain the highest level of performance possible.</p>				

<p>1 BELOW EXPECTATIONS Misses the opportunity to create a development-focused culture by concentrating only on the development of direct reports. Rarely engages others regarding the relevance of recruiting, hiring, and talent management practices as contributors to a developmental culture. Participates in feedback and coaching only when required by formal processes.</p>	<p>2 DEVELOPMENT NEEDED</p>	<p>3 MEETS EXPECTATIONS Creates a development-focused culture by speaking regularly with people at all levels in the organization about their development plans. Promotes the importance of recruiting, hiring, and managing the talents of staff and volunteers. Engages in and champions ongoing feedback, coaching, and opportunities for informal and formal learning at all levels.</p>	<p>4 EXCEEDS EXPECTATIONS</p>	<p>5 FAR EXCEEDS EXPECTATIONS Continually promotes and supports innovative development approaches; challenges staff at all levels to stretch beyond their comfort zone through on-the-job developmental opportunities. Leverages recruiting, hiring and talent management as a means to identify and support development activities. Models effective feedback and coaching conversations for people at all levels in the organization.</p>
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COMMENTS—DEVELOPING OTHERS

Enter rating: | Enter comments here:

DECISION MAKING

Definition: Integrates **logic, intuition**, and sound judgment to **analyze** information to identify greatest opportunities, make sound decisions, and **solve problems**.

<p>1 BELOW EXPECTATIONS Overlooks potential opportunities for the Y by using standard assumptions regarding how to drive the business. Prefers to maintain the same course for the organization, regardless of changes to opportunities, risks, or the external business environment. Makes decisions based on emotions rather than facts</p>	<p>2 DEVELOPMENT NEEDED</p>	<p>3 MEETS EXPECTATIONS Uncovers potential opportunities for the Y by challenging conventional thinking and assumptions about the fundamental drivers of the business. Identifies and evaluates strategic issues, opportunities and risks, and considers them when forming organizational objectives and plans. Makes and implements strategic decisions based on principles, values, and business cases.</p>	<p>4 EXCEEDS EXPECTATIONS</p>	<p>5 FAR EXCEEDS EXPECTATIONS Consistently challenges others to understand and consider how the current economic climate and shifting business drivers impact the Y. Uses a holistic view, factoring both internal and external business and environmental trends, when building organizational objectives and plans. Takes calculated, strategic risks while aligning decisions with the principles and values of the Y.</p>
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COMMENTS—DECISION MAKING

Enter rating: | Enter comments here:

PROJECT (PROGRAM) MANAGEMENT

Definition: Supports goal attainment by **prioritizing activities, assigning responsibilities** in accordance with capabilities, **monitoring progress, and evaluating impact**.

<p>1 BELOW EXPECTATIONS Seeks self-interests over the best interest of the Y and keeps resources and best practices for her/himself. Reluctantly listens to stakeholders' and team member's expectations and needs and creates risk to project success by not acting on the information. Adheres rigidly to plans even when risks are identified.</p>	<p>2 DEVELOPMENT NEEDED</p>	<p>3 MEETS EXPECTATIONS Secures and allocates program or project resources so that strategic objectives can be achieved. Develops plans that effectively balance the long-term direction and the short-term requirements. Develops strategies to mitigate risks to achieving plans.</p>	<p>4 EXCEEDS EXPECTATIONS</p>	<p>5 FAR EXCEEDS EXPECTATIONS Supports the realization of overall Y goals by sharing or even sacrificing resources to maximize benefits. Identifies and evaluates all stakeholders, both up- and down-stream, and prioritizes their expectations and needs to increase project impact. Strategizes to consider both the impact and likelihood of risks, how to minimize those risks and encourages staff to report risks without fear of blame or censure.</p>
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COMMENTS—PROJECT MANAGEMENT

Enter rating: | Enter comments here:

FINANCE

Definition: **Demonstrates** and **sustains** the Y's nonprofit operational model.

<p>1 BELOW EXPECTATIONS Shows concern about protecting the assets of the organization, but fails to implement appropriate or sufficient internal controls and processes. Establishes fiscal plans that focus on short-term outcomes rather than long-term sustainability. Fails to involve board members or other key stakeholders in the budget process, resulting in misalignment or confusion about fiscal priorities.</p>	<p>2 DEVELOPMENT NEEDED</p>	<p>3 MEETS EXPECTATIONS Establishes strong internal controls and oversight to protect the assets of the organization. Develops fiscal plans to maximize mission impact and provide long-term sustainability. Involves board members in the budget process to promote their understanding and commitment to allocation and constraints.</p>	<p>4 EXCEEDS EXPECTATIONS</p>	<p>5 FAR EXCEEDS EXPECTATIONS Aggressively seeks out and implements best practices for protecting the organization's assets; provides colleagues across the Movement with insights on what works well in his/her organization. Develops robust financial plans including anticipated resources and key initiatives that will create long-term value and growth. Meets regularly with board members and other key stakeholders to establish priorities, develop short-term and long-term financial plans, and gain their sponsorship and commitment.</p>
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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**.

<p>1 BELOW EXPECTATIONS Communicates support for those who create quality experiences for staff, members and the community, but does little to reinforce or reward such efforts. Produces programs and services that are not fully aligned around the Y's mission, strategy, and goals. Focuses more on activity than on results against the Y's overall mission.</p>	<p>2 DEVELOPMENT NEEDED</p>	<p>3 MEETS EXPECTATIONS Communicates and reinforces whenever possible a commitment to creating quality experiences for staff, members, and the community. Uses the Y's mission, strategy, and goals as a lens for making organizational decisions, including those around structure, roles, and responsibilities. Tracks progress using appropriate benchmarks and performance measures, and holds leaders accountable for results.</p>	<p>4 EXCEEDS EXPECTATIONS</p>	<p>5 FAR EXCEEDS EXPECTATIONS Passionately advocates and rewards in others a commitment to creating quality programs and services. Makes decisions that lead to the delivery of outstanding programs and services aligned with the Y's mission, strategy, and goals. Holds leaders accountable for producing best-in-class results against key Y performance indicators; requires leaders to do the same with their teams.</p>
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COMMENTS—QUALITY RESULTS
Enter rating: _____ | Enter comments here: _____

SECTION 3: SUMMARY, COMMENTS, OVERALL RATING, AND SIGNATURES

A. 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.

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- 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.
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- 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.
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- 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.*
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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:

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
<i>Employee Comments:</i>	

SECTION 4: SMART GOALS 2015

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.

Each goal should (in most cases) be linked to an **Association Goal**:

- Employee Survey
- Brand Awareness
- Program Satisfaction
- Donor Advancement

GOAL # 1	Tie it to an Association Goal <i>Choose from the above list:</i>
Describe the goal:	Measured by: <i>(For example, a percent, a number, or a deadline)</i>

GOAL # 2	Tie it to an Association Goal <i>Choose from the above list:</i>
Describe the goal:	Measured by: <i>(For example, a percent, a number, or a deadline)</i>

GOAL # 3	Tie it to an Association Goal <i>Choose from the above list:</i>
Describe the goal:	Measured by: <i>(For example, a percent, a number, or a deadline)</i>

GOAL # 4	Tie it to an Association Goal <i>Choose from the above list:</i>
Describe the goal:	Measured by: <i>(For example, a percent, a number, or a deadline)</i>

GOAL # 5	Tie it to an Association Goal <i>Choose from the above list:</i>
Describe the goal:	Measured by: <i>(For example, a percent, a number, or a deadline)</i>

